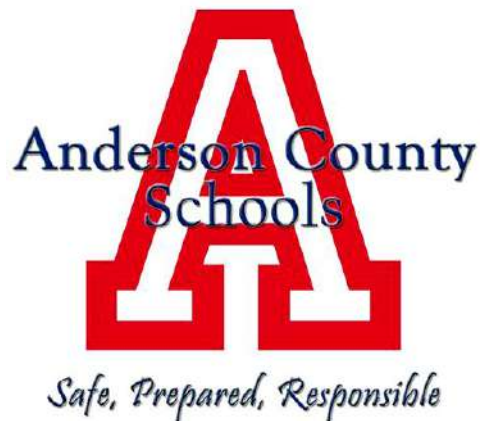


Grade 7 – English/Language Arts

Kentucky Core Academic Standards with Targets

Student Friendly Targets



College and Career Readiness Anchor Standards for Reading

The 6-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.

Standards 1-3	Key Ideas and Details
Standards 4-6	Craft and Structure
Standards 7-9	Integration of Knowledge and Ideas
Standard 10	Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.

Standards 1-3	Text Types and Purposes
Standards 4-6	Production and Distribution of Writing
Standards 7-9	Research to Build and Present Knowledge
Standard 10	Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.

Standards 1-3	Comprehension and Collaboration
Standards 4-6	Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.

Standards 1-2	Conventions of Standard English
Standard 3	Knowledge of Language
Standards 4-6	Vocabulary Acquisition and Use

