

# New York State ELAP Plus, Third Edition

## Grade 7, Form A Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
<b>The Sami of the Arctic</b>	1	RI.7.5	7R5
	2	RI.7.5	7R5
	3	RI.7.4	7R4
	4	RI.7.3	7R3
	5	RI.7.1	7R1
	6	RI.7.2	7R2
	7	RI.7.1	7R1
<b>Getting to Know Grandma</b>	8	RL.7.6	7R6
	9	RL.7.2	7R2
	10	RL.7.1	7R1
	11	RL.7.3	7R3
	12	RL.7.4	7R4
	13	RL.7.6	7R6
	14	RL.7.5	7R5
<b>We Need New Literature</b>	15	RI.7.8	7R8
	16	RI.7.8	7R8
	17	RI.7.6	7R6
	18	RI.7.6	7R6
	19	RI.7.4	7R4
	20	RI.7.5	7R5
	21	RI.7.6	7R6

## Grade 7, Form B Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
<b>Arthur and the Sword in the Stone</b>	1	RL.7.6	7R6
	2	RL.7.4	7R4
	3	RL.7.3	7R3
	4	RL.7.2	7R2
	5	RL.7.6	7R6
	6	RL.7.5	7R5
	7	RL.7.3	7R3
<b>Bike Helmets Should Not Be Required for Older Riders</b>	8	RI.7.6	7R6
	9	RI.7.8	7R8
	10	RI.7.6	7R6
	11	RI.7.8	7R8
	12	RI.7.5	7R5
	13	RI.7.2	7R2
	14	RI.7.8	7R8
<b>Little Women</b>	15	RL.7.5	7R5
	16	RL.7.5	7R5
	17	RL.7.1	7R1
	18	RL.7.4	7R4
	19	RL.7.2	7R2
	20	RL.7.3	7R3
	21	RL.7.6	7R6

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Lesson Title	Q#	CCLS	Next Generation Standard
<b>Technology Time-Out</b>	22	RI.7.8	7R8
	23	RI.7.2	7R2
	24	RI.7.6	7R6
	25	RI.7.4	7R4
	26	RI.7.1	7R1
	27	RI.7.8	7R8
	28	RI.7.9	7R9
<b>Waiting on Wesley</b>	29	RL.7.6	7R6
	30	RL.7.2	7R2
	31	RL.7.1	7R1
	32	RL.7.3	7R3
	33	RL.7.3	7R3
	34	RL.7.1	7R1
	35	RL.7.3	7R3
<b>Echo and Narcissus</b>	36	RL.7.3; W.7.2, 4, 5	7R3, 7W2
	37	RL.7.6; W.7.2, 4, 5	7R6, 7W2
	38	RL.7.2; W.7.2, 4, 5	7R2, 7W2
<b>The Deepest and Driest Desert</b>	39	RI.7.2; W.7.2, 4, 5	7R2, 7W2
<b>A Land Unlike Any Other</b>	40	RI.7.3; W.7.2, 4, 5	7R3, 7W2
	41	RI.7.8; W.7.2, 4, 5	7R8, 7W2
	42	RI.7.3; W.7.2, 4, 5	7R3, 7W2
	43	RI.7.9; W.7.2, 4, 5	7R9, 7W2

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Lesson Title	Q#	CCLS	Next Generation Standard
<b>Thomas Edison: The Father of Recorded Sound</b>	22	RI.7.2	7R2
	23	RI.7.1	7R1
	24	RI.7.3	7R3
	25	RI.7.5	7R5
	26	RI.7.4	7R4
	27	RI.7.3	7R3
	28	RI.7.3	7R3
<b>Unearthing the Woolly Mammoth</b>	29	RI.7.4	7R4
	30	RI.7.1	7R1
	31	RI.7.9	7R9
	32	RI.7.3	7R3
	33	RI.7.4	7R4
	34	RI.7.5	7R5
	35	RI.7.8	7R8
<b>The Secret Life of Cows</b>	36	RL.7.2; W.7.2, 4, 5	7R2, 7W2
	37	RL.7.6; W.7.2, 4, 5	7R6, 7W2
	38	RL.7.3; W.7.2, 4, 5	7R3, 7W2
<b>Why Farmers Should Grow Organic</b>	39	RI.7.2; W.7.2, 4, 5	7R2, 7W2
<b>Organic Farming Isn't the Answer</b>	40	RI.7.8; W.7.2, 4, 5	7R8, 7W2
	41	RI.7.9; W.7.2, 4, 5	7R9, 7W2
	42	RI.7.1; W.7.2, 4, 5	7R1, 7W2
	43	RI.7.9; W.7.2, 4, 5	7R9, 7W2

