

Grade 7

ELA Standards Summary

Total Reviews	664		<p>Breakdown by Review Type</p> <p>A pie chart titled 'Breakdown by Review Type' showing two segments. The larger segment, 'Keep As Is', represents 81% of the total reviews. The smaller segment, 'Suggest Changes', represents 19% of the total reviews.</p>								
Keep As Is	538	Educator		400							
		Elected Official		0							
		Institution or Higher Education Faculty		0							
		K-12 Administrator		57							
		Member of Organization		1							
		Other		0							
		Parent/Guardian		80							
Student	0										
Suggest Changes	126	Educator		61							
		Elected Official	0								
		Institution or Higher Education Faculty	0								
		K-12 Administrator	0								
		Member of Organization	0								
		Other	0								
		Parent/Guardian	65								
Student	0										
			<p>Change Suggestions</p> <table border="1"> <tr> <td>Removed</td> <td>20</td> </tr> <tr> <td>Rewritten</td> <td>49</td> </tr> <tr> <td>Broken Up</td> <td>21</td> </tr> <tr> <td>Moved to a Different Level</td> <td>36</td> </tr> </table>	Removed	20	Rewritten	49	Broken Up	21	Moved to a Different Level	36
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Rewritten	49										
Broken Up	21										
Moved to a Different Level	36										

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
ELA-Literacy.L.7.1a	8	89%	1	11%	1	0	0	0
ELA-Literacy.L.7.1b	6	67%	3	33%	2	1	0	0
ELA-Literacy.L.7.1c	6	75%	2	25%	1	0	1	0
ELA-Literacy.L.7.2a	7	88%	1	13%	0	1	0	0
ELA-Literacy.L.7.2b	8	100%	0	0%	0	0	0	0
ELA-Literacy.L.7.3a	8	80%	2	20%	0	1	1	0
ELA-Literacy.L.7.4a	8	80%	2	20%	0	2	0	0
ELA-Literacy.L.7.4b	7	70%	3	30%	1	0	0	2
ELA-Literacy.L.7.4c	9	90%	1	10%	0	1	0	0
ELA-Literacy.L.7.4d	8	80%	2	20%	0	1	0	1
ELA-Literacy.L.7.5a	7	78%	2	22%	1	1	0	0
ELA-Literacy.L.7.5b	7	78%	2	22%	1	1	0	0
ELA-Literacy.L.7.5c	6	67%	3	33%	0	2	1	0
ELA-Literacy.L.7.6	8	80%	2	20%	1	1	0	0
ELA-Literacy.RI.7.1	10	100%	0	0%	0	0	0	0
ELA-Literacy.RI.7.10	8	89%	1	11%	0	1	0	0
ELA-Literacy.RI.7.2	9	82%	2	18%	0	1	1	0
ELA-Literacy.RI.7.3	8	89%	1	11%	0	1	0	0
ELA-Literacy.RI.7.4	8	80%	2	20%	0	1	1	0
ELA-Literacy.RI.7.5	9	100%	0	0%	0	0	0	0
ELA-Literacy.RI.7.6	8	100%	0	0%	0	0	0	0
ELA-Literacy.RI.7.7	8	73%	3	27%	0	1	1	1
ELA-Literacy.RI.7.8	8	80%	2	20%	1	0	0	1
ELA-Literacy.RI.7.9	8	89%	1	11%	0	1	0	0
ELA-Literacy.RL.7.1	14	70%	6	30%	0	3	2	1
ELA-Literacy.RL.7.10	10	83%	2	17%	0	1	0	1
ELA-Literacy.RL.7.2	12	75%	4	25%	0	2	1	1
ELA-Literacy.RL.7.3	9	60%	6	40%	1	3	2	0
ELA-Literacy.RL.7.4	9	53%	8	47%	1	4	3	0
ELA-Literacy.RL.7.5	8	44%	10	56%	5	2	1	2
ELA-Literacy.RL.7.6	10	67%	5	33%	1	2	1	1
ELA-Literacy.RL.7.7	9	64%	5	36%	1	2	0	2
ELA-Literacy.RL.7.8	3	75%	1	25%	0	0	0	1
ELA-Literacy.RL.7.9	11	79%	3	21%	1	0	0	2
ELA-Literacy.SL.7.1a	6	75%	2	25%	1	1	0	0
ELA-Literacy.SL.7.1b	5	71%	2	29%	0	1	0	1
ELA-Literacy.SL.7.1c	7	88%	1	13%	0	0	0	1
ELA-Literacy.SL.7.1d	6	75%	2	25%	0	1	0	1
ELA-Literacy.SL.7.2	7	88%	1	13%	0	0	0	1
ELA-Literacy.SL.7.3	6	75%	2	25%	1	1	0	0
ELA-Literacy.SL.7.4	7	78%	2	22%	0	1	1	0

