



Champion of Ideas

Levels Red, Blue, Yellow

correlated to

Common Core State Standards Initiative English Language Arts

Grade 7



Champion Red Level
(Beginning - Early Intermediate)



Champion Blue Level
(Intermediate)



Champion Yellow Level
(Early Advanced - Advanced)

Champion of IDEAS
Levels Red, Blue, Yellow
 correlated to
Common Core State Standards - English Language Arts
Grade 7

Reading Standards for Literature Grade 7	Red Level	Blue Level	Yellow Level
<i>Key Ideas and Details</i>			
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: 32, 38, 90, 172, 237, 346, 416, 545	TE: 46, 85, 111	TE: 182, 194
2. 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.	TE: 172, 237, 280, 346, 520, 546	Related Content: TE: 46, 85	TE: 180, 192
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	TE: 312-313, 385-386	TE: 46, 84, 110	TE: 182, 192
<i>Craft and Structure</i>			
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	TE: 29, 37, 87, 235, 345, 414, 544-545, 171	TE: 45, 83, 109	TE: 182, 194
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	TE: 370, 237	Related Content: TE: 110	Related Content: TE: 110
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Related Content: TE: 280	Related Content: TE: 47, 85	TE: 110

Reading Standards for Literature Grade 7. Cont.	Red Level	Blue Level	Yellow Level
<i>Integration of Knowledge and Ideas</i>			
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	n/a	n/a	n/a
8. (Not applicable to literature)			
9. 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.	n/a	Related Content: TE: 84	n/a
<i>Range and Level of Text Complexity</i>			
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.	TE: 31, 38, 90, 172, 237, 346, 415, 545	TE: 46, 84-85, 111	TE: 182, 194
Reading Standards for Informational Text Grade 7	Red Level	Blue Level	Yellow Level
<i>Key Ideas and Details</i>			
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: 45, 60, 68, 72, 78, 106, 195, 227, 245, 310, 378, 402, 503, 510, 531	TE: 35, 58, 72, 96, 135, 150, 160, 186, 196, 203, 219, 229, 237, 249, 260	TE: 34, 47, 66, 77, 95, 105, 122, 131, 154, 166, 210, 220, 237, 247
2. 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.	TE: 46, 73-74, 79, 127, 301, 337-338, 402-403, 434-435, 469, 478	TE: 124-125, 132-133, 167-168, 234-235, 266-267	TE: 65-66, 77, 95, 104, 122, 131, 150, 163, 207-208
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).	TE: 165, 195, 196-197, 207, 212, 229-230, 245, 301	TE: 47, 85, 123, 125	TE: 34, 46, 65, 94, 121, 131, 153, 165, 169, 210, 220, 236, 239, 240, 246
<i>Craft and Structure</i>			
4. 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.	TE: 44, 59, 66, 86, 193, 309, 376, 382, 401, 408, 433, 444, 502, 509, 529	TE: 33, 56, 95, 149, 159, 185, 195, 203, 218, 228, 236, 248, 259, 268, 280	TE: 33, 46, 64, 76, 94, 104, 121, 130, 152, 165, 209, 219, 236, 246
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	TE: 197, 207, 212, 229-230	TE: 124-125	TE: 187-188
6. 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.	TE: 165, 195, 196-197, 207, 212, 229-230, 245, 301	TE: 47, 85, 123, 125	TE: 34, 46, 65, 94, 121, 131, 153, 165, 169, 210, 220, 236, 239, 240, 246

Reading Standards for Informational Text Grade 7, cont.	Red Level	Blue Level	Yellow Level
<i>Integration of Knowledge and Ideas</i>			
7. 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).	Related Content: TE: 340, 372-373, 508-509	n/a	n/a
8. 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.	TE: 197-198, 207, 212, 229-230	TE: 124-125, 223	TE: 187-188
9. 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.	n/a	n/a	n/a
<i>Range and Level of Text Complexity</i>			
10. 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.	TE: 45, 60, 195, 227, 244, 310, 318, 325, 378, 402, 409, 433, 502, 509, 531	TE: 58, 72, 96, 135, 150, 160, 185, 196, 203, 219, 228, 236, 248, 259, 268	TE: 34, 47, 65, 77, 94, 104, 122, 131, 153, 165, 210, 220, 236, 246
Writing Standards Grade 7			
<i>Text Types and Purposes</i>			
1. Write arguments to support claims with clear reasons and relevant evidence.			
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
c. Use words, phrases, and clauses to clarify the relationships among claim(s) reasons, and evidence.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
d. Establish and maintain a formal style.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
e. Provide a concluding statement or section that follows from and supports the argument presented.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188

