NCDPI Unpacked Content
with
OCS Priority Standards Revised 2020

Grade 7
English Language Arts

Grade 7 ELA NCDPI Unpacked Content with OCS Priority Standards

English/Language Arts Standards with Priority Standards and Clarification
For the new NC ELA Standard Course of Study that will be effective in all North Carolina schools in the 2018-2019 school year

This document is designed to help North Carolina educators teach the ELA Standard Course of Study. NCDPI staff is continually updating and improving these tools to better serve teachers.

What is the purpose of this document?
This document provides the Grade 7 NC Standard Course of Study for English Language Arts (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for "In the Classroom." The right column is the glossary.

Where can I find the ELA Standard Course of Study K-12, additional resources, examples, and tools?

NCSCS ELA Crosswalks - https://drive.google.com/file/d/1SFh9pX7-t4Y4UyLzIVzywXPgwGYUks5/view

Writing Guide - https://drive.google.com/file/d/1S7Jb9liZrGN_78DIvALqMSMZbGvUrYZu/view

Language Continuum Guide 6 – 8 - https://drive.google.com/file/d/1qESdT4gkhYf_7K8dKnnH40vnrzawAyJO/view

ELA Instructional Practices WIKI - http://www.livebinders.com/play/play?id=2212650#anchor

Guide for Standards-Focused Text-Centered Lessons - https://drive.google.com/file/d/1Vj-f1ifr4NJ5-PCTlD

ELA Standards and Clarifications with Glossary - https://drive.google.com/file/d/14O_SV0vnlLD0dKsKiYAtPigrk4q2lTEA/view

Defining Priority Standards

Priority standards are a "carefully selected subset of the total list of grade-specific and course-specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course." (Ainsworth, 2013, p. xv).

Defining the Process to Select Priority Standards

Endurance – Lasting beyond one grade level or course. Does the standard taught provide knowledge and skills that will be of value beyond a single test? Is the learning applicable for a variety of purposes?

Leverage – Crossover application within a content area and to other content areas. Does applying the standard/learning provide an avenue for proficiency in other content areas?

Readiness – Prerequisite concepts and skills needed to enter a new grade level or course of study. Does the standard/learning provide readiness for the next level?

Tested – Concepts and skills most likely to be encountered on standardized tests, entrance exams, or competency exams. Is the standard most likely to be found on EOGs/EOCs? Do we have "predictable problems" within the Onslow County School System?

NC Check-Ins Overview and Purpose

NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards in English Language Arts for grades 4-8 developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of the NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action-data and a reliable estimate of students' current performance on the selected sub-set of content standards. A secondary purpose is derived from NC Check-Ins strong relationship with grade level end-of-grade summative assessments. Both EOGs and NC Check-Ins share a common item bank, and performance on the NC Check-Ins serve as an early indicator of a student's level of preparedness for the EOG summative assessment.

NC Check-Ins Standards

Reading Literature	Language	Reading Information
RL.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.7.2 Determine a theme 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. RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work. RL.7.5 Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning. RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.	L.7.4 Determine and/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: context clues, word parts, word relationships, and reference materials. L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5a. Interpret figures of speech in context based on grade 7 reading and content.	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. 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. RI.7.3 Analyze the interactions between individuals, events, and ideas in a text. RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone. 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. 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.

Further Important Information Regarding NC Check-Ins

The NC Check-Ins are administered throughout the school year to provide teachers and parents with immediate feedback for guiding subsequent instruction. The NC Check-Ins will be offered for grades 4-8 English/Language Arts/reading and grades 3-8 Mathematics. The NC Check-Ins are aligned to the NC Standards Course of Study (NCSCS) for ELA adopted by the NC State Board of Education in June 2010.

NC Check-In 1, 2, and 3 will assess the same ELA/Reading standards. All students are expected to be able to comprehend texts of steadily increasing complexity as they progress through a grade. The text complexity of the selections chosen for the NC Check-Ins will increase throughout the year. Each ELA/Reading NC Check-In will contain 22-24 questions. Students will see four response-option, multiple-choice questions. Each question is worth 1 point.

Each ELA/Reading NC Check-In will include three selections. The charts below provide anticipated number of selections (i.e. Poetry, Informational, Literature) for each NC Check-In by grade level.