ELA-Literacy.SL.7.5	8	100%	0	0%	0	0	0	0
ELA-Literacy.SL.7.6	6	86%	1	14%	1	0	0	0
ELA-Literacy.W.7.10	8	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.1a	11	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.1b	10	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.1c	7	64%	4	36%	2	1	1	0
ELA-Literacy.W.7.1d	8	89%	1	11%	1	0	0	0
ELA-Literacy.W.7.1e	9	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.2a	5	45%	6	55%	1	3	2	0
ELA-Literacy.W.7.2b	9	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.2c	8	89%	1	11%	1	0	0	0
ELA-Literacy.W.7.2d	9	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.2e	8	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.2f	7	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.3a	10	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.3b	9	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.3c	8	89%	1	11%	1	0	0	0
ELA-Literacy.W.7.3d	10	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.3e	9	100%	0	0%	0	0	0	0
ELA-Literacy.W.7.4	9	90%	1	10%	0	1	0	0
ELA-Literacy.W.7.5	9	82%	2	18%	1	1	0	0
ELA-Literacy.W.7.6	7	70%	3	30%	1	1	1	0
ELA-Literacy.W.7.7	7	78%	2	22%	2	0	0	0
ELA-Literacy.W.7.8	7	78%	2	22%	2	0	0	0
ELA-Literacy.W.7.9a	7	88%	1	13%	1	0	0	0
ELA-Literacy.W.7.9b	7	88%	1	13%	1	0	0	0

ELA-Literacy.L.7.1a

Students need to understand grammar to be well developed writers.

ELA-Literacy.L.7.1b

Choose among simple, compound, complex, and compound-complex sentences to clarify differing relationships among ideas.

ELA-Literacy.L.7.1c**ELA-Literacy.L.7.2a**

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).Add: Use commas correctly to join compound sentences and to punctuate sentences with phrases and clauses as needed.

It is developmentally appropriate

Students need to understand grammar to be well developed writers.

ELA-Literacy.L.7.2b

Please ensure spelling is being taught, i.e. spelling assignments and tests

With texting spelling has gone by the way-side. Students must learn to spell correctly to communicate and be well developed writers.

ELA-Literacy.L.7.3a

Rewrite to a child's standard. Not as difficult.

This is not only a useful and necessary standard, but it should be used as the golden rule in writing standards.

ELA-Literacy.L.7.4a

Rewrite not as difficult.

Use context as a clue to the meaning of a word or phrase.

ELA-Literacy.L.7.4b

Greek and/or Latin affixes have not been taught and are not developmentally appropriate for 7th grade

Unnecessary

When students understand Greek & Latin affixes, they are better able to know meanings of new words encountered.

ELA-Literacy.L.7.4c

Rewrite not as difficult.

We have gotten away from this. These are basic references that they will use the rest of their lives. We need students that may not know everything but are able to find the answer.

ELA-Literacy.L.7.4d

Rewrite to a child's standard. Not as difficult.

This standard is vague in language and redundant in usage.

ELA-Literacy.L.7.5a

Rewrite to a child's standard. Not as difficult

ELA-Literacy.L.7.5b

Rewrite not as difficult

ELA-Literacy.L.7.5c

Distinguishes among subtle differences in word meaning.

Rewrite to a child's standard. Not as difficult

ELA-Literacy.L.7.6

Rewrite not as difficult for the students.