Writing Standards Grade 7, cont.	Red Level	Blue Level	Yellow Level
<i>Text Types and Purposes</i>			
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
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.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
e. Establish and maintain a formal style.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
f. Provide a concluding statement or section that follows from the information or explanation presented.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
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.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100

Writing Standards Grade 7, cont.	Red Level	Blue Level	Yellow Level
<i>Production and Distribution of Writing</i>			
4. 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.)	TE: 150-151, 186, 266, 280-281, 326-327, 393-393, 410-411, 447, 511, 539-540, 552	TE: 90-91, 115-116, 128-129, 154-155, 163-164, 208-209, 238-239, 253, 262-263	TE: 39, 70-71, 82, 88, 100, 170-171, 187-188, 197, 239, 249-250
5. 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 on page 52.)	TE: 128, 150-151, 230, 266, 280-281, 326-327, 392-393, 410-411, 447, 511, 539-540, 552	TE: 115-116, 128-129, 155, 208-209, 239, 262-263, 270-271	TE: 70-72, 82, 188, 197, 239
6. 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.	TE: 186, 266, 326-327, 392-393, 410-411, 447, 511, 539-540, 552	TE: 61, 91, 155, 208-209, 239, 253	Related Content: TE: 70-72, 82, 188, 197, 239
<i>Research to Build Knowledge</i>			
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	TE: 51, 78, 114-115, 149, 185, 213, 217, 265-266, 325, 360, 410, 419, 491, 551	TE: 97, 115, 136-137, 170, 206-207, 238, 252, 253, 270, 283, 298	TE: 71, 82, 171, 197
8. 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.	TE: 457-458, 490-492	TE: 115, 206-208	TE: 71, 82, 171, 197
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply <i>grade 7 Reading standards</i> 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”).	n/a	Related Content: TE: 84	n/a
b. Apply <i>grade 7 Reading standards</i> 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”).	TE: 52, 265-266	TE: 208-209	TE: 188

Writing Standards Grade 7, cont.	Red Level	Blue Level	Yellow Level
Range of Writing			
10. 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.	TE: 150-151, 186, 266, 280-281, 326-327, 393-393, 410-411, 447, 511, 539-540, 552	TE: 90-91, 115-116, 128-129, 154-155, 163-164, 208-209, 238-239, 253, 262-263	TE: 39, 70-71, 82, 88, 100, 170-171, 187-188, 197, 239, 249-250
Speaking and Listening Standards Grade 7	Red Level	Blue Level	Yellow Level
Comprehension and Collaboration			
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics texts, and issues</i> , 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.	TE: 77, 172-173, 298, 344, 357, 432-433, 457, 478, 485-486, 490, 492	TE: 32, 70, 183, 194, 207-208, 227, 258	TE: 31, 51-53, 72, 103, 110, 135, 170, 197, 250
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	TE: 46, 109, 480	Related Content: TE: 32, 70, 158, 183, 295	TE: 164, 197
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.	TE: 28, 109, 113, 144, 215, 244-255, 253, 316-317, 351, 416, 431, 451, 458, 515-516	TE: 35, 46, 73, 85, 111, 123, 150, 160, 186, 196, 219, 229, 249, 260, 281	TE: 31, 51-52, 72, 76, 103, 110, 165, 170, 197, 250
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	TE: 74, 298, 344, 351, 357-358, 432, 458, 466-467, 490, 492	TE: 32, 70, 183, 194, 207-208	TE: 31, 51, 76, 103, 164, 170, 187, 197, 250
2. 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.	TE: 316, 323, 334, 357, 368, 376, 390, 408, 419, 438, 442	TE: 32, 70, 158, 183, 198-199, 284-285, 295	TE: 34, 40, 46, 65, 75, 94, 122, 153, 158-159
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	TE: 165-166, 172-173, 195, 196-198, 207, 212, 229-230, 266	TE: 291-292	TE: 52, 135, 159, 164, 169, 187