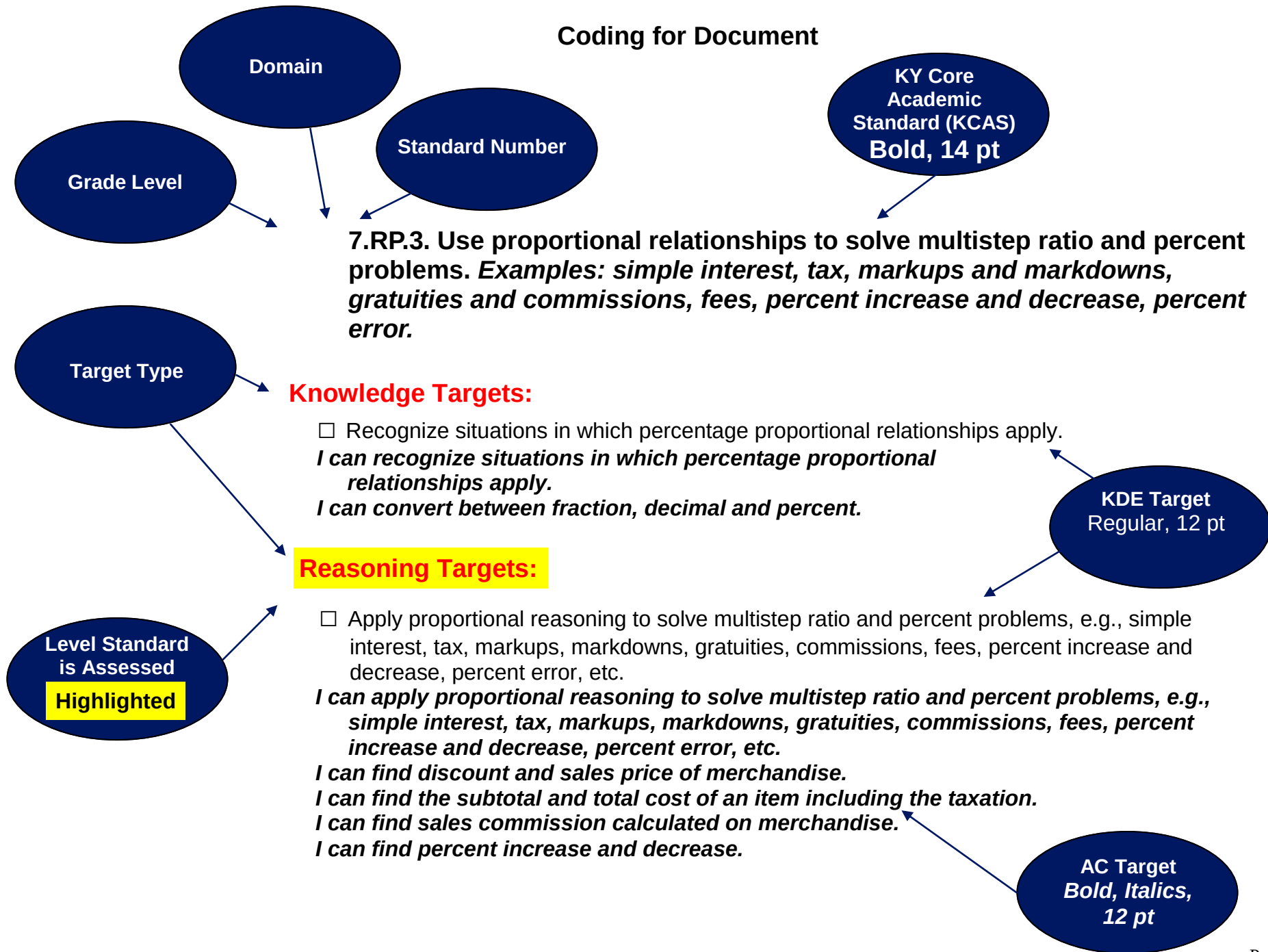
Development of Pacing Guide

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Anissa Davis, Sharon Jackman, Steve Karsner, Janice Meredith, Elizabeth Mills, Leslie Mitchell,

North Carolina State Board of Education created a most helpful document entitled "Common Core Instructional Support Tools - Unpacking Standards". The document answers the question "What do the standards mean that a student must know and be able to do?" The "unpacking" is included in our "What Does This Standard Mean?" section. The complete North Carolina document can be found at <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/1.pdf>

Coding for Document



Anderson County Elementary

English/Language Arts Grade 7

Kentucky Core Academic Standard	College and Career Readiness Anchor Standards	ACT College Readiness Standard EXPLORE	What Does This Standard Mean?
Reading Literature			
Key Ideas and Details			
7.RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Knowledge Targets: ☐ Identify inferences from a text explicit information from a text. <i>I can identify inferences from a text explicit information from a text.</i> ☐ Recognize credible resources/sources <i>I can recognize credible resources/sources.</i> Reasoning Targets: ☐ Analyze what a text says explicitly. <i>I can analyze what a text says explicitly.</i>	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.		Sixth grade students will read and analyze texts from a variety of literary genres. They develop the ability to closely examine the text's explicit content. They learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model for students how to refer to a text. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice. The teacher may also guide the students through the process of moving from analysis to synthesis. During this process, students carefully probe a segment of text in order to study and evaluate its multiple and varied meanings. The teacher and students work together to reconstruct and understand the text segment's new meaning. Students take the textual content to which they add their own prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their

☐ Formulate inferences from textual material. <i>I can formulate inferences from textual material.</i> ☐ Cite resources that support analysis of a text. <i>I can cite resources that support analysis of a text.</i>			peers to provide support <i>from the text</i> for their comments during a class discussion. In this way, students begin the practice of referring to the text for support.
7.RL2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. Knowledge Targets: ☐ Recognize theme and central idea <i>I can recognize theme and central idea.</i> ☐ Identify supporting details. <i>I can identify supporting details.</i> ☐ Develop an objective summary <i>I can develop an objective summary.</i> Reasoning Targets: ☐ Determine a theme or central idea of a text. <i>I can determine a theme or central idea of a text.</i> ☐ Analyze the development of a theme or central idea over the course of a text. <i>I can analyze the development of a theme or central idea over the course of a text.</i> ☐ Provide an objective summary of a text. <i>I can provide an objective summary of a text.</i>	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Selected ACT College Readiness Standards in Reading Main Ideas and Author's Approach - Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages.	Students in the sixth grade learn how to summarize texts by evaluating key details in which the central idea or theme is located. They develop the ability to distinguish key (thematic) details from all other details. In order to do this work, teachers first guide students in evaluating recurring ideas and changes in the characters and plot over the course of the text. Students will learn to monitor and keep track of such developmental changes through the use of graphic organizers. In this way, sixth graders are able to collect and effectively organize key thematic details within a text and create unbiased summaries withholding personal opinion and judgment. Sixth graders will observe and analyze how story characters and plot interact throughout a given text. Students will develop the ability to read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways. In order to do this work, students may use graphic organizers to determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits. By doing this, students have a broad overview of all characters and corresponding plot developments, prompting students to further examine why such change occurs and at the same time, they observe how these changes add to the overall momentum of the story. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.

		Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.	
7.RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Knowledge Targets: ☐ Describe elements of a story or drama <i>I can describe elements of a story or drama.</i> ☐ Identify changes in elements of the story or drama. <i>I can identify changes in elements of the story or drama.</i> ☐ Identify interactions between elements <i>I can identify interactions between elements.</i> Reasoning Targets: ☐ Analyze how a change in one element shapes another. <i>I can analyze how a change in one element shapes another.</i> ☐ Analyze how elements of a story or drama interact <i>I can analyze how elements of a story or drama interact.</i>		Selected ACT College Readiness Standards in Reading Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Sequential, Comparative, and Cause-Effect Relationships: - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify relationships between main characters in uncomplicated literary narratives. - Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives.	

		- Order simple sequences of events in uncomplicated literary narratives. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives - Understand implied or subtly stated cause-effect relationships in uncomplicated passages - Identify clear cause-effect relationships in more challenging passages. Generalizations and Conclusions - Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives. - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. - Identify clear relationships	
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		between characters, ideas, and so on in more challenging literary narratives	
Craft and Structure			
7.RL.4. 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 Knowledge Targets: ☐ Identify words and phrases, figurative words and phrases, connotative words and phrases in a text. <i>I can identify words and phrases, figurative words and phrases, connotative words and phrases in a text.</i> ☐ Identify examples of rhymes and other repetitions of sounds including alliteration, on a specific verse or stanza of a poem section of a story or drama <i>I can identify examples of rhymes and other repetitions of sounds including alliteration, on a specific verse or stanza of a poem section of a story or drama.</i> Reasoning Targets: ☐ Interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text. <i>I can interpret the meaning of words and phrases, including</i>	4. 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.	Selected ACT College Readiness Standards in Reading Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Meanings of Words - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. Generalizations and Conclusions - Draw simple generalizations and	Students in seventh grade strengthen their ability to understand the meaning of an author's words. Teachers may instruct students to use their knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues. Students will observe how words and phrases often have deeper meanings that require investigation. To do this work, students may keep a running list of figurative language found in their independent reading books with corresponding inferences regarding their varied meaning(s). In addition to understanding the multilayered meanings of words and phrases, students in seventh grade observe writing techniques the author uses to further add layers of meaning to the text. Students need instruction on how to identify such writing techniques, such as alliteration, in an effort to explain the term and construct examples on how the technique is artfully woven into the text. Students then evaluate how the writing technique impacts the work which may require repeated teacher modeling through think-alouds and guided practice. Students in seventh grade pay attention to writing structures. These structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. In order to do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure in order to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to be able to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge regarding a particular structure so as to draw inferences regarding how it affects the writing. Students may need repeated teacher modeling through think-alouds as well as guided practice and guiding questions to help them fully develop this skill

figurative and connotative meanings as used in a text. ☐ Analyze the impact of rhymes and other repetitions of sounds, including alliteration on a specific verse or stanza of a poem, section of a story or drama <i>I can analyze the impact of rhymes and other repetitions of sounds, including alliteration on a specific verse or stanza of a poem, section of a story or drama.</i>		conclusions about the main characters in uncomplicated literary narratives. - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives	Seventh grade students observe the viewpoints of characters and how these viewpoints resemble or differ from one another. Students keep track of what characters say, do, and think. To do this work, students may compare and contrast the characters' points-of-view in a Venn Diagram. In doing so, students may be able to trace how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader.
7.RL.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. Knowledge Targets: ☐ Identify the poetic elements that contribute to form/structure. <i>I can identify the poetic elements that contribute to form/structure.</i> ☐ Identify the form/structure of various types of poetry and drama.	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.		