ELA-Literacy.RI.7.1

It is extremely important for students to be able to provide evidence from a text to support their analysis. This causes the student to be more likely to provide accurate and impartial analysis instead of opinion.

Research is critical in providing evidence supporting an opinion or decision in regards to textual interpretation.

SIMPLY STATED.

ELA-Literacy.RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently.

A student must be taught to read at grade level. Continually reading below grade level will continually keep students below grade level. Students reading at grade level should be encouraged to read above grade level. To do otherwise, causes more harm than good.

SUFFICIENT BUT NEED RESOURCES

ELA-Literacy.RI.7.2

Please explain how you would break up the standard:

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.

SPLIT THE STANDARD INTO TWO PARTS.

Identifying and tracking the progression of specific ideas within a text without distraction is necessary in creating a relevant and objective summary targeting those specific details.

ELA-Literacy.RI.7.3

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, "cause and effect").

Being able to analyze interactions and determine the impact of ideas, individuals, or events and their influence is a skill that transcends text in its usefulness to life in general.

SUFFICIENT AS WRITTEN

ELA-Literacy.RI.7.4

Please explain how you would break up the standard:

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.

TOO LOADED. THE SHOULD BE SPLIT INTO AT LEAST TWO STANDARDS.

I like the rigor.
Viewing content in context is imperative.
ELA-Literacy.RI.7.5
SUFFICIENT AS WRITTEN.
This is an excellent way for students to learn to scaffold and build content.
ELA-Literacy.RI.7.6
A point of view cannot be analyzed for merit in isolation.
SUFFICIENT
ELA-Literacy.RI.7.7
Please explain how you would break up the standard:
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).
NOT ENOUGH ADEQUATE RESOURCES OR SUPPORT TO ASSESS AND TEACH THE STANDARD.
Semantics, media, and delivery impact and influence response.
This standard is not developmentally appropriate as it expects abstract thinking that children at the 7th grade level do not have.
ELA-Literacy.RI.7.8
Locating and identifying textual evidence reinforces the need to provide textual evidence.
SUFFICIENT
This standard is not developmentally appropriate as it require abstract thinking that 7th grade children do not have.
ELA-Literacy.RI.7.9
Analyze how two or more authors writing about the same topic shape key information by emphasizing different evidence or advancing different interpretations of facts.
CHALLENGING BUT SUFFICIENT
Promotes evaluating the weight of evidence each author provides and their interpretation of that evidence.
ELA-Literacy.RL.7.1
Please explain how you would break up the standard: Explain specifically how and what needs to be proven-specific paragraph or selection
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Please explain how you would break up the standard:
Draw supported inferences from text.
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Rewrite to a child's standard. Not as difficult.

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

I do not believe any of these standards should be allowed at all.

It is clear and concise.

It is very straightforward.

ELA-Literacy.RL.7.10

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. This standard is hard to comprehend. What exactly does it mean?

Agree 100%

I agree

This standard is so vague that it is useless. I believe that it is a given that we would like students to be reading on grade level.

ELA-Literacy.RL.7.2

Please explain how you would break up the standard:

Determine a theme or central idea of a text and analyze its development over the course of the text;

THIS SECTION SHOULD BE ITS OWN STANDARD:

provide an objective summary of the text.

Rewrite to a child's standard. Not as difficult.

I do not agree with any of the standards. As I parent, I do not agree with the standards the schools have now.

This is what kids need to be able to do in high school and beyond so it makes perfect sense to me to teach them this skill now and test them on it. They all need the practice.

ELA-Literacy.RL.7.3

Please explain how you would break up the standard:

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

As with many of the CCSS, this standard is entirely too broad. It does not outline which elements of story that the teacher should focus on. Moreover, it does not outline the various ways the elements may interact. Unless a teacher has an advanced understanding of ELA (many do not), then he or she would have a difficult time making practical use of this standard.

I would suggest listing all the elements of literature as well as listing how these elements interact with one another.

Please explain how you would break up the standard:

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

CHARACTERIZATION CAN BE ITS OWN STANDARD.

Please rewrite the standard. This program is adding unnecessary stress on our students.

