2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Reading		
LA 7.1 Students will learn and apply reading skills and strategies to comprehend text.	**LA 7.1 Students will learn and apply reading skills and strategies to comprehend text.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 7.1.1 Knowledge of Print: Concept mastered at a previous grade level	**LA 7.1.1 Concepts of Print:** *Mastered in Grade 1 and blended with other skills at this grade level.*	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.1.2 Phonological Awareness: Concept mastered at a previous grade level	**LA 7.1.2 Phonological Awareness:** *Mastered in Grade 1 and blended with other skills at this grade level.*	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.1.3 Word Analysis: Concept mastered at a previous grade level	**LA 7.1.3 Word Analysis:** Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	**LA 7.1.4 Fluency:** Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance	**LA 7.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	**SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA 7.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	**LA 7.1.4.a** Use reading strategies to persevere through text of increasing length and/or complexity.	**SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	**LA 7.1.5 Vocabulary**: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	**LA 7.1.5.a** Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	**L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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		L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA 7.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	**LA 7.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	**L.7.6** 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.
LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words	**LA 7.1.5.b** Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words	**SL.7.2** 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. **L.7.4.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.
LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	**LA 7.1.5.d** Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LA 7.1.5.e Determine meaning using print and digital reference materials	**LA 7.1.5.e** Verify meaning and pronunciation of words or phrases using reference materials.	**L.7.4.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.

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
		L.7.4.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).
LA 7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	**LA 7.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective	**LA 7.1.6.a** Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.	**RI.7.6** 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. **RI.7.8** 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.
LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme	**LA 7.1.6.b** Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). **LA 7.1.6.d** Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.	**RL.7.2** 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. **RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)	**LA 7.1.6.c** Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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		RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **L.9-10.5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **RL.8.6** Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. **RL.6.5.a** Interpret figures of speech (e.g., personification) in context. **L.5.5.b** Recognize and explain the meaning of common idioms, adages, and proverbs.
LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details	**LA 7.1.6.e** Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.	**RI.7.2** 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. **W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	**LA 7.1.6.j** Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).	**RI.7.5** 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.
LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)	**LA 7.1.6.f** Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	**SL.7.2** 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.

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LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	**LA 7.1.6.g** Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.	**RL/RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.7.5** Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning. **RI.7.5** 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.
LA 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres	**LA 7.1.6.h** Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective.	**RL.7.9** 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.
LA 7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective	**LA 7.1.6.h** Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective.	*Not Addressed*
LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers	**LA 7.1.6.i** Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	**RL/RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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LA 7.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)	**LA 7.1.6.k** Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA 7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	**LA 7.1.6.l** Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.	**RL.7.9** 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. **RI.7.9** 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.
LA 7.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	**LA 7.1.6.m** Self-monitor comprehension and independently apply appropriate strategies to understand text.	**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. **RI.7.10** 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.
LA 7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text.	**LA 7.1.6.n** Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	**RL/RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA 7.1.6.o Respond to text verbally, in writing, or artistically	**LA 7.1.6.p** Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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		SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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Writing		
LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.	**LA 7.2. Students will learn and apply writing skills and strategies to communicate.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	**LA 7.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions	**LA 7.2.1.a** Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	**W.7.5** 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.
LA 7.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons -Using effective transitional words and cues to unify important ideas	**LA 7.2.1.b** Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 7.2.1.c** Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. **LA 7.2.1.d** Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type. **LA 7.2.1.g** Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	**W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **W.7.2.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.

		W.7.3.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. **W.7.4** 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.) **L.7.1.b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **L.4.1.f** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **W.7.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **W.7.2.c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **W.7.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA 7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	**LA 7.2.1.e** Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	**W.7.5** 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.
LA 7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	**LA 7.2.1.f** Provide oral, written, and/or digital descriptive feedback to other writers.	**W.7.5** 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.

LA 7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	**LA 7.2.1.h** Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	**W.7.5** 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.
LA 7.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)	**LA 7.2.1.j** Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	**W.7.2.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. **W.7.6** 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.
LA 7.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	**LA 7.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)	**LA 7.2.2.a** Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. **LA 7.2.1.b** Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	**W.7.4** 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.)
	LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	

	LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	
LA 7.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)	**LA 7.2.2.a** Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. **LA 7.2.1 b** Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	**W.7.4** 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.)
	LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	
	LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	
LA 7.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)	**LA 7.2.2.a** Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. **LA 7.2.1 b** Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 7.2.2.c** Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	**W.7.1** Write arguments to support claims with clear reasons and relevant evidence. **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	
LA 7.2.2.d Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)	**LA 7.2.1 b** Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	**W.7.2.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. **W.7.4** 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.)
LA 7.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece	**LA 7.2.2.e** Analyze various mentor texts and/or exemplars in order to create a similar piece.	*Not Addressed*

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Speaking and Listening		
LA 7.3 Students will learn and apply speaking and listening skills and strategies to communicate.	**LA 7.3 Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 7.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	**LA 7.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	**LA 7.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL.7.4** 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.
LA 7.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations	**LA 7.3.1.b** Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	**SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA 7.3.1.c Utilize available media to enhance communication	**LA 7.3.1.c** Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	**SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA 7.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.	**LA 7.3.2 Listening:** Students will develop and apply active listening skills across a variety of situations.	*N/A Grade level standards not aligned as a part of the MCREL study.*

LA 7.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	**LA 7.3.2.a** Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL.7.2** 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.
LA 7.3.2.b Listen and ask probing questions to elicit information	**LA 7.3.3.d** Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.	**SL.7.1.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.
	LA 7.3.1.e Ask pertinent questions to acquire or confirm information.	
LA 7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated	**LA 7.3.3.d** Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study. **LA 7.3.2.b** Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	**SL.7.2** 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. **SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LA 7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	**LA 7.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	**LA 7.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	**L.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LA 7.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)	**LA 7.3.3.c** Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	**SL.7.1.b** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LA 7.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	**LA 7.3.3.e** Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives. **LA 7.3.1.e** Ask pertinent questions to acquire or confirm information.	**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL.7.1.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.

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Multiple Literacies		
LA 7.4 Multiple Literacies: Students will identify, locate, and evaluate information.	**LA 7.4 Multiple Literacies:** Students will apply information fluency and practice digital citizenship.	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 7.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	**LA 7.4.1 Information Fluency:** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 7.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)	**LA 7.4.1.a** Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	**WL.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **W.7.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA 7.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)	**LA 7.4.1.b** Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	**W.7.8** 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.
LA 7.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	**LA 7.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	*Not Addressed*

LA 7.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	**LA 7.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	*Not Addressed*
LA 7.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	**LA 7.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**SL.7.2** 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.
LA 7.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	**LA 7.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**SL.7.2** 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.
LA 7.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	**LA 7.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**W.7.6** 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.

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