

The Reading Literature and Reading Informational standards very closely mirror each other, therefore similar skills were grouped. This may appear unbalanced; however, instruction should guide students to apply this skill set to text sets with gradually increasing text complexity throughout the school year. For this reason, this guide lists priority standards to explicitly teach during each quarter with the expectation that all ELA standards are integrated when appropriate and necessary.

**Priority Standards:** These standards are repeated across all quarters and are often called “power standards” or “focus standards.” They support the development of a reading comprehension **skill set**.

**Integrated Standards:** These standards should be taught in conjunction with the priority standards as necessary to support specific texts, products, or student needs.

**Text Complexity (Anchor Standard 10):** By the end of grade 7, students are expected to read and understand within the text complexity band proficiently and independently for sustained periods of time. Lexile ranges that correspond to the North Carolina Check-Ins (quarterly benchmarks) are provided below. For differentiated instructional planning purposes, teachers are not limited to selection of texts only within the denoted ranges.

<b>Approximate Lexile Ranges</b>	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
6 <sup>th</sup> Grade	880-980	900-1050	980-1100
<b>7<sup>th</sup> Grade</b>	<b>955-1055</b>	<b>975-1100</b>	<b>1060-1200</b>
8 <sup>th</sup> Grade	1000-1100	1050-1180	1140-1260

**Writing Standards:** To be college and career ready, students should learn how to offer and support opinion/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Formal writing tasks will include all phases of the writing process: prewriting, drafting, revising and editing, and publishing. Prioritized writing standards are identified by quarter; however, for differentiated instructional planning purposes teachers will provide structured, accelerated writing opportunities.

**Speaking/Listening and Language:** The K-12 Speaking and Listening Standards define what students should understand and be able to do by the end of each grade. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or small group settings, or with a partner. Language skills, which include grammar and conventions, are inseparable from and vital to reading, writing, speaking, and listening.



Reading Literature and Reading Information: First - Fourth Quarters

Priority Standards	Clarification	Integrated Standards
<p><b>RL.7.1 1: Cite</b> several pieces of textual evidence to support <b>analysis</b> of what the text says explicitly as well as <b>inferences</b> drawn from the text.</p> <p>(3-5 EOG Questions*)</p>	<p>Students use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><b>In the Classroom:</b> 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.</p> <p>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.</p>	<p>RL 7.7-10 RI 7.7, RI 7.9-10</p>
<p><b>RI 7.1: Cite</b> several pieces of textual evidence to support <b>analysis</b> of what the text says explicitly as well as <b>inferences</b> drawn from the text.</p> <p>(4-5 EOG Question*)</p>	<p>Students use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><b>In the Classroom:</b> 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.</p> <p>The teacher provides students with an inference. Students re-read the text and highlight several pieces of textual evidence that support the inference.</p>	<p>RL 7.7-10 RI 7.7, RI 7.9-10</p>



<p><b>RL 7.2: Determine</b> a theme of a text and <b>analyze</b> its development over the course of the text; <b>provide</b> an objective summary of the text.</p>	<p>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.</p> <p><b>In the Classroom:</b> 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.</p>	<p>RL 7.7-10 RI 7.7, RI 7.9-10</p>
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(2-3 EOG Questions*)	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.	
<p><b>RI 7.2: Determine</b> two or more central ideas in a text and <b>analyze</b> their development over the course of the text; <b>provide</b> an objective summary of the text.</p> <p>(1-3 EOG Questions*)</p>	<p>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.</p> <p><b>In the Classroom:</b> The teacher and students brainstorm a list of central ideas from the text.</p> <p>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.</p> <p>Students use key details that they found when tracing the central idea to create strong summaries that are free of opinion.</p>	RL 7.7-10 RI 7.7, RI 7.9-10
<p><b>RL 7.3: Analyze</b> how particular elements of a story or drama interact.</p> <p>(1-4 EOG Questions*)</p>	<p>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.</p> <p><b>In the Classroom:</b> 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.</p> <p>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.</p>	RL 7.7-10 RI 7.7, RI 7.9-10
<p><b>RI 7.3: Analyze</b> the interactions between individuals, events, and ideas in a text.</p> <p>(2-5 EOG Questions*)</p>	<p>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.</p> <p><b>In the Classroom:</b> 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.</p>	RL 7.7-10 RI 7.7, RI 7.9-10



	<p>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.</p>	
<p><b>RL 7.4: Determine</b> the meaning of words and phrases as they are used in a text; <b>analyze</b> the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.</p> <p>(5-7 EOG Questions*)</p>	<p>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.</p> <p><b>In the Classroom:</b> 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.</p>	<p>RL 7.7-10 RI 7.7, RI7.9-10</p>
<p><b>RI 7.4: Determine</b> the meaning of words and phrases as they are used in a text; <b>analyze</b> the impact of a specific word choice on meaning and tone.</p> <p>(2-4 EOG Questions*)</p>	<p>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.</p> <p><b>In the Classroom:</b> 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.</p> <p>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?”</p>	<p>RL 7.7-10 RI 7.7, RI 7.9-10</p>