This is what kids need to be able to do in high school and beyond so it makes perfect sense to me to teach them this skill now and test them on it. They all need the practice.

ELA-Literacy.RL.7.4

Please explain how you would break up the standard:

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.

Please explain how you would break up the standard:

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.

This standard combines way too many different skills. Additionally, it does not outline the specific content knowledge that students will need to be successful. It implies several concepts but does little to ensure that teachers know exactly what to teach. There should be one standard for figurative language. This standard should list which terms the students should know for their grade level. There should also be a standard for poetic devices and elements of drama specifically detailing which terms the students should learn. Without this information, teachers are forced to guess what information may or may not be covered on future standardized tests.

Please explain how you would break up the standard:

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.

THIS STANDARD IS STACKED WITH TOO MANY SUB-STANDARDS. THERE ARE TOO MANY PREREQUISITE SKILLS TO COVER ACROSS GENRES TO MEET THE STANDARD BY ITSELF. PLANNING ONE LESSON AROUND THIS STANDARD SEEMS VERY DIFFICULT.

Rewrite to a child's standard. Not as difficult. This program is pushing students away from education instead of helping.

ELA-Literacy.RL.7.5

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.□

This standard is too vague and offers little information about what skills it really entails. A practical standard would outline exactly which types of forms this students need to know (aside from the passing reference to a mere two terms). What types of poems should the students know at each grade level? What about dramatic elements? This standard gives little to no guidance to teachers.

Please explain how you would break up the standard:

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.□

BE MORE SPECIFIC ABOUT WHAT STRUCTURES ARE REQUIRED AT THIS POINT. THIS IS TOO VAGUE.

I think that this is picky; it seems more important to analyze the meaning of a poem rather than how the structure contributes to a meaning. Poems are not in required to be in any sort of structure anyway. The students should know the purpose behind the different types and why the author choose to write a poem in a particular way, but it really doesn't add to the meaning. Drama is pretty much standard fare, again, I think it is important to know the theme, central ideas, of a drama, but the structure of dramatic works are pretty standard.

Unnecessary

ELA-Literacy.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. The standard is vague. It should be broken up and written in a specific way.

Please explain how you would break up the standard:

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

The difficulty with this standard lies in the use the word "points of view." In most cases, this term refers to the narrator, but here it is used to refer to the characters of the novel. Typically the character's "point of view" is called the character's view point or perspective. This conflict confuses the students. Therefore, I think the standard should be broken into two standards and re-worded:

"Analyze how an author develops and contrasts different characters' perspectives."

"Analyze how an author develops the point of view of the narrator and how this point of view shapes the text."

THIS IS STRAIGHTFORWARD AND A LESSON CAN BE DEVELOPED ABOUT THIS STANDARD.

Unnecessary

ELA-Literacy.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus).

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).
THERE ARE LIMITED RESOURCES SURROUNDING THIS STANDARD AVAILABLE TO ALL DISTRICTS. MY DISTRICT BLOCKS SO MANY WEBSITES OR WE HAVE VERY RESTRICTIVE GUIDELINES ON WHAT KIND OF MEDIA CAN BE SHOWN THAT IT BECOMES ALMOST IMPOSSIBLE TO ADDRESS IT. ALSO THE DISTRICT KEEPS OUR ASSESSMENTS STRICTLY ALIGNED TO A STATE TEST THAT ASSESSING THIS STANDARD IS NOT FEASIBLE AT THIS TIME.
This doesn't seem important or significant to a child's education in ELA
Unnecessary
ELA-Literacy.RL.7.8
Unnecessary
ELA-Literacy.RL.7.9
KEEP THE STANDARD AS WRITTEN. STUDENTS BENEFIT GREATLY BY EXPOSURE TO HISTORICAL FICTION THAT CAN BE COMPARED TO THE FACTS (AS LONG AS THE FACTS PRESENTED IN THE HISTORY CURRICULUM ARE TRUE AND NOT TWISTED TO A MORE "ACCEPTABLE" TRUTH FOR TODAY'S SOCIETY).
This doesn't seem important or significant to my child's ELA education
Unnecessary
ELA-Literacy.SL.7.1a
Rewrite to a child's standard. Not as difficult.
Cold discussions are not true discussions. If unprepared such discussions are at best an exercise that lacks the basic foundations of understanding and comprehension and therefore cannot contribute or extend.
ELA-Literacy.SL.7.1b
Rewrite to a child's standard. Not as difficult.
Teaches to respect different viewpoints and to create a process towards specific outcomes as well as the roles needed to achieve them.
This standard is too broad and mixed.
ELA-Literacy.SL.7.1c
Again, this responds to the need to build on the observations of others while staying on task.
Unnecessary
ELA-Literacy.SL.7.1d
Rewrite to a child's standard. Not as difficult.
Knowledge has the ability to change views and when evidence provides such, there should be a willingness to modify viewpoints.
Standard SL.7.1d should be combined with Standard SL.7.1c.
ELA-Literacy.SL.7.2
Clarifying a viewpoint is a useful skill.
Unnecessary
ELA-Literacy.SL.7.3