<i>I can identify the form/structure of various types of poetry and drama.</i> ☐ Explain the meaning of a poem. <i>I can explain the meaning of a poem.</i> Reasoning Targets: ☐ Analyze the structure of a drama or poem <i>I can analyze the structure of a drama or poem.</i> ☐ Analyze the meaning of a drama or poem <i>I can analyze the meaning of a drama or poem.</i> ☐ Analyze the relationship between the poem/drama's form and structure <i>I can analyze the relationship between the poem/drama's form and structure.</i>			
7.RL.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. Knowledge Targets: ☐ Define analysis. <i>I can define analysis.</i> ☐ Identify strategies author uses to contrast points of view of different characters or narrator. <i>I can identify strategies author uses to contrast points of view of different characters or narrator.</i> Reasoning Targets: ☐ Cite details or examples in a text where the author develops	6. Assess how point of view or purpose shapes the content and style of a text.		

the point of view of various characters or narrators <i>I can cite details or examples in a text where the author develops the point of view of various characters or narrators.</i> ☐ Compare and contrast points of view of different characters or narrators <i>I can compare and contrast points of view of different characters or narrators.</i> ☐ Analyze how the author develops points of view of different characters or the narrators <i>I can analyze how the author develops points of view of different characters or the narrators.</i> ☐ Analyze how the author contrasts different points of view in a single text. <i>I can analyze how the author contrasts different points of view in a single text.</i>			
Integration of Knowledge and Ideas			
7.RL.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). Knowledge Targets: ☐ Identify various mediums <i>I can identify various mediums.</i> ☐ Recognize multimedia versions, film, stage. <i>I can recognize multimedia</i>	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Selected ACT College Readiness Standards in Reading Main Ideas and Author's Approach - Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Understand the overall approach taken by an author or narrator	Students in seventh grade build an understanding of how content differs because of the medium in which it is presented. In order to do this work, students need to interact with content expressed through multiple and varied formats (written, audio, staged, multimedia). They may generate a list of techniques expressed in each medium or compare and contrast two or more mediums. Students should ask themselves how the techniques of a particular medium affect the content. They should also be able to explain what makes each medium unique. Seventh grade students notice the similarities and differences between historical fiction and a factual text.

versions, film, stage. Reasoning Targets: ☐ Analyze the effects of various medium techniques on written text: stories, dramas, poems. <i>I can analyze the effects of various medium techniques on written text: stories, dramas, poems.</i> ☐ Analyze the effects of various medium techniques on audio, film, stage, multimedia <i>I can analyze the effects of various medium techniques on audio, film, stage, multimedia.</i> ☐ Determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia) <i>I can determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia.)</i> ☐ Determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia). <i>I can determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia).</i>		(e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Sequential, Comparative, and Cause-Effect Relationships: - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify relationships between main characters in uncomplicated literary narratives.	Students may read a factual account of a historical event and then read about the same event as historical fiction. With the support of a Venn Diagram, they may compare and contrast the two (including time period, location, and historical figure). Students are looking for clues that explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story.
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		- Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives. - Order simple sequences of events in uncomplicated literary narratives. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives - Understand implied or subtly sated cause-effect relationships in uncomplicated passages - Identify clear cause-effect relationships in more challenging passages. Meanings of Words - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use contest to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use contest to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. Generalizations and Conclusions	
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		- Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives. - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives	
7.RL.8. (Not applicable to literature)	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.		
7.RL.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	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to		

use or alter history. Knowledge Targets: ☐ Identify a time, place or character (person) that is portrayed in an historical account a fictional work. <i>I can identify a time, place or character (person) that is portrayed in an historical account a fictional work.</i> Reasoning Targets: ☐ Compare and contrast historical portrayal of a time, place, or character (person) in an historical account to how each are portrayed or altered in a literary work. <i>I can compare and contrast historical portrayal of a time, place, or character (person) in an historical account to how each are portrayed or altered in a literary work.</i>	compare the approaches the authors take.		
Range of Reading and Level of Text Complexity			
7.RL.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Knowledge Targets: ☐ Identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).	10. Read and comprehend complex literary and informational texts independently and proficiently.		Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text. “Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make

<i>I can identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i> Reasoning Targets: ☐ Comprehend independently in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed). <i>I can comprehend independently in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i>			fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habit of reading independently and closely, which are essential to their future success.”
Reading Informational			
Key Ideas and Details			
7.RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Knowledge Targets: ☐ Identify inferences from a text and explicit information from a text. <i>I can identify inferences from a</i>	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.		Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the informational texts they read. They need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do so, students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.