Grade 6 ELA/Reading	Number of Poetry Selections	Number of Informational Selections	Number of Literature Selections
NC Check-In 1	0	1	2
NC Check-In 2	0	2	1
NC Check-In 3	1	1	1

North Carolina Department of Public Instruction Test Specifications for Grades 6-8 English Language Arts

Strand	Grade 6	Grade 7	Grade 8
Reading for Literature	36-41%	36-41%	36-41%
Reading for Informational Text	43-47%	43-47%	43-47%
Language	11-16%	11-16%	11-16%
Writing	NA	NA	NA
Speaking and Listening	NA	NA	NA
Total	100%	100%	100%

Grade 7 ELA Instructional Blueprint			
Grading Period	**OCS Priority Standards**	**Supporting Standards**	**Document Pages**
1	Reading Literature: 1, 2, 4	3, 5, 6, 10	p. 7-13
	Reading Informational:	10	p. 20, 21
	Language: 4	1, 2, 6	p. 22-26
	Writing: 4, 6	3	p. 32-36
	Speaking and Listening: 1	2	p. 37-39
2	Reading Literature:	10	p. 12, 13
	Reading Informational: 1, 2, 4, 5	3, 6, 10	p. 14-21
	Language: 5	3, 6	p. 22-26
	Writing: 4, 6	1	p. 27-36
	Speaking and Listening: 1	2, 3	p. 37-39
3	Reading Literature: 1, 2, 4	7, 9, 10	p. 7-13
	Reading Informational: 1, 2, 4, 5	7, 8, 9, 10	p. 14-21
	Language: 4, 5	1, 2, 3, 6	p. 22-26
	Writing: 2, 4, 6	5	p. 29-36
	Speaking and Listening: 1	4, 5	p. 37-41
4	Reading Literature: 1, 2, 4	3, 5, 6, 7, 9, 10	p. 7-13
	Reading Informational: 1, 2, 4, 5	3, 6, 7, 8, 9, 10	p. 14-21
	Language: 4, 5	1, 2, 3, 6	p. 22-26
	Writing: 2, 4, 6	5	p. 29-36
	Speaking and Listening: 1	2, 3, 4, 5	p. 37-41

CCR Anchor Standards

Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. 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.

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Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation

Reading Standards for Literature

Standard	Clarification	Glossary
Cluster: Key Ideas and Evidence		
Priority Standard **RL.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.	Students use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states. *In the Classroom:* The teacher provides students with an inference and informs them of the number of evidences they must find to support the inference. Students take on the roles of detectives and collect the number of required "clues" or pieces of textual evidence to prove the accuracy of the inference. Students use three-column graphic organizers to answer a text-dependent question: the first column is labeled "It Says," the second is labeled "It Means," and the third is labeled "And So." In the first column, students list the pieces of textual evidence. In the second column, students explain what the piece of evidence means. In the third column, students explain the inference drawn from this piece of evidence	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **textual evidence** – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself

Priority Standard **RL.7.2** Determine a **theme** of a **text** and **analyze** its development over the course of the text; provide an **objective summary** of the text.	Students establish the theme of a literary text and examine its progression throughout the text. Using the theme and key details, students summarize the text, being sure to omit any personal opinions or bias. *In the Classroom:* After determining the theme, students highlight areas in the text where the theme appears. Students annotate each portion of highlighted text, noting how the theme progresses or changes from its previous appearance in the text. Students review their annotations and share their findings with partners. The teacher models how to use the SWBST protocol (Somebody, Wanted, But, So, Then). Students identify the main characters or narrators (Somebody), their motives (Wanted), the major conflict and theme (But), how they addressed the major conflict and theme (So), and how the major conflict was resolved (Then). Using this information, students write objective summaries.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **objective summary** – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
RL.7.3 **Analyze** how particular elements of a story or **drama interact.**	Students examine how certain elements of a story or drama work together or affect each other, such as how settings shape the characters or plot. *In the Classroom:* Students choose one part of a fictional text read in class and change one of the most important literary elements in that part of the text. Students discuss that part of the text and explain how a change in literary element would alter the text as a whole.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **interact** – to act in such a manner as to influence another

	The teacher provides students with a list of literary elements from the text. Students create mind maps using lines to connect the literary elements that interact. On the lines, students write explanations about how the elements work together or affect each other.	
Standard	**Clarification**	**Glossary**
	Cluster: Craft and Structure	
Priority Standard **RL.7.4** Determine the meaning of words and **phrases** as they are used in a **text; analyze** the impact of rhymes and repetitions of sounds on meaning and **tone** in a specific line or section of a literary work.	Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how rhyme and repetition, such as alliteration, affect the tone and meaning in a specific line or portion of text. *In the Classroom:* The teacher reads aloud or uses an audio recording so students hear rhymes and repetitions, and then he/she discusses how they influence the tone and the meaning. Students recognize rhymes and repetition of sounds in a familiar nursery rhyme or popular song and revise the rhymes or repetitions to create a different tone.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest,** she breathed in the fresh, crisp air.") **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view
RL.7.5 **Analyze** how a **drama's** or **poem's** (or other literary **genre's**) form or structure contributes to its meaning.	Students examine how the form (e.g. monologue, soliloquy, sonnet, anecdote) or structure of a	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole

