

This document merges two DESE documents: the Grade 7 portion of the [English Language Arts 6-12 Missouri Learning Standards](#) and [MLS Expectations Terminology 6-12](#). (Updated 6/2020)

	MLS Expectation	Explanation	Example
Reading Literary Text			
Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference			
7.RL.1.A	Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Draw Conclusions vs. Infer</p> <p>As presented in the expectations listed, to infer means to use inferential thinking to</p> <ol style="list-style-type: none"> 1. make logical assumptions about information not directly stated in text; 2. draw logical conclusions supported by textual evidence; 3. make logical predictions based on the textual evidence. <p>The relationship between “infer” and “draw a conclusion” is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.</p> <p>Difficult inferences may occur for any of the following reasons: supporting</p>	<p>Draw Conclusions vs. Infer</p> <p>After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either “yes” or “no.”</p> <p>After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.</p>

		<p>evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption.</p> <p>Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption.</p> <p>Citing Textual Evidence Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)</p>	<p>After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion).</p> <p>Citing Textual Evidence Student response citing textual evidence: <i>I think the theme of the story is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.</i></p>
Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings			
7.RL.1.B	Determine the meaning of words and phrases as they are used in the text,	Figurative Language	

	including figurative and connotative meanings using context, affixes or reference materials.	<i>(In the ELA K-5 MLS, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)</i>	
Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features			
7.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Visual Elements of a Text Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.	Visual Elements of a Text Literary text example: A graphic novel, such as <i>Maus</i> by Art Spiegelman, utilizes both written language and drawings (visual elements) to communicate its message and develop character.
Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Theme			
7.RL.1.D	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.		

Analyze Craft and Structure (Approaching Texts as a Writer): Structure			
7.RL.2.A	Analyze how a text's form or overall structure contributes to meaning.	<p>Text's Form/Structure The internal organization of literary or informational texts.</p> <p>Literary texts typically have literary elements such as characters, setting, problem/solution and plot that are organized to allow the series of events to unfold in a dramatic way. Events may unfold in sequence, or events may be presented out of order via the use of flashbacks or visionary experiences.</p>	<p>Text's Form/Structure Literary text example: John Steinbeck's <i>The Grapes of Wrath</i> employs a structure in which narrative and descriptive chapters alternate, the descriptive chapters providing context for the narrative of the Joad family.</p>
Analyze Craft and Structure (Approaching Texts as a Writer): Point of View			
7.RL.2.B	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p>Point of View (as Perspective) <i>Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.</i></p> <p>In literary text, point of view/perspective is how the narrator perceives what is happening in the story.</p>	<p>Point of View (as Perspective) Literary text example: In <i>To Kill a Mockingbird</i>, the point of view/perspective of Scout (the narrator) is that of a naïve child who is troubled by the attitudes and actions of many of the adults who inhabit the small Alabama town of Maycomb.</p>
Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning			
7.RL.2.C	Analyze how specific word choices contribute to meaning and tone.		

Analyze Craft and Structure (Approaching Texts as a Writer): Interaction and Meaning			
7.RL.2.D	Analyze how the setting, characters and plot of a text affect each other and contribute to meaning.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Text in Forms			
7.RL.3.A	Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	Techniques Unique to Each Medium Novelists, poets, journalists, filmmakers, musicians, etc. use the techniques at their disposal to convey their message.	Techniques Unique to Each Medium Students reading Anne Frank’s <i>The Diary of a Young Girl</i> could compare and contrast the mood created by her narration with the mood created by the musical score in the movie version of her story. Some examples of techniques: <ul style="list-style-type: none"> • Novelists—figurative language, characterization, etc. • Journalists—quotes, photographs • Filmmakers—lighting, musical score
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships in Texts			
7.RL.3.B	Compare and contrast a fictional portrayal of a time, place or character with realistic accounts of the same subject matter.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context			

7.RL.3.C	Explain how characters and settings reflect historical and/or cultural contexts.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension			
7.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.		
Reading Informational Text			
Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference			
7.RI.1.A	<p>Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw Conclusions vs. Infer As presented in the expectations listed, to infer means to use inferential thinking to</p> <ol style="list-style-type: none"> 4. make logical assumptions about information not directly stated in text; 5. draw logical conclusions supported by textual evidence; 6. make logical predictions based on the textual evidence. <p>The relationship between “infer” and “draw a conclusion” is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One</p>	<p>Draw Conclusions vs. Infer After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either “yes” or “no.”</p> <p>After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to</p>

