



# INDIANA ACADEMIC STANDARDS FRAMEWORKS

## English/Language Arts: Grade 7

| Reading Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.                                                                                                                                                                                                                                                              |
| Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>7.RC.12:</b> Distinguish among the connotations of words with similar denotations.                                                                                                                                                                                                                                                                                                                                                         |
| Evidence Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Academic Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Below</b> <ul style="list-style-type: none"><li>Identify examples of connotation and denotation.</li><li>Interpret the connotative meaning of a word, in context.</li></ul> <b>Approaching</b> <ul style="list-style-type: none"><li>Interpret the connotation of multiple words with shared literal meanings, in context.</li><li>Explain how word choice affects meaning.</li></ul> <b>At</b> <ul style="list-style-type: none"><li>Compare or contrast the connotations of multiple words with similar literal meanings, in context.</li></ul> <b>Above</b> <ul style="list-style-type: none"><li>Interpret the connotative meaning of a phrase, in context.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>Connotation<ul style="list-style-type: none"><li>Positive, Negative, Neutral</li></ul></li><li>Denotation</li><li>Literal meaning</li><li>Nuance</li></ul>                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Considerations for Text                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>Qualitative Considerations:<ul style="list-style-type: none"><li>Students should engage with informational and literary text for this standard.</li></ul></li><li>Quantitative Considerations:<ul style="list-style-type: none"><li>Checkpoint Word Count: 500-712</li><li>Summative Word Count: 650-950</li><li>Checkpoint Lexile: 830-1185 L</li><li>Summative Lexile: 925-1185 L</li></ul></li></ul> |
| Clarification Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>Comprehension is enhanced when readers are able to distinguish between the dictionary meaning (denotation) and the implied meaning (connotation) of a writer's words, and recognize nuances in word meaning.</li><li>Connotation is represented by the implied meanings of words that have similar literal meanings (e.g., guest vs. visitor vs. intruder). Connotations can be perceived in three ways:<ul style="list-style-type: none"><li>Positive (e.g., There was a <u>guest</u> in the house.): These are feel-good words. The feelings, emotions, and ideas associated with a particular word are used to create a positive reaction from the reader.</li><li>Neutral (e.g., There was a <u>visitor</u> in the house.): These are not very emotionally charged, depending on the context.</li><li>Negative (e.g., There was an <u>intruder</u> in the house.): These words are often linked with negative thoughts, emotions, or ideas. They are often used to create a negative reaction from</li></ul></li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                               |

the reader.

- Understanding the connotation and denotation of different words enhances students' writing as well as their understanding of author's purpose.
- Connotation and denotation are foundational to a student's understanding of tone and mood (introduced in grade nine), as well as how to unpack figurative language and analyze symbolism and metaphors.

### Prior Knowledge and Skills

- Fluently read texts in a variety of formats that have at least 500 words and fall within a Lexile range of 830-925.
- Identify word relationships, including multiple meanings.
- Define connotation and denotation.
- Use context clues to determine the meanings of unknown words.
- Distinguish between figurative and literal language.

#### Looking Back

**6.RC.12:** Distinguish among the connotations of words with similar denotations.

#### Looking Ahead

**8.RC.9:** Distinguish among the connotations of words with similar denotations.

### Instructional Resources and Strategies

- [English/Language Arts Grades K-12 Vertical Articulation Guides](#)
- [How to Teach Connotation vs. Denotation, from Chomping at the Lit](#)
- [She Did What? Revising for Connotation, Lesson from Read Write Think](#)
- **Connotation and Denotation Chart** - Students arrange a group of words with similar denotations (e.g., interested, obsessed, consumed, absorbed, fascinated, preoccupied, tormented) and sort words into two columns. One column is designated for words with a positive connotation, and one column is for words with a negative connotation. Students independently work, and then meet with a partner to compare their interpretations of the words. Arrange all the words from most positive to most negative connotations to accommodate students with advanced vocabularies. Higher-level vocabulary words are less familiar and more difficult for students to read. Using QR codes with the oral pronunciation of the word will help students who have trouble reading the words by themselves to independently complete this task.
- **Use Mentor Texts to Teach Connotation and Denotation** - Use picture books or sentences from current instructional pieces to teach students about word choice and why an author chooses one word over a different word. For example, The witch (giggled or cackled) as she stirred her brew. The teacher creates questions based on connotation and denotation. The students interact with the text by locating the example. Students then think and discuss how this example impacts the text. Students consider and practice strategies to improve word choice in their own writing.
- **Connotation Ladders** - Using paint strips, students will create shades of meanings for words that have similar meanings but may have a positive or negative connotation. The teacher will give students either the extreme positive and/or extreme negative connotation and students will find words that fit between escalating levels of connotations.

### Universal Supports for All Learners

- *Tiered Supports Coming Soon*

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- [2024 Content Connectors](#)
- [Universal Design for Learning Playbook](#)
- [UDL Guideline Infographic, from Learning Designed](#)
- [UDL Guidelines from CAST](#)
- [Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series](#)
- [Learning Styles and the Writing Process, from the University of Arizona SALT Center](#)
- [Corgi: Digital Graphic Organizers](#)
- [Reading and Writing Graphic Organizers, from BrainPop Educators](#)
- [Writing Graphic Organizers, from Student Treasures](#)

### Assessment Considerations

- [Indiana Assessment Framework and Item Specifications](#)
- [ILEARN Stimulus Specifications](#)
- [ILEARN Summative PLD Map](#)
- [ILEARN Summary Writing Rubrics for Literary and Informational Text](#)
- [ILEARN ELA Performance Tasks and Student Writing Samples](#)
- [Writing Rubrics for ILEARN Performance Tasks](#)
- [IDOE Released Items Repository](#)

### Interdisciplinary Connections

- [Doing a Project vs Project Based Learning](#)
- [IDOE Sample Interdisciplinary Units](#)
- [Merging STEM with ELA Through Project-Based Learning](#)

### Science of Reading Considerations

*Coming Soon*

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