	literary text adds to the text's meaning as a whole. *In the Classroom:* After reading and learning the form of a sonnet, the teacher and students discuss how the sonnet's meaning would change had it been in another form (e.g. a free verse poem). Students closely read a soliloquy and annotate insights that are provided about that character. Students discuss how soliloquies offer a glimpse into a character's innermost thoughts and feelings during critical parts of a play.	**drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **genre** – a category or type of literature or art characterized by similarities in form, style, and subject **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)
RL.7.6 **Analyze** how an author develops and contrasts the **perspectives** of different characters in a **text.**	Students examine how an author constructs and depicts differences between each character's perspective in a text. *In the Classroom:* Students look for attitudes toward and interpretations of events and other characters in a story. Students analyze what different characters do, say, and think throughout a text in order to determine how the author has developed and communicated his/her unique perspective. Students use four-column graphic organizers: the first column is labeled "Character," the second column is labeled "Perspective," the third column is labeled "Development," and the fourth column is labeled "Contrast." Students list the characters in the first column. In the second column, students identify each character's perspective. In the third column, students explain how the	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **perspective** – an attitude toward or outlook on something **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	author developed each character's perspective. In the fourth column, students explain how the author contrasted each character's perspectives from the others	
Standard	**Clarification**	**Glossary**
Cluster: Integration of Ideas and Analysis		
RL.7.7 **Compare and contrast** a written story, **drama,** or **poem** to its audio, filmed, staged, or multimedia version, **analyzing** the effects of techniques unique to each medium.	Students note the similarities and differences between a written story, drama, or poem and a version of the text that is meant to be heard, watched, or experienced in another way. Students analyze the effects of techniques specific to each work--such as lighting, color, sound, or camera focus and angles in a film—as they consider the similarities and differences. *In the Classroom:* The teacher and students brainstorm a list of points for comparison. Using the established points, students complete Venn diagrams explaining the similarities and differences in how each text addressed each point of comparison. The teacher and students brainstorm a list of techniques used in the written text and another list of the techniques used in the other version. Using these lists, students highlight or note the similarities and differences between the techniques used in each.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast,** this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)
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.	Students analyze a fictional representation of a certain time, place, or person by explaining its similarities and differences to a historical account of the same time period to learn how authors alter history or use historical information to write fiction.	Students list facts they learned about the event from the fictional text on one side of a T-chart. Then, students read a historical account of the same event and match the facts supported by evidence from that text with the facts from the fictional text. compare **compare**– In a general

	In the Classroom: Students list facts they learned about the event from the fictional text on one side of a T-chart. Then, students read a historical account of the same event and match the facts supported by evidence from that text with the facts from the fictional text. Students explain how the author has either used or altered history in the fictional text. Students read both a historical account and a fictional portrayal about the same person. The teacher provides students with graphic organizers designed for comparing and contrasting. Students work with partners or in small groups to identify how the two authors present the person in the same way and then contrast how the two accounts of the person differ. Students determine if the author of the fictional portrayal has stayed true to the facts and presents a more realistic or fictionalized version of the person.	sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast,** this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar
Standard	**Clarification**	**Glossary**
Cluster: Range of Reading and Level of Complexity		
RL.7.10 By the end of grade 7, read and understand literature within the 6-8 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to **text.**	By the end of grade 7, students competently read and understand literature within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.	**independently** – on one's own, without aid from another (such as a teacher) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

| | *In the Classroom:*
The teacher integrates independent reading seamlessly into regular instruction.

The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension.

Before reading, the teacher asks students what they learned about _____. As students share, the teacher records their responses on a concept map on the board. After independently reading, the teacher asks students to add to the map with additional information they learned from the text. | **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself) |

Reading Standards for Informational Text

Standard	Clarification	Glossary
Cluster: Key Ideas and Evidence		
Priority Standard **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.	Students use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states. *In the Classroom:* The teacher provides students with a text-dependent question and informs students how many pieces of evidence they must find in the text to support their answers. Students collect their evidence in two column notes. The left column is labeled "The Text Says" and the right column is labeled "I Say." The evidence appears in the left column, and students explain how the evidence supports their answers in the right column. The teacher provides students with an inference. Students re-read the text and highlight several pieces of textual evidence that support the inference.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **textual evidence** – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself
Priority Standard **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.	Students establish at least two central idea(s) in a text and examine their progression throughout the text. Using the central ideas and key details, students summarize the text, being sure to omit any personal opinions or bias.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **central idea** – the unifying concept within an informational text to which other elements and ideas relate