Speaking and Listening Standards Grade 7, cont.	Red Level	Blue Level	Yellow Level
Presentation of Knowledge and Ideas			
4. 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.	TE: 45, 73, 107, 143, 186, 213, 247, 286, 361, 373, 422, 459, 472, 533, 546	TE: 51-52, 62, 78, 99, 117, 129, 138, 155, 164, 171, 198-199, 283-284, 291	TE: 40, 46, 51-52, 126, 135, 158-159, 170
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	TE: 45, 73, 107, 143, 181, 186, 247, 213, 253, 286, 373, 379	TE: 62, 78, 91, 99, 117, 129, 138, 155, 164, 171, 198-199, 283-289, 299	TE: 40, 158
6. 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 on page 52 for specific expectations.)	TE: 166-167, 270, 340-341, 372-373, 433-434, 469	TE: 70, 158, 190, 258	TE: 31, 168-169
Language Standards Grade 7			
Conventions of Standard English			
1. 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.	TE: 69, 261, 336, 345, 371, 403, 510	TE: 50, 88, 136, 188, 206, 237, 269, 282, 290	TE: 38, 51, 66-67, 69, 79-80, 98-99, 123-124, 154-157, 167-168, 186, 238 Also see SE: Appendix E, pp. 165-166
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	TE: 235-236, 237, 404, 435-436, 471, 504	TE: 49-50, 188, 194-195, 208, 221-222, 237, 269, 290	TE: 51, 98-99, 109, 212-213
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Related Content: TE: 69, 261, 336, 345, 371, 403, 510	Related Content: TE: 50, 88, 136, 188, 206, 237, 269, 282, 290	Related Content: TE: 38, 51, 66-67, 69, 79-80, 98-99, 123-124, 154-157, 167-168, 186, 238 Also see SE: Appendix E, pp. 165-166
2. 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>).	See SE: Appendix C, p. 169	See SE: Appendix D, p. 159	See SE: Appendix D, p. 161
b. Spell correctly.	TE: 186, 213, 411, 477, 511, 540, 552	TE: 91, 99, 116, 129, 155, 164, 190, 209, 239, 253, 263, 271	Related Content: TE: 72, 82, 100, 126, 170, 188, 224, 241, 250

Language Standards Grade 7, cont.	Red Level	Blue Level	Yellow Level
Knowledge of Language			
3. 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.*	TE: 129, 150-151, 230, 266, 326-327, 392-393, 410-411, 447, 539-540, 552	TE: 128-129, 154, 190, 208-209, 239, 262-263, 270-271	TE: 70-72, 82, 188, 197, 239
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , 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.	TE: 69, 210, 226, 244, 378, 382, 414-415, 444, 477, 545	TE: 38, 50, 88, 112, 153, 186, 197, 220, 249, 260, 281, 282, 289, 291	TE: 62, 78, 81, 91-92, 96, 105, 122-123, 157, 168, 195, 211, 238, 247
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>).	TE: 210-211, 227, 403, 414-415, 444, 503, 514, 529, 544	TE: 38, 127, 222, 230, 282	TE: 48, 63, 93, 105-106, 124, 132, 158, 169, 187, 196, 213, 223, 239, 248
c. 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.	TE: 29, 32, 61, 97, 123, 136, 205, 265, 299, 352, 382, 401, 484, 514, 539	TE: 33, 50, 112-113, 134, 153, 162, 186, 189, 197, 222, 229, 249, 260, 281, 289	TE: 32, 36, 46, 67, 94, 105, 124, 152, 187, 209, 221, 236, 245, 247, 249
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).	TE: 37, 68, 164, 193, 228, 271, 335, 382, 408, 446, 477, 501-502, 514, 544	TE: 38-39, 50, 112-113, 151, 153, 162, 186, 189, 197, 220, 230, 289, 291	TE: 31, 33, 48, 77, 81, 103, 121, 125, 158, 185, 196, 211, 219, 236, 246
5. 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.	TE: 71, 234-235, 238, 308-309, 340-341, 348, 531, 545, 546	TE: 44-45, 52, 78, 82, 98, 108, 121-122, 184, 227, 247, 258, 270	TE: 47, 75-76, 95-96, 100, 110, 115, 153, 165-166, 185-187, 196, 247-248
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	TE: 134-135	TE: 31, 35, 38-40, 50, 88	TE: 33, 37, 46, 97-98, 105-106, 109
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	TE: 134-135	TE: 31, 35, 38, 39-40, 50, 88	TE: 33, 37, 97, 105-106, 109

<p>6. 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>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 119, 189</p> <p>Related Content: TE: 29, 43, 66, 110, 172, 202, 234, 279, 310, 382, 442, 470, 510, 531, 545</p>	<p>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 26, 103</p> <p>Related Content: TE: 70</p>	<p>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 58, 146</p> <p>Related Content: TE: 31, 51-53</p>
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