		<p>reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.</p> <p>Difficult inferences may occur for any of the following reasons: supporting evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption.</p> <p>Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption.</p> <p>Citing Textual Evidence Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation,</p>	<p>consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.</p> <p>After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion).</p> <p>Citing Textual Evidence Student response citing textual evidence: <i>I think the central idea of the article is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life</i></p>
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		does not refer to formal parenthetical documentation.)	<i>sometimes has unexpected twists and turns.</i>
Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings			
7.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative , connotative and content-specific meanings using context, affixes or reference materials.	Figurative Language <i>(In the ELA K-5 MLS, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)</i>	
Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features			
7.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Visual Elements of a Text Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole. Media/Medium/Mediums A channel or system of communication, information or entertainment; varied ways for	Visual Elements of a Text Informational text example: Magazines, such as <i>National Geographic</i> , often contain photos and charts to enhance or supplement the information in the articles. Media/Medium/Mediums Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or

		authors/creators to share ideas and messages with readers and/or viewers.	dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium).
Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Claim			
7.RI.1.D	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.		
Analyze Craft and Structure (Approaching Texts as a Writer): Structure			
7.RI.2.A	Analyze how a text's organization or overall structure contributes to meaning.	Text Organization The sequence in which information is presented.	Text Organization Walter Dean Myers's novel <i>Monster</i> structures the narrative intermittently using the protagonist's personal journal entries and a screenplay of events that happened in his life. The narrative is organized chronologically to follow the protagonist's court trial but frequently includes flashbacks to events that occurred before the trial.

		<p>Text's Form/Structure The internal organization of literary or informational texts.</p> <p>Authors of informational texts use a structure that best conveys information or ideas. A nonfiction text can have one overall text structure or several different text structures. Examples of types of text structure include sequential, problem/solution, cause/effect, description, compare/contrast and classification.</p>	<p>Text's Form/Structure Informational text example: A social studies textbook chapter may be written in chronological order but may contain a paragraph that explains a cause-and-effect relationship within that chronology.</p>
Analyze Craft and Structure (Approaching Texts as a Writer): Point of View			
7.RI.2.B	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	<p>Point of View (as Perspective) <i>Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.</i></p>	<p>Point of View (as Perspective) Informational text example: Susan Cain, in her book <i>Quiet</i>, champions the important role introverts play in a society that increasingly values collaboration among extroverts.</p>
Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning			
7.RI.2.C	Analyze how word choice contributes to meaning and tone.		
Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence			
7.RI.2.D	Evaluate an author's argument, assessing whether the reasoning is		

	sound and the evidence is relevant and sufficient to support the claims.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Texts/Forms			
7.RI.3.A	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	<p>Media/Medium/Mediums A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.</p> <p>Techniques Unique to Each Medium Novelists, poets, journalists, biographers, filmmakers, musicians, etc. use the techniques at their disposal to convey their message.</p>	<p>Media/Medium/Mediums Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium).</p> <p>Techniques Unique to Each Medium Students reading Anne Frank’s <i>The Diary of a Young Girl</i> could compare and contrast the mood created by her narration with the mood created by the musical score in the movie version of her story.</p> <p>Some examples of techniques:</p> <ul style="list-style-type: none"> • Novelists—figurative language, characterization, etc.

			<ul style="list-style-type: none"> • Journalists—quotes, photographs • Filmmakers—lighting, musical score
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships/Texts			
7.RI.3.B	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context			
7.RI.3.C	Explain how the text reflects historical and/or cultural contexts.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension			
7.RI.3.D	Read and comprehend informational text independently and proficiently.		
Writing			
Approaching the Task as a Researcher: Research			
7.W.1.A	a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system .	Integrate Information Effectively combine and organize relevant information from multiple sources to develop a topic, answer a question or prove a point.	Integrate Information A student wants to make the point that climate change is caused by using fossil fuels; the student combines critical pieces of relevant