	In the Classroom: The teacher and students brainstorm a list of central ideas from the text. Students choose two ideas from the list and create a timeline that traces the central ideas and explains how they developed through the beginning, middle, and end. Students use key details that they found when tracing the central idea to create strong summaries that are free of opinion.	**objective summary** – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information **text –** anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.7.3 **Analyze** the interactions between individuals, **events**, and ideas in a **text.**	Students examine the relationship between specific people, events, and concepts in a text to explain how they interact with and affect each other. For example, how ideas influence individuals or events, or how individuals influence ideas or events. *In the Classroom:* After reading an informational text selected by the teacher, students use graphic organizers to list key people, events, and ideas. They draw lines to connect them and write how each interacts and connects with the other. The teacher divides students into groups of three. Each student is assigned a person, event, or idea. As the teacher reads a portion of text aloud, students listen for specific details about their assigned person, event, or idea and take notes. In their assigned groups, students share their notes and make connections between each person, event, and idea.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **event** – a thing that happens; an occurrence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Standard	Clarification	Glossary
Cluster: Craft and Structure		
Priority Standard **RI.7.4** Determine the meaning of words and **phrases** as they are used in a **text; analyze** the impact of a specific word choice on meaning and **tone.**	Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author affects the meaning and tone of text. *In the Classroom:* Students are given one word to investigate in a text. Students highlight or underline the parts of the text that offer information about the word and write a possible definition for their word. Students are each assigned one to two vocabulary words from the text. To prepare for sharing with the whole class, students organize their thinking under two big questions: "How does this word impact the meaning of the text?" and "How does this word impact the tone of the text?" Students write a brief analysis to answer each question, providing support for their reasoning as inferred from the text. As an extension or differentiation activity, students may also be prompted to answer, "What alternative words may have similar meaning, or impact the tone in similar ways?"	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., **"Running through the forest,** she breathed in the fresh, crisp air.") **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view
Priority Standard **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 idea	Students examine the organizational structure of a text, including how chapters or subsections add to the overall text and to the progression of its ideas. *In the Classroom:* The teacher models an analysis of the text's structure through think aloud and asking students	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	questions such as: "How do the _____ section and the _____ section correspond to one another?" "What clues are in the topic sentences that tell us about the text's structure?" "If I removed this section/chapter, how would this affect the text or development of ideas? "Why is this section/chapter so important to the overall text or development of ideas?" Students create a diagram of the text's structure and annotate the diagram, explaining how each major section contributes to the text as a whole and to the development of ideas.	
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.	Students establish the author's beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain how the author makes his/her point of view unique or noteworthy. *In the Classroom:* Students analyze the text through these three lenses: • "What is the author's opinion about the topic of this text?" • "What details support this viewpoint?" • "How does this author distinguish his/her position from others?" Based on their analysis, students gather in small groups to chart their answers to each question on paper. Together, they then compose a brief, cohesive statement of their results on the paper. Students post their work and review all charts	analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	during a gallery walk to see the results of other groups. Students use two-column notes: the left side is labeled "What" and the right side is labeled "How." On the left side, students reference words, phrases, sentences, and passages that reveal the author's point of view or purpose. On the right side, students explain how the author used this text to distinguish his or her position from that of others.	
Standard	**Clarification**	**Glossary**
Cluster: Integration of Ideas and Analysis		
RI.7.7 **Compare and contrast** a text to an audio, video, or multimedia version of the **text, analyzing** each medium's portrayal of the subject.	Students explain how a written version of a text is similar to and different from an audio, video, or multimedia version of the same text. They analyze how each of these different versions depicts the subject. For example, how the delivery in an audio recording of a speech affects the impact of the written words. *In the Classroom:* Students read a speech independently. The teacher plays an audio or video version of the text, and students follow along to reread. The teacher uses the first part of the speech to model how to highlight words that have an emotional impact on the listener or viewer that is different from the impact when the words are read silently. The students then practice this on their own or in small groups. The teacher presents students with written text and a multimedia experience based on the same	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **text –** anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	text. Students use a three-column chart to compare different versions of the text. The chart headings should examine the presentation of the text, the emotions students experience because of the text, and the total impact of the two different versions. Students then create summary statements explaining how the versions of the text are similar and different.	
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.	Students follow and assess the argument and specific claims made in a text by judging if the reasons provided are logical and if the evidence used is applicable and sufficient enough for supporting the claims. *In the Classroom:* Students are provided with a framework or flowchart so they can track evidence while the teacher reads an argumentative text aloud. Students determine if the evidence is relevant to the claims after the entire text has been read. Students work in small groups to determine if the author has used enough relevant evidence to support his/her claims. In small groups, students list the criteria for evaluating whether reasoning is sound and evidence is relevant and sufficient. Using this criteria, students create a rubric that they use when reading arguments and claims.	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **evaluate** – to determine quality or value after careful analysis or investigation **evidence –** facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **text –** anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.7.9 **Analyze** how two or more authors writing about the same **topic** shape their presentations of key information by emphasizing different	Students compare how multiple authors writing on the same topic strategically structure their key information by placing a strong emphasis on	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole

evidence or advancing different **interpretations** of facts.	certain evidence or promoting certain interpretations of facts. *In the Classroom:* Students read two argumentative texts that present different claims on the same topic. Students record the major claim from each of the texts on a T-chart and write the evidence used to support each claim in the columns below. Students read a secondary source text about a famous event in history. Then they read a personal account of the same event and identify where or how the two texts conflict on the same historical account. Students create short videos or presentations which dramatize the way the two accounts of the same event differ. Students read two or more texts about the same historic event or person. Then they categorize how the authors present major points about the event or person on tables or graphic organizers. Students synthesize the major points of each text by writing conclusion statements about how the event or person is presented in a positive or negative way by different authors.	**evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **interpretations –** explanations or representations of what is obscure or unknown based upon the viewer's/reader's understanding of the information and/or topic; multiple interpretations are often possible based on information provided and the format/medium of presentation **topic** – the subject or matter being discussed or written about in a text, speech, etc.
Standard	**Clarification**	**Glossary**
Cluster: Range of Reading and Level of Complexity		
RI.7.10 By the end of grade 7, read and understand **informational texts** within the 6-8 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to **text.**	By the end of grade 7, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: **925-1185**). They are able to read independently for an extended time. Students make connections to their background	**independently** – on one's own, without aid from another (such as a teacher) **informational text** – a nonfiction text whose purpose is to provide information about or explain

	knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher integrates independent reading seamlessly into regular instruction. Students independently read informational text, including long and short nonfiction selections. Students use post-it notes as tools for annotation of short selections, marking passages for new learning and confusions. For longer texts, students note new ideas learned and questions raised about the topic after reading the text. The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension.	a topic (e.g., infographic, advertisement, documentary film, etc.) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Language Standards

Standard	Clarification	Glossary
Cluster: Conventions of Standard English		
L.7.1 Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the 6-8 grammar continuum.	See Language Grammar Continuum https://drive.google.com/file/d/187kYoCuuYXCK J5alKwAB6P9FyZnH3_z4/view (p. 41-57)	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language **grammar** – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc. **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)
L.7.2 Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the 6-8 conventions continuum.	See Conventions Continuum https://drive.google.com/file/d/187kYoCuuYXCK J5alKwAB6P9FyZnH3_z4/view (p.58-64)	**usage** – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions

Grade 7 ELA NCDPI Unpacked Content with OCS Priority Standards

Standard	Clarification	Glossary
Cluster: Knowledge of Language		
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening. • Students choose words and phrases which express their thoughts clearly and directly. Students also identify and remove unnecessary words and phrases that are repetitious or ambiguous. *In the Classroom:* The teacher provides students with an ambiguous word or phrase. The students revise the word or phrase multiple times, so that it becomes more precise. For example, revising "food" to "fruit" then "fruit" to "apple" and finally "apple" to "Granny Smith apple." The teacher provides students with examples of sentences or short paragraphs where redundancy is prevalent. In small groups, the students make the meaning clearer by identifying and crossing out words and phrases to reduce wordiness and redundancy.	
Standard	Clarification	Glossary
Cluster: Vocabulary Acquisition and Use		
Priority Standard **L.7.4** Determine and/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:	Students figure out and/or confirm the meaning of grade 7 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:	**context clues** – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

| context clues, word parts, word relationships, and reference materials. | • Context clues: Students use the overall meaning of a sentence or paragraph or a word's position or function in a sentence as a clue to the meaning of the word or phrase.
• Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root "bell" means "war-like" in the words "belligerent," "bellicose," and "rebel."
• Word relationships: Students use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each of the words.
• Reference materials: Students consult reference materials to verify the preliminary determination of the meaning of a word or phrase, such as checking the inferred meaning in context or in a dictionary.

In the Classroom:
 The teacher provides students with a short list of multiple-meaning words from the text under study. The students brainstorm meanings that they may already know as the teacher records them on the list. After students offer what they know, the teacher directs them to available reference materials. Students identify other meanings of the words which are then shared with the class and added to the list.