text and explicit information from a text. ☐ Recognize credible resources/sources. <i>I can recognize credible resources/sources.</i> Reasoning Targets: ☐ Analyze several pieces of text to determine what it explicitly says. <i>I can analyze several pieces of text to determine what it explicitly says.</i> ☐ Formulate inferences from textual material <i>I can formulate inferences from textual material.</i> ☐ Cite resources that support analysis of a text. <i>I can cite resources that support analysis of a text.</i>			At this level, seventh grade students must be able to locate and describe the central ideas presented in a text. They understand how the central ideas are related to the details and examples that support them. Students pay attention to how the central ideas are developed throughout the text and they observe how the details and examples work together to uphold the central idea. Students in seventh grade should be able to summarize what they have read, free from their own opinions and bias. Students in seventh grade need to be able to read closely to analyze relationships between individuals, events, and ideas in a text. For example, in an informational history book, they may reflect on how historical figures influenced ideas or events of the time period and vice versa. In order to do so, students will need wide and deep exposure to informational texts. They may also need tools for recording the relationships they observe, such as a graphic organizer or structured note-taking.
7.RI.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. Knowledge Targets: ☐ Identify two or more central ideas of a text. <i>I can identify two or more central ideas of a text.</i> ☐ Define and recognize an objective summary <i>I can define and recognize an objective summary.</i> Reasoning Targets: ☐ Analyze the development of two or more central ideas over the course of a text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Selected ACT College Readiness Standards in Reading Main Ideas and Author's Approach - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages.	

<i>I can analyze the development of two or more central ideas over the course of a text.</i> ☐ Provide an objective summary of the text. <i>I can provide an objective summary of the text.</i>		- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.	
7.RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Knowledge Targets: ☐ Identify key ideas about individuals, events, ideas stated in text. <i>I can identify key ideas about individuals, events, ideas state in text.</i> Reasoning Targets: ☐ Analyze the interactions between individuals, events, ideas in a text. <i>I can analyze the interactions between individuals, events, ideas in a text.</i> ☐ Discuss how ideas influence events or how individuals influence ideas or events. <i>I can discuss how ideas</i>	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Selected ACT College Readiness Standards in Reading Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Sequential, Comparative, and Cause-Effect Relationships: - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify clear relationships	

<i>influence events or how individuals influence ideas or events.</i>		between people, ideas, and so on in uncomplicated passages - Identify clear cause-effect relationships in uncomplicated passages. - Order sequences of events in uncomplicated passages. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Understand implied or subtly stated cause-effect relationships in uncomplicated passages - Identify clear cause-effect relationships in more challenging passages. Generalizations and Conclusions - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.	
Craft and Structure			
7.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and	Selected ACT College Readiness Standards in Reading Supporting Details - Recognize a clear function of a part of an uncomplicated passage.	Students in seventh grade strengthen their ability to understand the meaning of words. Because words have multiple meanings, students must work to understand how the multiple and varied meanings influence the text. Instruction in this area can address how students may use their knowledge of word parts to

Knowledge Targets: ☐ Identify words and phrases, figurative words and phrases, connotative words and phrases, technical words and phrases in a text <i>I can identify words and phrases, figurative words and phrases, connotative words and phrases, technical words and phrases in a text.</i> ☐ Identify tone in text. <i>I can identify one in text.</i> Reasoning Targets: ☐ Determine the meanings of words and phrases, including the figurative, connotative, technical meanings of words and phrases as they are used in a text. <i>I can determine the meanings of words and phrases, including the figurative, connotative, technical meanings of words and phrases as they are used in a text.</i> ☐ Analyze how meaning and tone are impacted by specific word choice. <i>I can analyze how meaning and tone are impacted by specific word choice.</i>	analyze how specific word choices shape meaning or tone.	- Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Sequential, Comparative, and Cause-Effect Relationships: - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Identify clear cause-effect relationships in uncomplicated passages. - Order sequences of events in uncomplicated passages. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Understand implied or subtly stated cause-effect relationships in uncomplicated passages - Identify clear cause-effect relationships in more challenging passages. Generalizations and Conclusions - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated	determine the meaning of an unknown word or provide strategies for using context clues. Furthermore, students notice that some words and phrases have deeper meanings, requiring further investigation. To do this work, students may keep a running list of figurative language found in a text along with inferences regarding outlining their meaning. They may also list what comes to mind when they hear a particular word to investigate its varying connotations. Students will observe how word choice affects meaning and tone within a text. This may require repeated teacher modeling through think-alouds and guided practice Students in seventh grade pay attention to writing structures. They observe how a composition is built of many sections that must cohesively link together to deliver a writer's broader point. To further this understanding, students need exposure to a wide range of informational texts with a variety of organizational structures. They might work with a partner or a group with one particular text to explain the relationship between the sections and how the sections connect to cover a whole topic. Seventh grade students continue to investigate the author's point of view and purpose for writing. They notice how the author makes their point of view unique from the opinions of others. This work might require students to read several pieces of text around a particular topic, noting how authors each approach the topic differently.
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		passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.	
7.RI.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. Knowledge Targets: ☐ Determine the text structure: (e.g. chronology, comparison, cause/effect, problem/solution) the author uses to organize text. <i>I can determine the text structure: (e.g. chronology, comparison, cause/effect, problem/solution) the author uses to organize text.</i> ☐ Determine how major sections of text contribute to the main idea or to the development of the main idea. <i>I can determine how major sections of text contribute to the main idea or to the development of the main idea.</i> Reasoning Targets: ☐ Analyze how major sentence, paragraphs, chapter or section contribute to the main idea of the text or to the development of the main idea. <i>I can analyze how major sentence, paragraphs, chapter</i>	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.	Main Ideas and Author's Approach - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.	

