



Delaware English Language Arts Standards Learning Progressions

GRADE 7: Literary Reading Standard 1

<p>College and Career Readiness (CCR): 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.</p>		
<p>Grades 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Grades 7: Cite <i>several pieces</i> of textual evidence to support analysis of what the text says explicitly as well as inferences from the text.</p>	<p>Grade 8: Cite textual evidence <i>that most strongly</i> supports an analysis of what the text says explicitly as well as inferences from the text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Make, test and revise predictions as they read • Make inferences about author’s decisions and literary elements in a text • Identify/cite appropriate text support for inferences about author’s decisions and literary elements in a text • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read • Make critical or analytical judgments to make generalizations • Create self-motivated interpretations of text that are adapted during and after reading • Draw conclusions about characters and events in a text • Identify how author’s choices affect theme • Cite <i>several pieces</i> of textual evidence to support analysis of what the text says explicitly as well as inferences from the text. 	<ul style="list-style-type: none"> • Texts • Literature • Conclusions • Specific textual evidence • Close reading • Explicit detail • Logical inferences 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What happens or is said in this text? • What pieces of evidence support your inference as to the explicit meaning of the text?
<p>7RL10: Range of Reading and Level of Text Complexity: By the end of year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [Lexile Range: 925-1185]</p>		
<p>Literature: Stories, Drama, & Poetry Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels. Drama: Includes one-act and multi-act plays, both in written form and on film. Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse, poems, sonnets, odes, ballads, and epics.</p>		



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GRADE 7: Literary Reading Standard 2

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 6: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Grade 7: Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.</p>	<p>Grade 8: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Describe or graphically represent the relationship between the central idea and supporting details • Determine a theme or central idea of literary text(s) • Analyze how particular details reveal a theme or convey the central idea • Summarize a text capturing the most important parts • Distinguish between objective text and text which gives an opinion • Summarize a text distinct from personal opinions or judgments • Determine a theme or central idea of a text and analyze its development over the course of a text; provide and objective summary of the text 	<ul style="list-style-type: none"> • Literary texts • Central idea • Theme • Analysis of text • Characteristics of an effective summary for literary texts (e.g., objective vs. subjective) • Objective summary 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Which graphic organizer will help you best graphically represent the central idea and details? Why? How? • What is the theme or central idea of this text? What evidence from the text supports your choice? • An example of how the theme recurs or is developed in this text is --- • Explain how the theme of a text is conveyed through particular details. • What makes a summary objective? • Objectively summarize the text
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<p>Literature: Stories, Drama, & Poetry</p> <p>Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels. Drama: Includes one-act and multi-act plays, both in written form and on film. Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse, poems, sonnets, odes, ballads, and epics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 7: Literature Reading Standard 3

<p>College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>Grade 6: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Grade 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Grade 8: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify elements of story or drama • Describe how characters change throughout a story or drama • Describe how the story elements influence the characters and the plot • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<ul style="list-style-type: none"> • Literary texts • Story Elements <ul style="list-style-type: none"> ○ Plot (e.g., rising action, falling action, flashback, foreshadowing, climax/ turning point, resolution) ○ Episodes ○ Conflicts (e.g., man vs. man, man vs. nature, etc.) ○ Characters types (e.g., flat/round, static/ dynamic) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain) ○ Setting (time, place) ○ Mood • Drama Elements <ul style="list-style-type: none"> ○ Acts ○ Scenes ○ Dialogue • Character actions, feelings, words, and implied motivations 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Describe the plot of a story or drama • How does the plot unfold? • Describe the problem. How was it resolved? • What can you infer about the plot and how it's influenced by the setting? • What can you infer about the characters and how they develop?
<p>7RL10: Range of Reading and Level of Text Complexity: By the end of year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [Lexile Range: 925-1185]</p>		
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Delaware English Language Arts Standards Learning Progressions

GRADE 7: Literary Reading Standard 4

<p>College and Career Ready (CCR): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Grade 7: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze 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.</p>	<p>Grade 8: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Understand connotations and denotations of words • Understand figurative meanings of words and phrases(simile, metaphor, personification, hyperbole, analogies, idiom) • Understand literary devices(e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions) • Determine the meanings of words and phrases in text • Understand mood and tone • Analyze the impact of rhymes and other repetitions of sounds on text. • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze 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. 	<ul style="list-style-type: none"> • Literary text • Word/language choices • Context clues • Literal/ Denotative meaning • Connotative meaning • Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section) • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, idiom) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions) • Mood • Tone 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What does the word/ phrase _____ mean in this selection? • The word/ phrase _____ is an example of _____? • How does the author’s use of the repetition of _____ impact the meaning and tone? • The author uses connotation to _____. • What does the author mean by _____?
<p>7RL10: Range of Reading and Level of Text Complexity: By the end of year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [Lexile Range: 925-1185]</p>		
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GRADE 7: Literary Reading Standard 5