The teacher puts a word on the board or projector that contains multiple affixes (e.g., discontinuously). The students, with prompting from the teacher, work collaboratively to identify the root and the affixes of the word. Consulting | **multiple-meaning words and phrases** – words and phrases that have more than one meaning (e.g., elephant's **trunk** / car **trunk)**

reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.) |

	reference materials, if needed, students label the meanings of each word part. The teacher and students combine the different meanings in order to determine the definition of the word.	
Priority Standard **L.7.5** Demonstrate understanding of **figurative language** and **nuances** in word meanings. 　　a. Interpret figures of speech in 　　　context based on grade 7 　　　reading and content. 　　b. Distinguish among the connotations of 　　　words with similar denotations	Students show they understand figurative language and subtle differences in word meanings. • Students decipher the meaning of figurative language, such as literary and mythological allusions, as it is used in the text in grade 7 texts and material. • Students differentiate between the associations of words that have similar definitions (e.g. refined, respectful, polite, diplomatic, condescending). *In the Classroom:* Students use four-column graphic organizers: the first column is labeled "What the Text Says," the second is labeled "Allusion," the third is labeled "Reference," and the fourth is "Interpretation." In the first column, students write the allusion as it appears in the text. In the second column, students write what the text is alluding to. In the third column, students provide more information about what is being referenced. In the fourth column, students write an explanation of the meaning of the allusion, using the information in previous columns. The teacher provides students with a short list of words that share similar denotations. Students sort the words into two piles based on their connotations: positive or negative. As students sort the words, they discuss the connotations of	**connotation** – an emotional or abstract meaning evoked by a word in addition to its literal meaning **denotation –** the literal definition of a word, generally free of an emotional or cultural context **figurative language** – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.) **nuance** – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

	the words as well as when and how they often hear them being used.	
L.7.6 Acquire and use accurately grade-appropriate **general academic** and **domain-specific words and phrases**; develop vocabulary knowledge when considering a word or **phrase** important to comprehension or **expression.**	Students learn and correctly use Tier 2 and Tier 3 words and phrases. Students deepen their word knowledge when they examine a word or phrase necessary for their reading or listening comprehension or written or oral expression. *In the Classroom:* The teacher provides students with general academic and/or domain-specific vocabulary words they must use in the given writing or speaking task. The teacher confers with the students, asking them to reflect on and explain what they considered when using the words in the given task. The teacher and students brainstorm definitions for the words and phrases under study using a variety of strategies. Once the definitions are generated, the teacher facilitates a discussion about what students should consider about each word when using them for comprehension and/or expression.	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **expression** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. **general academic –** Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., **"Running through the forest**, she breathed in the fresh, crisp air.")**

Writing Standards

Standard	Clarification	Glossary
Cluster: Text Types, Purposes, and Publishing		
W.7.1 Write **arguments** to support **claims** with clear **reasons** and relevant evidence. a. Organize information and ideas around a **topic** to plan and prepare to write. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and **relevant evidence**, using accurate, credible sources and demonstrating an understanding of the topic or **text**. d. Use words**, phrases**, and clauses to create **cohesion** and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a **formal style.** f. Provide a concluding statement or section that follows from and supports the argument presented. g. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising, editing,** rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.	See Writing Guide ttps://drive.google.com/file/d/187kYoCuuYXCKJ5alKwAB6P9FyZnH3_z4/viewts (p. 17-22)	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **cohesion** – the action of forming a unified whole; the quality of being united logically **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent

		organization, complex grammatical and syntactic structures, and domain-specific vocabulary.
		phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")
		purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
		relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim
		revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors
		reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic

		strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic – the subject or matter being discussed or written about in a text, speech, etc.

Priority Standard
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.
  a. Organize information and ideas around a topic to plan and prepare to write.
  b. 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, graphics**, and multimedia when useful to aiding comprehension. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  c. Develop the topic with relevant facts, definitions, **concrete details,** quotations, or other information and examples.
	See Writing Guide
	ttps://drive.google.com/file/d/187kYoCuuYXCKJ5alKwAB6P9FyZnH3_z4/viewts (p. 17-22)
		analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
		
		audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium
		
		cause/effect – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause
		
		cohesion – the action of forming a unified whole; the quality of being united logically
		
		compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

d. Use appropriate **transitions** to create **cohesion** and clarify the relationships among ideas and concepts.	**concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay
e. Use precise language and **domain-specific vocabulary** to inform about or explain the topic.	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation
f. Establish and maintain a **formal style.**	
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more
h. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising, editing,** rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.	**formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.
	formatting – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)
	graphics – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic

		purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc. **transition(s)/transitional words** – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them