	<p>b. 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.</p>	<p>Standard Citation System Means for providing consistent, formal references to sources.</p> <p>Credibility The accuracy, reliability and trustworthiness of sources.</p> <p>Standard Format for Citation Citation formats or styles differ mostly in the location, order and syntax of</p>	<p>information from three different sources to support the claim.</p> <p>Standard Citation System The most common citation systems are American Psychological Association (APA), Modern Language Association (MLA), Chicago Manual of Style (CMOS/Chicago) and Turabian.</p> <p>It is not necessary for students to memorize a specific style (MLA, APA, etc.); students should instead know how to use whichever style manual/guide is required for a particular research assignment.</p> <p>Credibility A student searching for an anecdotal example to use as an introduction for an expository essay on foster care and adoption could find credible examples in magazine and newspaper articles that have been vetted by databases (SIRS, EBSCO, CQ Researcher, etc.). On the other hand, compelling anecdotes that appear on an online blog may or may not be true; their credibility is questionable.</p> <p>Standard Format for Citation Sample parenthetical style within the written text: Professor Scott asserts</p>
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		<p>information about references. There are two major divisions within most citation styles: documentary-note style and parenthetical style. Documentary-note style involves using either footnotes or endnotes so that information about sources is readily available to readers but does not interfere with their reading of the work. Parenthetical style is generally considered an abbreviated form of citation and does not require footnotes or endnotes. Source information is provided within the written text, and a “Works Cited” page is located at the end of the paper.</p>	<p>that “environmental reform in Alaska in the 1970s accelerated rapidly with the pipeline expansion” (Scott 23).</p>
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Approaching the Task as a Writer: Development

<p>7.W.2.A</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured</p>	<p>Writing Process Steps taken to compose and publish a piece of writing.</p> <p>Voice The distinctive style or manner of expression developed through choices in diction, syntax, literary techniques, etc. that conveys the</p>	<p>Writing Process Possible writing process:</p> <ol style="list-style-type: none"> 1. Pre-writing 2. Drafting 3. Revising 4. Editing 5. Publishing <p>Voice In his “I Have a Dream” speech, Dr. Martin Luther King, Jr., uses extended metaphor to create a tone of urgent hope: “We refuse to believe that there are insufficient</p>
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	<p>event sequences, narrative techniques and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples and details; establish relationships between ideas and supporting evidence.</p> <p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.</p>	<p>writer's/speaker's attitude (tone) or personality.</p> <p>Point of View (as Perspective) <i>Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.</i></p>	<p>funds in the great vaults of opportunity of this nation. So we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice."</p> <p>Point of View (as Perspective) Literary text example: In <i>To Kill a Mockingbird</i>, the point of view/perspective of Scout (the narrator) is that of a naïve child who is troubled by the attitudes and actions of many of the adults who inhabit the small Alabama town of Maycomb.</p> <p>Informational text example: Susan Cain, in her book <i>Quiet</i>, champions the important role introverts play in a society that increasingly values collaboration among extroverts.</p>
Approaching the Task as a Reader: Revise and Edit			
7.W.3.A	<p>Review, revise and edit writing with consideration for the task, purpose and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add</p>	<p>Conventions of Standard English (See Language strand in K-5 expectations for delineation of which conventions are taught at each grade level; conventions taught during grades 6-12 should expand upon what was taught during grades K-5.)</p>	

	<p>or delete content to clarify meaning.</p> <p>b. Word choice, syntax and style: Choose precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.</p>		
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Speaking and Listening

Collaborating: Conversation

7.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
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Collaborating: Questioning			
7.SL.1.B	Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.		
Collaborating: Viewpoints of Others			
7.SL.1.C	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	Diverse Media <i>Diverse media</i> in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions or performances as well as video or auditory recordings.	Diverse Media A student listens to a recorded excerpt of a debate between presidential candidates followed by watching an excerpt from a televised newscast about the debate. Based on what the student heard in the sound recording of the debate and the newscast about the debate, the student listens for media bias in the newscast.
Presenting: Verbal Delivery			
7.SL.2.A	Speak clearly, audibly and to the point, using conventions of language as appropriate to task , purpose and audience when presenting including appropriate volume and at an understandable pace.	Conventions of Language as Appropriate to Task Conventions of language when speaking means a standard way to express oneself in a manner that meets people’s expectations and helps ensure spoken utterances are	Conventions of Language as Appropriate to Task We commonly agree that in most cases a “sentence” in speaking consists of a complete thought and that it will have certain parts (at minimum a subject and a verb). The

		received and understood. Observing standard conventions of language when speaking includes proper grammar, usage and sentence construction. Conventions of language are critical to ensure the spoken message conveys the same as what the listener understands. Note: There are times when standard conventions might be deliberately ignored to bring about a desired effect or better address the needs of the audience.	choice of whether to speak using a particular dialect, to include slang or jargon or to strictly adhere to conventions of standard English should be considered based on the audience and purpose/task. For example, the President of the United States would use formal conventions when addressing Congress but would use more relaxed conventions when addressing voters at a casual campaign event.
Presenting: Nonverbal			
7.SL.2.B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.		
Presenting: Multimedia			
7.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.		