Rewrite to a child's standard. Not as difficult
Constructive critique of the speaker's reasoning, relevance, and evidence using empirical methods.
ELA-Literacy.SL.7.4
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It is important to know your content and be confident in your details.
ELA-Literacy.SL.7.5
Being able to include bells and whistles increases and maintains audience attention.
Thee only concern I have is not all students have access to internet.
ELA-Literacy.SL.7.6
Speaking to the audience in attendance prevents losing the interest of the audience in attendance.
ELA-Literacy.W.7.10
The audience determines the writing style and such the tasks and purpose.
ELA-Literacy.W.7.1a
Having an opinion, supporting and explaining that opinion while recognizing others may have differing opinions is a life long skill.
ELA-Literacy.W.7.1b
A credible claim should be supported by factual and credible sources of evidence.
ELA-Literacy.W.7.1c
Use words, TRANSITIONS, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
Creating synergy is important in creating understanding.
ELA-Literacy.W.7.1d
Maintain the synergy to maintain the audience.
ELA-Literacy.W.7.1e
A perfect example of reporting results.
ELA-Literacy.W.7.2a
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.
Many schools including ours do not have the technology to include graphics and sources.
Please explain how you would break up the standard:
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.

Please explain how you would break up the standard:

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.

THERE ARE TOO MANY REQUIREMENTS IN THIS STANDARD. I DON'T SEE BEING ABLE TO TEACH STUDENTS HOW TO IMPORT CHARTS, TABLES, AND GRAPHS AND MULTIMEDIA IN A PAPER WITHOUT ADEQUATE TECHNOLOGY AVAILABLE. IT'S A GREAT IDEA BUT NOT REALISTIC IN OUR DISTRICT/SCHOOL.

This is crucial to a well thought out topic where the ideas include scaffolding to introduce, build, and inform.

ELA-Literacy.W.7.2b

This identifies sources and provides appropriate attribution to those sources.

ELA-Literacy.W.7.2c

Transitions offer the ability to guide the audience without losing them.

ELA-Literacy.W.7.2d

There is that ever present need to stay in context.

ELA-Literacy.W.7.2e

ELA-Literacy.W.7.2f

ELA-Literacy.W.7.3a

ELA-Literacy.W.7.3b

ELA-Literacy.W.7.3c

ELA-Literacy.W.7.3d

ELA-Literacy.W.7.3e

ELA-Literacy.W.7.4

Rewrite to a child's standard. Not as difficult

ELA-Literacy.W.7.5

Rewrite to a child's standard. Not as difficult.

Constructive critiques and the willingness to rewrite makes for better writing.

ELA-Literacy.W.7.6

Please explain how you would break up the standard:

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.

WHICH FORMAT IS USED HERE? MLA? APA? UNCLEAR.

Networking and sharing information invites and encourages collaboration.

ELA-Literacy.W.7.7

There can be no improvements or discoveries without questions. Questions are our foundations for discoveries.

ELA-Literacy.W.7.8

Attribute sources even when paraphrasing and research the sources of your source.

ELA-Literacy.W.7.9a**ELA-Literacy.W.7.9b**

Sound evidence can be supported with proof.