Original Standard Code (2011)	Common Core Learning Standard	Next Generation Learning Standard
7R1	<p><b>RL</b> 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><b>RI</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<b>7R1</b> Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI & RL)
7R2	<p><b>RL</b> 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><b>RI</b> 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>	<b>7R2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI & RL)
7R3	<p><b>RL</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RI</b> 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><b>7R3</b> In literary texts, analyze how elements of plot are <b>related, affect one another, and contribute to meaning</b>. (RL)</p> <p>In informational texts, <b>analyze how individuals, events, and ideas are introduced, relate to each other, and are developed</b>. (RI)</p>
7R4	<p><b>RL</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of <del>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.</del></p> <p><b>RI</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and <del>technical meanings</del>; analyze the impact of a specific word choice on meaning and tone.</p>	<b>7R4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of <b>specific word choices on meaning, tone, and mood, including words with multiple meanings</b> . (RI & RL)
7R5	<p><b>RL</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>RI</b> Analyze the structure an author uses to organize a text, including how the <del>major</del> sections contribute to the whole and to the development of ideas.</p>	<p><b>7R5</b> 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 <b>central</b> ideas. (RI)</p>
7R6	<p><b>RL</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><del>a. Analyze stories, drama, or poems by authors who represent diverse world cultures.</del></p> <p><b>RI</b> <del>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.</del></p>	<p><b>7R6</b> 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><b>RL</b> 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><b>RI</b> 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>	<b>7R7</b> 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)
7R8	<p><b>RL</b> (Not applicable to literature)</p> <p><b>RI</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is <b>sound</b> and the evidence is relevant and sufficient to support the claims.</p>	<b>7R8</b> Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is <b>valid</b> and the evidence is relevant and sufficient and <b>recognizing when irrelevant evidence is introduced</b> . (RI & RL)
7R9	<p><b>RL</b> 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><b>RI</b> 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><b>Omitted. See 7R9 for connections between texts.</b></p> <p><b>7R9</b> Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI &amp; RL)</p>
7R10	<p><b>RL</b> 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><b>RI</b> 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>	<b>Please see the “Range of Student Reading Experiences for 7th Grade” section included in the introduction to the 7th Grade Standards.</b>
7R11	<p><b>RL</b> 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><b>RI</b> Not applicable to Reading for Information Standard</p>	<b>7R9</b> 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)

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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 <del>words, phrases, and clauses</del> to create cohesion and clarify the relationships among <del>claim(s), reasons, and evidence</del>.</p> <p>d. Establish and maintain a <del>formal</del> style.</p> <p>e. Provide a concluding statement or section that <del>follows from and supports the argument presented</del>.</p>	<p><b>7W1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>7W1a</b> Introduce a <b>precise</b> claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p><b>7W1b</b> Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p><b>7W1c Use precise language and content-specific vocabulary to argue a claim.</b></p> <p><b>7W1d</b> Use <b>appropriate transitions</b> to create cohesion and clarify the relationships among <del>ideas and concepts</del>.</p> <p><b>7W1e</b> Provide a concluding statement or section that <b>explains the significance of the argument presented</b>.</p> <p><b>7W1f</b> Maintain a style <b>and tone appropriate to the writing task</b>.</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 <del>domain-specific vocabulary to inform about or explain the topic</del>.</p> <p>e. Establish and maintain a <del>formal</del> style.</p> <p>f. Provide a concluding statement or section that <del>follows from and supports the information or explanation presented</del>.</p>	<p><b>7W2</b> 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><b>7W2a</b> 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><b>7W2b</b> Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; <b>include formatting, graphics, and multimedia when useful to aid comprehension</b>.</p> <p><b>7W2c</b> Use precise language and <b>content-specific</b> vocabulary to explain a topic.</p> <p><b>7W2d</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>7W2e</b> Provide a concluding statement or section that <b>explains the significance of the information presented</b>.</p> <p><b>7W2f</b> Establish and maintain a style <b>appropriate to the writing task</b>.</p>

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7W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and <del>well-structured event</del> sequences.</p> <p>a. Engage <del>and orient</del> the reader by establishing a context and point of view and introducing a narrator and/or characters; <del>organize an event sequence that unfolds naturally and logically</del>.</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 <del>the narrated experiences or events</del>.</p>	<p><b>7W3</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and <b>clear</b> sequencing.</p> <p><b>7W3a</b> Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p><b>7W3b</b> Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p><b>7W3c</b> 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><b>7W3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>7W3e</b> Provide a conclusion that follows from and reflects on what is <b>experienced, observed, or resolved over the course of the narrative</b>.</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><b>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.</b></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 <del>short</del> research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	
		<p><b>7W6</b> Conduct <b>research</b> to answer questions, <b>including self-generated questions</b>, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>

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7W8	Gather relevant information from multiple <del>print and digital</del> sources, <del>using search terms effectively</del> ; 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.	<b>7W7</b> 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. <del>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").</del> <del>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").</del>	<b>7W5</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>Apply grade 7 Reading standards to both literary and informational text, where applicable.</b>
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.	<b>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.</b>
7W11	Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. <del>a. Make deliberate, personal, cultural, textual, and thematic connections across genres.</del> <del>b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).</del>	<b>7W4</b> Create a poem, story, play, art work, or other response to <b>a text, author, theme, or personal experience.</b>

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7SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners <del>on grade 7 topics, texts, and issues</del> , building on others' ideas and expressing their own clearly. 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. b. Follow <b>rules</b> for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views. e. <del>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</del>	<b>7SL1</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. <b>7SL1a</b> 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. <b>7SL1b</b> Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. <b>7SL1c</b> 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. <b>7SL1d</b> Acknowledge new information expressed by others and, when warranted, modify personal views. See 7SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.
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. <del>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</del>	<b>7SL2</b> 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. <b>7SL2a Omitted</b>
7SL3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>7SL3</b> Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.
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.	<b>7SL4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with <b>relevant</b> descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear <b>enunciation</b> .
7SL5	Include <del>multimedia components</del> and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>7SL5</b> Include <b>digital media</b> and/or visual displays in presentations to clarify claims and findings and emphasize salient points.
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)	<b>7SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



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7L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>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.</b>
7L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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> ). b. Spell correctly.	
7L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7L3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
7L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <del>grade 7 reading and content</del> , choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). 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. 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).	7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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. 7L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). 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. 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).

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