

Grade 7
Reading Literature

Standard	6 th Grade	7 th Grade
RL 1	Provides textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.	Provides citation of several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.
RL 2	Provides a statement of a theme or central idea of a text. Provides a description of how the theme or central idea is conveyed through particular details. Provides a summary of the text distinct from personal opinions or judgments.	Provides a statement of a theme or central idea of a text. Provides an analysis of the development of the theme or central idea over the ^[T]course of the text. Provides an objective summary of the text.
RL 3	Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. Provides a description of how the characters respond or change as the plot movestoward a resolution.	Provides an analysis of how particular elements of a story or drama interact.
RL 4	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of 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.

RL 5	<p>Provides an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.</p> <p>Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.</p>	<p>Provides an analysis of how a drama's or poem's form or structure contributes to meaning.</p>
RL 6	<p>Provides an explanation of how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
RL 7	<p>Provides a comparison and contrast of the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.</p>	<p>Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium.</p>
RL 9	<p>Provides a compare/contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Provides a compare/contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) of a fictional portrayal of a time and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>SEP</p> <p>Provides a comparison and contrast of a fictional portrayal of a place and a historical account of</p>

		<p>the same period as a means of understanding how authors of fiction use or alter history. [SEP]</p> <p>Provides a comparison and contrast of a fictional portrayal of a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 7
Reading Informational

Standard	Grade 6	Grade 7
RI.1 RST.1 RH.1	For RI 1, provides textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text. For RST1 and RH1, provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary source.	For RI 1, provides several pieces of textual evidence and relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text. For RST 1 and RH 1, provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources.
RI.2 RST.2 RH.2	Provides a statement of the central idea(s) of a text. Provides a statement of how the central idea is conveyed through particular details. Provides an objective summary of the text distinct from personal opinions or judgments. For RST 2, determines the central ideas or conclusions of a text. For RH 2, determines the central ideas of a primary or secondary source.	Provides a statement of central idea(s) of a text. Provides an analysis of the development of central idea(s) over the course of the text . Provides an objective summary of a text. RST 2, determines the central ideas or conclusions of a text. For RH2, determines the central ideas or information of a primary or secondary source.
RI.3 RST.3 RH.3	For RI3, analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes). For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. For RH 3, provides an identification of key steps in a	For RI 3, provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) . For RST 3, demonstrates the ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

	text's description of a process related to history/social studies.	For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies.
RI.4 RST.4	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical). For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
RI.5 RST.5 RH.5	For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text. For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas. For RST 5, provides an analysis of the structure an author uses to organize a text, including how major sections contribute to the whole and to an understanding of the topic. For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, and causally).	For RI 5, provides an analysis of 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. For RST 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. For RH 5, provides a description of how a text presents information (e.g., sequentially, comparatively, causally)

<p>RI.6</p> <p>RST.6</p> <p>RH.6</p>	<p>For RI6, provides a statement of an author’s point of view in a text.</p> <p>For RI6, provides a statement of an author’s purpose in a text.</p> <p>For RI6, provides an explanation of how the author’s point of view or purpose is conveyed in the text.</p> <p>For RST 6, provides an analysis of the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author’s point of view (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author’s purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p>	<p>For RI 6, provides a statement of an author’s point of view in a text.</p> <p>For RI 6, provides a statement of an author’s purpose in a text.</p> <p>For RI 6, provides an analysis of how the author distinguishes his or her position from that of others.</p> <p>For RST 6, provides an analysis of the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author’s point of view (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author’s purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p>
<p>RI.7</p> <p>RST.7</p> <p>RH.7</p>	<p>For RI7, demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words.</p> <p>For RST 7, provides an integration of quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>For RH 7, provides an integration of visual information</p>	<p>For RI 7, provides a comparison and contrast of a text to an audio, video, or multimedia version of the text.</p> <p>For RI 7, provides an analysis of each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>For RST 7, provides an integration of quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a</p>

	(e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>flowchart, diagram, model, graph, or table).</p> <p>For RST 7, demonstrates an integration of technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>For RH 7, provides integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p>RI.8</p> <p>RST.8</p> <p>RH.8</p>	<p>For RI8, provides a tracing of the argument and/or specific claims in a text.</p> <p>For RI8, provides an evaluation of the argument and/or specific claims in a text.</p> <p>For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.</p> <p>For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.</p> <p>For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text.</p>	<p>For RI 8, demonstrates the ability to trace an argument and specific claims in a text.</p> <p>For RI 8, provides an evaluation of whether the reasoning is sound in an argument.</p> <p>For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims.</p> <p>For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.</p> <p>For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text</p>
RI.9	For RI9, provides a comparison, contrast, and reflection on (e.g. practical knowledge, historical/cultural context, and background knowledge) of one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	For RI 9, provides an analysis and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.

	<p>For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p>For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.</p>	<p>For RI 9, provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.</p> <p>For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.</p>
RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Language

Standard	Grade 6	Grade 7
L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>B. Maintain consistency in style and tone.</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
L.4	<p>Demonstrates the ability to 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.</p>	<p>Demonstrates the ability to 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.</p>
L.5	<p>Demonstrates ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p> <p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).</p>
L.6	<p>Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.</p>	<p>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.</p>

Grade 7
Writing (No Change)

Standard	Grade 6	Grade 7
W.1-10*	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. Introduce topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. Introduce topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>

	<p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, uses voice, and also includes descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. The response establishes and maintains a formal/academic style, approach, and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>	<p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, uses voice, and also includes descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. The response establishes and maintains a formal/academic style, approach, and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
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Grade 7
Writing History, Science, and Technical Subjects (No Change)

Standard	Grade 6	Grade 7
W.6.8.1*	<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.6.8.2*	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>

	<p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
WHST.6.8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	
WHST.6.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections; citations
Technology Integration	Digital tools, search tools, online series, research, provide sources, analysis of information presented visually, orally, or quantitatively; multimedia presentation; integration of technical information
Interdisciplinary Connections	<p>Social Studies- Informational Text about historical events; use of secondary source; theme; central ideas; textual evidence; presentation of information; identification of aspects of a text; integration of visual information; understanding of how authors alter history;</p> <p>Science- scientific concepts or steps in technical procedures in a text; use of secondary source;</p>

	<p>theme; central ideas; textual evidence; analysis of structure; integration of quantitative or technical information; distinctions among facts;</p> <p>Latin- suffixes, affixes, roots</p> <p>Greek- affixes, roots</p>
Core Instructional and Supplemental Materials	<p>Core Instruction: Collections Series, Novels</p> <p>Supplemental: picture books, fictional and non-fictional books, videos</p>
Modifications/Accommodations	<p>ELL: leveled novels; ELL series workbook; dictionary; small group instruction</p> <p>Special Education: leveled novels; small group instruction</p> <p>G&T: enrichment activities; small group instruction; leveled novels</p>