W.7.3 Write narratives to develop real or imagined experiences or **events** using effective technique, **relevant descriptive details**, and well-structured event **sequences.**	See Writing Guide https://drive.google.com/file/d/187kYoCuuYXCKJ5alKwAB6P9FyZnH3_z4/viewts (p. 17-22)	**audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium
a. Organize information and ideas around a **topic** to plan and prepare to write.		**describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account
b. 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.		**editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more
c. Use narrative techniques, such as dialogue, **pacing,** and description, to develop experiences, events, and/or characters.		**event** – a thing that happens; an occurrence
d. Use a variety of **transition words,** phrases, and clauses to convey sequence and signal shifts from one time frame or **setting** to another.		**pacing** – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)
e. Use precise words and **phrases,** relevant descriptive details, and **sensory language** to capture the action and convey experiences and events.		**phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest,** she breathed in the fresh, crisp air.")
f. Provide a conclusion that follows from and reflects on the narrated experiences or events.		
g. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising, editing,** rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.		**point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

		purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
		relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim
		revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors
		sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses
		sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other
		setting – the time and place of the action in a book, play, story, etc.
		strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support

		for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.
		topic – the subject or matter being discussed or written about in a text, speech, etc.
		transition(s)/transitional words - words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them
Priority Standard **W.7.4** Use **digital tools** and resources to produce and **publish** writing, link to and cite sources, and to **interact** and collaborate with others.	Students use digital tools and resources to create and share writing with audiences (e.g. screencasts, web-based word processing tools, articles, etc.) and to provide direct hyperlinks and citations for sources. Students also use digital tools (e.g. conferencing apps, web extensions, collaborative websites, etc.) to communicate and collaborate with peers. *In the Classroom:* The teacher provides students with a list of vetted, digital sources on a topic. Students choose three-four sources and use digital tools to create brief research-based responses, providing citations and direct links for each quoted and/or referenced statement or idea. Students consult with the teacher to verify citations and links before publishing their responses for access by the rest of the class. The teacher divides students into small groups. The teacher shares an online document with each	**digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. **interact** – to act in such a manner as to influence another **publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

	group. Each group collaborates and provides immediate feedback in the shared document. The teacher accesses the documents to view progress and provide additional feedback.	

Standard	Clarification	Glossary
Cluster: Research		
W.7.5 Conduct short **research** projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Students organize and carry out short research projects that provide an answer to a question. Students reference and use information from multiple sources to answer the question and create relevant follow up questions that will direct their research and focus. *In the Classroom:* The teacher displays for students a list of questions that could be answered through research. The teacher and students brainstorm several additional questions related to each question provided by the teacher. The teacher facilitates a discussion about the ways in which additional, related questions direct and lead short research projects. The teacher provides students with a question for research and a variety of sources. The students choose two of the sources and use them to answer the question. The students evaluate their answers and brainstorm related follow up questions to guide additional research. Students use the newly found sources to add to their answers.	**research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources
Priority Standard **W.7.6** Gather relevant information from multiple print and digital **sources,** using search terms	Students collect pertinent information from several print and digital sources through the use of effective search terms. Students evaluate each	**digital sources** – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital

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.	source for reliability and validity. Students also correctly quote or paraphrase information and conclusions from these sources. Students follow citation guidelines (e.g., MLA, APA, Chicago Style, etc.) to avoid plagiarism. *In the Classroom:* The teacher provides a list of information from multiple print and digital sources. The teacher then informs students of the topic under study and asks students to sort through the list of information and cross out irrelevant information. The teacher and students discuss their choices for crossing out or leaving information on the list. The teacher provides students with a print source. The students read through the source, highlighting data and/or conclusions to be directly quoted and placing a box around information to be paraphrased. Using their annotations, the students practice paraphrasing the information in the boxes. Students then practice citing both the highlighted and boxed information.	sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats **paraphrase** – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

