

Finish Line New York ELA, Third Edition

Grade 7 Crosswalk

Unit/ Lesson	Title	CCLS	Next Generation Standard
UNIT 1	KEY IDEAS AND DETAILS IN LITERARY TEXT		
Lesson 1	Supporting Literary Analysis	RL.7.1	7R1
Lesson 2	Exploring the Development of a Central Idea	RL.7.2	7R2
Lesson 3	Summarizing Literary Text	RL.7.2	7R2
Lesson 4	Exploring the Interaction of Literary Elements	RL.7.3	7R3
UNIT 2	KEY IDEAS AND DETAILS IN INFORMATIONAL TEXT		
Lesson 5	Citing Evidence to Support Inferences	RI.7.1	7R1
Lesson 6	Determining Central Ideas	RI.7.2	7R2
Lesson 7	Summarizing Informational Text	RI.7.2	7R2
Lesson 8	Exploring Interactions in Informational Text	RI.7.3	7R3
UNIT 3	CRAFT AND STRUCTURE IN LITERARY TEXT		
Lesson 9	Understanding Word Meaning	RL.7.4	7R4
Lesson 10	Exploring Rhyme and Repetition	RL.7.4	7R4
Lesson 11	Analyzing a Poem’s Structure	RL.7.5	7R5
Lesson 12	Analyzing a Play’s Structure	RL.7.5	7R5
Lesson 13	Understanding Point of View	RL.7.6	7R6
UNIT 4	CRAFT AND STRUCTURE IN INFORMATIONAL TEXT		
Lesson 14	Understanding Word Meaning	RI.7.4	7R4
Lesson 15	Analyzing Text Organization in Informational Text	RI.7.5	7R5
Lesson 16	Distinguishing Author’s Purpose and Point of View	RI.7.6	7R6

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UNIT 5	INTEGRATION OF KNOWLEDGE AND IDEAS IN LITERARY TEXT		
Lesson 17	Comparing and Contrasting Literary and Media Techniques	RL.7.7	7R7
Lesson 18	Comparing and Contrasting Literary Genres	RL.7.9	7R9
UNIT 6	INTEGRATION OF KNOWLEDGE AND IDEAS IN INFORMATIONAL TEXT		
Lesson 19	Comparing and Contrasting Media and Text	RI.7.7	7R7
Lesson 20	Evaluating Arguments and Claims in a Text	RI.7.8	7R8
Lesson 21	Comparing and Contrasting Informational Text	RI.7.9	7R9
UNIT 7	WRITING ON DEMAND		
Lesson 22	The Writing Process	W.7.2, 4–7, 9	7W2, 5, 6
Lesson 23	Argumentative Writing	W.7.1, 4–7, 9	7W1, 5, 6
Lesson 24	Informational Writing	W.7.2, 4–7, 9	7W2, 5, 6
Lesson 25	Narrative Writing	W.7.3–7, 9	7W3, 5, 6
Lesson 26	Rules of English	L.7.1–3	6–8L1, 2, 7L3
Lesson 27	Vocabulary	L.7.4, 5	7L4, 5

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7R1	<p>RL Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>7R1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI & RL)</p>
7R2	<p>RL 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.</p> <p>RI 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.</p>	<p>7R2 Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI & RL)</p>
7R3	<p>RL Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RI 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).</p>	<p>7R3 In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>
7R4	<p>RL 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.</p> <p>RI 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.</p>	<p>7R4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI & RL)</p>
7R5	<p>RL Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.</p>	<p>7R5 In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL)</p> <p>In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas. (RI)</p>
7R6	<p>RL Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>a. Analyze stories, drama, or poems by authors who represent diverse world cultures.</p> <p>RI 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.</p>	<p>7R6 In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL)</p> <p>In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)</p>

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7R7	<p>RL 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).</p> <p>RI 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).</p>	<p>7R7 Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject. (RI & RL)</p>
7R8	<p>RL (Not applicable to literature)</p> <p>RI 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.</p>	<p>7R8 Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI & RL)</p>
7R9	<p>RL 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.</p> <p>RI 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:</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Omitted. See 7R9 for connections between texts.</p> <p>7R9 Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI & RL)</p>
7R10	<p>RL 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.</p> <p>RI 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.</p>	<p>Please see the “Range of Student Reading Experiences for 7th Grade” section included in the introduction to the 7th Grade Standards.</p>
7R11	<p>RL Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations:</p> <p>a. Self-select text based on personal preferences.</p> <p>b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p> <p>RI Not applicable to Reading for Information Standard</p>	<p>7R9 Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI & RL)</p>

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7W1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>7W1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7W1a Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>7W1b Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>7W1c Use precise language and content-specific vocabulary to argue a claim.</p> <p>7W1d Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7W1e Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>7W1f Maintain a style and tone appropriate to the writing task.</p>
7W2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>7W2b Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>7W2c Use precise language and content-specific vocabulary to explain a topic.</p> <p>7W2d Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7W2e Provide a concluding statement or section that explains the significance of the information presented.</p> <p>7W2f Establish and maintain a style appropriate to the writing task.</p>

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7W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>7W3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p> <p>7W3a Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p>7W3b Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>7W3c Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7W3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>7W3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
7W4	<p>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 1–3 above.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
7W5	<p>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 Language standards 1–3 up to and including grade 7.)</p>	
7W6	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	
7W7	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	

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7W8	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.	7W7 Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
7W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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”). b. 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”).	7W5 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to both literary and informational text, where applicable.
7W10	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.	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
7W11	Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. a. Make deliberate, personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	7W4 Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

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7SL1	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>7SL1 Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>7SL1a Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>7SL1b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>7SL1d Acknowledge new information expressed by others and, when warranted, modify personal views.</p> <p>See 7SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.</p>
7SL2	<p>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.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>7SL2 Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text or issue under study.</p> <p>7SL2a Omitted</p>
7SL3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>7SL3 Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p>
7SL4	<p>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.</p>	<p>7SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.</p>
7SL5	<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>7SL5 Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
7SL6	<p>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)</p>	<p>7SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

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7L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6–8, the student is expected to know and be able to use these skills by the end of 8th grade.</p>
7L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>	
7L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>7L3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
7L4	<p>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.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p>	<p>7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>7L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>7L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p>

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7L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7L5a Interpret figurative language, including allusions, in context.</p> <p>7L5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>7L5c Distinguish among the connotations of words with similar denotations (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
7L6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>7L6 Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>