<i>or section contribute to the main idea of the text or to the development of the main idea.</i>			
7.RI.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. Knowledge Targets: ☐ Determine the author's point of view or purpose of a text. <i>I can determine the author's point of view or purpose of a text.</i> ☐ Identify details or examples in a text where the author develops his/her point of view or the purpose of the text.. <i>I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text.</i> Reasoning Targets: ☐ Explain how the author conveys his/her point of view throughout the text. <i>I can explain how the author conveys his/her point of view throughout the text.</i> ☐ Make a distinction between the author's point of view and those of others mentioned or implied in the text. <i>I can make a distinction between the author's point of view and those of others mentioned or implied in the text.</i> ☐ Contrast how the author distinguishes his/her position from that of others.	6. Assess how point of view or purpose shapes the content and style of a text.	Selected ACT College Readiness Standards in Reading Main Ideas and Author's Approach - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Sequential, Comparative, and Cause-Effect Relationships: - Identify clear relationships between people, ideas, and so on	

<i>I can contrast how the author distinguishes his/her position from that of others.</i> ☐ Support your analysis with examples from the text. <i>I can support my analysis with examples from the text.</i>		in uncomplicated passages - Understand relationships between people, ideas, and so on in uncomplicated passages. Interpretation of Data - Understand basic scientific terminology - Find basic information in a brief body of text Evaluation of Models, Inferences, and Experimental Results: - Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model - Identify key issues or assumptions in a model - Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models. - Determine whether given information supports or contradicts a simple hypothesis or conclusions, and why - Identify strengths and weaknesses in one or more models - Identify similarities and differences between models - Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion	
Integration of Knowledge and Ideas			
7.RI.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact	7. Integrate and evaluate content presented in diverse media and formats, including visually and		Students in seventh grade build an understanding of how content differs depending on the medium in which it is presented. In order to do this work, students need to be able to interact with a particular segment of text and analyze how it is expressed in more than one

of the words). Knowledge Targets: □ Recognize characteristics of audio, video, multimedia versions of text. <i>I can recognize characteristics of audio, video, multimedia versions of text.</i> Reasoning Targets: □ Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia) <i>I can describe similarities of various media portrayals of subjects (texts, audio, video, multimedia).</i> □ Describe differences of various media portrayals of subjects (texts, audio, video, multimedia) <i>I can describe differences of various media portrayals of subjects (texts, audio, video, multimedia).</i> □ Analyze how the audio, video, multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words) <i>I can analyze how the audio, video, multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words.)</i>	quantitatively, as well as in words.¹		format or medium. Students will observe how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats. Students will develop the ability to identify techniques present in each format or compare/contrast two or more formats. For example, students may compare and contrast how a segment from a presidential speech comes across one way, in written format, than in another way, via a live viewing. Seventh graders will then reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text. Seventh grade students understand that arguments need to be supported with evidence. They read the text closely in order to determine which textual segments most strongly support to the author's argument. Students need practice to evaluate this evidence accurately and decide whether or not this evidence supports the author's claim. Students also need instruction on how to sort the evidence. They may wonder: <i>Is the evidence relevant and strong or pointless and weak? Has the author provided enough evidence to support their claim?</i> Students in seventh grade become more familiar with how information can take several shapes. They investigate how one topic may be presented in different ways. While reading two or more texts on the same topic, students pay particular attention to how the authors use the same information, but produce different texts because they interpret the information differently. To begin thinking this way themselves, students may need teacher modeling through think-aloud to point out how the authors' use of the same information differs.
7.RI.8. Trace and evaluate the argument and specific claims in a text,	8. Delineate and evaluate the argument	Selected ACT College Readiness Standards in Reading	

assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Knowledge Targets: ☐ Define relevant evidence, sufficient evidence, and sound reasoning. <i>I can define relevant evidence, sufficient evidence, and sound reasoning.</i> ☐ Identify argument and claims in a text <i>I can identify argument and claims in a text.</i> Reasoning Targets: ☐ Trace the argument and specific claims in a text. <i>I can trace the argument and specific claims in a text.</i> ☐ Assess relevance of evidence for specific claims in a text, sufficiency of evidence for specific claims in a text, soundness of the reasoning in a text. <i>I can assess relevance of evidence for specific claims in a text, sufficiency of evidence for specific claims in a text, soundness of the reasoning in a text.</i> ☐ Evaluate the argument and specific claims in a text. <i>I can evaluate the argument and specific claims in a text.</i>	and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Main Ideas and Author's Approach - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Sequential, Comparative, and Cause-Effect Relationships: - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Understand relationships between people, ideas, and so on in uncomplicated passages. Interpretation of Data	
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		- Understand basic scientific terminology - Find basic information in a brief body of text Evaluation of Models, Inferences, and Experimental Results: - Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model - Identify key issues or assumptions in a model - Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models. - Determine whether given information supports or contradicts a simple hypothesis or conclusions, and why - Identify strengths and weaknesses in one or more models - Identify similarities and differences between models - Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion	
7.RI.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Knowledge Targets: ☐ Identify key information from two or more texts by different authors emphasizing different evidence or advancing	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.	Selected ACT College Readiness Standards in Reading Main Ideas and Author's Approach - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or	

different interpretations of facts. <i>I can identify key information from two or more texts by different authors emphasizing different evidence or advancing different interpretations of facts.</i> Reasoning Targets: ☐ Analyze how two or more texts by different authors shape their ideas by emphasizing different evidence or advancing different interpretations of facts. <i>I can analyze how two or more texts by different authors shape their ideas by emphasizing different evidence or advancing different interpretations of facts.</i> ☐ Evaluate the argument and specific claims in a text. <i>I can evaluate the argument and specific claims in a text.</i>		paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Sequential, Comparative, and Cause-Effect Relationships: - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Understand relationships between people, ideas, and so on in uncomplicated passages. Interpretation of Data - Understand basic scientific terminology - Find basic information in a brief body of text Evaluation of Models, Inferences, and Experimental Results: - Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation	
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		or a model - Identify key issues or assumptions in a model - Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models. - Determine whether given information supports or contradicts a simple hypothesis or conclusions, and why - Identify strengths and weaknesses in one or more models - Identify similarities and differences between models - Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion	
Range of Reading and Level of Text Complexity			
7.RI.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Knowledge Targets: □ Identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed). <i>I can identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate</i>	10. Read and comprehend complex literary and informational texts independently and proficiently.	Selected ACT College Readiness Standards in Reading Main Ideas and Author's Approach - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages. - Understand the overall approach	Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text. Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. "Standard 10 defines a grade-by-grade "staircase" of

complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed). Reasoning Targets: □ Comprehend independently in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed). <i>I can comprehend independently in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i>		taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. Supporting Details - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. Sequential, Comparative, and Cause-Effect Relationships: - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Identify clear cause-effect relationships in uncomplicated passages - Order sequences of events in uncomplicated passages. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Understand implied or subtly stated cause-effect relationships in uncomplicated passages. - Identify clear cause-effect relationships in more challenging passages.	increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habit of reading independently and closely, which are essential to their future success."
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		Meanings of Words - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. Generalizations and Conclusions - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.	
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