<p>College and Career Ready (CCR): Analyze the structure of text, 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.</p>		
<p>Grade 6: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Grade 7: Analyze how a drama’s or a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Grade 8: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompt</p>
<ul style="list-style-type: none"> • Identify text structures, forms and features of dramas and poems • Identify various structural elements in dramas and poems • Identify and explain a poem or drama’s purpose and theme • Explain how structure/form of a poem or drama enhances the text’s purpose and theme • Describe the relationship between text structure and development of ideas/meaning in dramas and poems • Analyze how a drama’s or a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning 	<ul style="list-style-type: none"> • Text structures related to literary text (e.g., chapter, scene, stanza) • Text features related to literary text (e.g., title, chapter titles, table of contents, pictures/illustrations, punctuation, bold print, font size, italics, quotation marks) • <i>Structural elements of prose (e.g. sentence, paragraph, chapter)*</i> • Structural elements/forms of poems (e.g., line, stanza, rhyme, verse, rhythm, meter, soliloquy, sonnet) • Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) • Synthesis between parts of text and whole text 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How is a particular piece of text organized? • How does a particular sentence, chapter, scene, or stanza fit into the overall structure of a _____? • What is the difference between a text structure and a text feature? • How would the meaning of the poem/drama change if it had been written as a ____? Explain why the author chose to write it this way.
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GRADE 7: Literary Reading Standard 6

<p>College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>Grade 6: Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Grade 7: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Grade 8: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the different characters’ or narrators’ view points • Describe the differences between various points of view • Explain how point of view affects a literary text • Explain how chosen point of view helps the narrator or speaker develop the story • Analyze how an author develops different characters’ or narrators’ viewpoints. • Analyze how an author contrasts the points of view of different characters or narrators • Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 	<ul style="list-style-type: none"> • Literary text(s) • Point of view (e.g., first person, third person, limited, omniscient) • Author’s view point • Similarities and differences between narrator(s) and character(s) • Strategies for developing narrative texts(e.g., point of view, character development, dialogue, what information to include and exclude) • Subjective • Objective 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Which words from the text show that it is written in _____ person? • The selection is told from the point of view of _____. • What perspective or point of view does each character have? • How/why does _____’s point of view differ from that of another character? • Which sentence from the text best shows that the narrator’s point of view is subjective/objective? • How does the author’s word choice help to develop the narrator’s or speaker’s point of view?
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GRADE 7: Literary Reading Standard 7

<p>College and Career Ready (CCR): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>		
<p>Grade 6: Compare and contrast 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 they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Grade 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 (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Grade 8: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompt</p>
<ul style="list-style-type: none"> • Identify and explain the visual and multimedia elements in a literary text • Identify and explain the unique choices the author/director makes in relationship to the media chosen to display the text(e.g., color, lighting, props, costumes, camera focus, angles in a film) • Compare and contrast author’s choices in written text to the audio, video or live version of the text • 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 camera 	<ul style="list-style-type: none"> • Compare • Contrast • Genre (e.g., story, drama, poem) • Versions of text (e.g., written, audio, filmed, staged, multimedia, print, digital) • Media tools/techniques-Visual (e.g., color, lighting, props, costumes, camera focus, angles in a film) • Media tools/techniques-Oral (e.g., sound effects, music, voice) Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does reading a story compare to the audio, staged or video version? • What medium most impacts your understanding of the selected work? • What senses were most stimulated by the production? • Select an event from the book and compare it to a scene from the production. How are they different and why? • How does the author use media techniques to enhance the story? • Analyze the effectiveness of the media techniques used to portray the work.
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GRADE 7: Literary Reading Standard 9

<p>College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Grade 6: Compare and contrast 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>Grade 7: 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.</p>	<p>Grade 8: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify how historical fiction differs from fiction and non-fiction • Identify and explain author’s intention/purpose • Explain how two different texts portray the same time, place, character or events • Identify and explain author’s perspective/view point • Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes • 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 	<ul style="list-style-type: none"> • Compare • Contrast • Characteristics of various genres (e.g., fiction, historical fiction, non-fiction) • Theme • Topic • Author’s choices (e.g., information included, excluded, altered, enhanced) • Author’s intention/purpose (e.g., to reveal a dilemma, to draw attention to an issue or event, to understand the past, to promote a perspective) • Author’s perspective/view point • Text-to-text, text-to-world connections • Textual evidence (e.g., author’s choices) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are the characteristics of historical fiction? Fiction? Nonfiction? • What is the author’s purpose when portraying a fictional story line? An historical account? • Explain the historical context of a story, and how authors make historical fiction believable. • How are historical events and the fictional event the same and/ or different? • How does the author’s portrayal of the character compare to historical accounts? • What could the author have done to provide a more accurate portrayal of the time period/place?
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