Speaking and Listening Standards

Standard	Clarification	Glossary
Cluster: Collaboration and Communication		

Priority Standard
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.
  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.
  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  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.
  d. Acknowledge new information expressed by others and, when warranted, modify their own views
	Students take a meaningful part in purposeful discussions about grade 7 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group.
	• Students prepare for discussions ahead of time and support their statements with evidence from preparation materials.
	• Students follow rules for discussions and set goals and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group.
	• Students ask relevant questions that require detailed responses from others. Students also provide appropriate, detailed answers to questions asked by others. Students recognize when a discussion has gone off topic and make corrections to bring the conversation back to the appropriate topic.
	• Students recognize when others contribute to a discussion with new information. Students make comparisons between their own views and the points and evidence offered during a discussion; they make changes to their own views when necessary.
	In the Classroom:
	The teacher provides students with a list of roles for research and discussion activities. The students work collaboratively with the teacher to
		evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement
		
		explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation
		
		relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim
		
		research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources

	define the expectations for each of the roles identified by the teacher. The teacher provides students with a general timeline for preparing for a whole group discussion and explains the importance of setting goals and deadlines for collaborative activities. In small groups, students discuss how to pace themselves and complete the timeline with benchmarks and check-in dates.	**respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.
SL.7.2 **Analyze** the **main ideas** and **supporting details** presented in diverse media and formats and explain how the ideas clarify a **topic, text,** or issue under study.	Students conduct a detailed examination in order to determine and understand the main ideas and supporting details presented in various ways and forms. Additionally, students explain how the information makes the overall topic clearer. *In the Classroom:* The teacher provides students with a video recording that contains at least two different types of visual elements (e.g., charts, diagrams, etc.) in addition to written text. Once students watch and listen to the recording, they discuss how the information presented in various and distinct formats adds to an understanding of the topic, text, or issue under study and prepare brief explanations to share out to the rest of the class. The teacher plays a video clip for students and pauses it before the visual components/infographics within it appear on the screen. The teacher creates a handout or projected slide that contains visual components/ infographics. The students watch and listen to the video clip and determine, with a partner,	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning **supporting detail –** a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument) **text –** anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic –** the subject or matter being discussed or written about in a text, speech, etc.

Standard	Clarification	Glossary
	which visual components or infographics would best support the information in the video clip.	
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.**	Students precisely describe a speaker's argument and claims. They judge the validity of the reasoning and whether or not the evidence is appropriate and enough to support the claim. *In the Classroom:* The teacher shows students a historical speech and provides students with timeline-style graphic organizers. Students use the graphic organizers to capture the claims in order and list the reasons the speaker gives in support of each claim. The teacher facilitates a whole class share out of the evidence, during which time students evaluate whether or not the evidence is valid and sufficient enough to support the claim. The teacher and students generate a list of claims about a variety of topics. For each claim, the teacher creates a T-chart, with one side labeled "Valid" and the other, "Not Relevant," to guide a whole group conversation. Students brainstorm evidence and reasons to support each of the claims. The teacher and students decide whether each piece of evidence/reason goes in the "Valid" or "Not Relevant" column.	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **claim(s) –** an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **delineate –** to describe something precisely **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic
Standard	**Clarification**	**Glossary**
Cluster: Presentation of Knowledge and Ideas		
SL.7.4 Present **claims** and findings, emphasizing **salient** points in a focused, **coherent** manner with pertinent **descriptions,** facts, details, and examples; adapt speech to a variety of contexts and **tasks.**	Students present claims and findings. They highlight the most important points with relevant descriptions, facts, details, and examples in a clear and focused way. Students consider the assignment, audience, topic, and goals when	**claim(s) –** an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth

	making choices about the style and tone of a speech, adapting to various audiences and purposes. *In the Classroom:* The teacher asks students to plan two versions of a speech about the same topic, choosing different audiences for each version. Students use description, facts, and details to highlight or call attention to the main ideas or themes which would be most relevant or engaging for the chosen audience for each version. Students then compare and contrast the two versions of the speech and share out the differences to the whole group. The teacher asks students to research a topic, gathering information from several different sources. Students identify the most important points from their research in order to create one minute speeches (i.e., elevator pitch or flash talk). The teacher pairs up students, and students deliver their elevator pitches to each other. Following this, students reflect on whether or not they chose the most salient points for inclusion.	**coherent** – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **salient** – most important or worthy of notice; prominent **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)
SL.7.5 Include **multimedia components** and visual displays in presentations to clarify **claims** and findings and emphasize **salient** points.	Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the claims and findings being presented clearer and to highlight important points. *In the Classroom:* After assigning a presentation to the students, the teacher asks students to identify two or three of the most important points. The teacher	**claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **multimedia component** – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video)

	provides students with a handout of guiding questions/criteria for selecting visual displays that emphasize the important points they've identified. The students find several visual displays for each identified point, and then, using the handout, select the best one for each point. The teacher shows students a presentation that makes use of multimedia elements. In small groups, students discuss how the multimedia components clarified claims and findings and also emphasized the salient points of the presentation. Following this, the teacher facilitates a whole group discussion regarding the impact of removing one of the multimedia components. The students then apply this same thinking to their own presentations.	**salient** – most important or worthy of notice; prominent