<p><b>RL 7.5: Analyze</b> how a drama's or poem's (or other literary genre) form or structure contributes to its meaning.</p> <p>(1-2 EOG Questions*)</p>	<p>Students examine how the form (e.g. monologue, soliloquy, sonnet, anecdote) or structure of a literary text adds to the text's meaning as a whole.</p> <p><b>In the Classroom:</b> 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).</p> <p>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.</p>	<p>RL 7.7-10 RI 7.7, RI 7.9-10</p>
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<p><b>RI 7.5: Analyze</b> the structure an author uses to organize a text, including</p> <p>how the major sections contribute to the whole and to the development of the ideas.</p> <p>(3-4 EOG Questions*)</p>	<p>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.</p> <p><b>In the Classroom:</b> The teacher models an analysis of the text’s structure through think aloud and asking students 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?”</p> <p>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.</p>	<p>RL 7.7-10 RI 7.7, RI 7.9-10</p>
<p><b>RL 7.6: Analyze</b> how an author develops and contrasts the perspectives of different characters in a text.</p> <p>(1-2 EOG Questions*)</p>	<p>Students examine how an author constructs and depicts differences between each character’s perspective in a text.</p> <p><b>In the Classroom:</b> 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.</p> <p>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 author developed each character’s perspective. In the fourth column, students explain how the author contrasted each character’s perspectives from the others.</p>	<p>RL 7.7-10 RI 7.7, RI 7.9-10</p>



<p><b>RI 7.6: Determine</b> an author’s point of view or purpose in a text and <b>analyze</b> how the author distinguishes his or her position from that of others.</p> <p>(2-4 EOG Questions*)</p>	<p>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.</p> <p><b>In the Classroom:</b> Students analyze the text through these three lenses:</p> <ul style="list-style-type: none"><li>• “What is the author’s opinion about the topic of this text?”</li><li>• “What details support this viewpoint?”</li><li>• “How does this author distinguish his/her position from others?”</li></ul> <p>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 during a gallery walk to see the results of other groups.</p>	<p>RL 7.7-10 RI 7.7, RI 7.9-10</p>
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	<p>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.</p>	
<p><b>RI 7.8: Trace and evaluate</b> the argument and specific claims in a text, <b>assessing</b> whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>(2-3 EOG Questions*)</p>	<p>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.</p> <p><b>In the Classroom:</b>  Students are provided with a framework or flowchart so they can track evidence while the teacher reads an argument 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.</p> <p>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.</p>	<p>RL 7.7-10  RI 7.7,  RI 7.9-10</p>

\*EOG Question Numbers: According to NCDPI/ Accountability Services Division Revised March 2017



Writing, Speaking and Listening: First Quarter

Priority Standards	Integrated Standards: As Needed
<p><b>W.7.1:</b> Write <b>arguments</b> to support <b>claims</b> with clear <b>reasons</b> and relevant evidence.</p> <p><b>A.</b> Organize information and ideas around a <b>topic</b> to plan and prepare to write.  <b>B.</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  <b>C.</b> Support claim(s) with logical reasoning and <b>relevant evidence</b>, using accurate, credible sources and demonstrating an understanding of the topic or <b>text</b>.</p>	W.7.4
<p><b>W.7.2:</b> Write informative/explanatory <b>texts</b> to examine a <b>topic</b> and convey ideas, concepts, and information through the selection, organization, and <b>analysis</b> of relevant content.</p> <p><b>A.</b> Organize information and ideas around a topic to plan and prepare to write.  <b>B.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, <b>comparison/contrast</b>, and <b>cause/effect</b>; include <b>formatting, graphics</b>, and multimedia when useful to aiding comprehension.  <b>C.</b> Develop the topic with relevant facts, definitions, <b>concrete details</b>, quotations, or other information and examples.</p>	W.7.4
<p><b>W.7.3:</b> Write narratives to develop real or imagined experiences or <b>events</b> using effective technique, <b>relevant descriptive details</b>, and well- structured event <b>sequences</b>.</p> <p><b>A.</b> Organize information and ideas around a <b>topic</b> to plan and prepare to write.  <b>B.</b> Engage and orient the reader by establishing a context and <b>point of view</b> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  <b>C.</b> Use narrative techniques, such as dialogue, <b>pacing</b>, and description, to develop experiences, events, and/or characters.</p>	W.7.4
<p><b>SL.7.1:</b> 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.</p> <p><b>A.</b> Come to discussions prepared, having read or <b>researched</b> material under study; <b>explicitly</b> draw on that preparation by referring to <b>evidence</b> on the <b>topic, text</b>, or issue to probe and reflect on ideas under discussion.  <b>B.</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as</p>	SL.7.5



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Writing, Speaking and Listening: Second Quarter

Priority Standards	Integrated Standards: As Needed
<p><b>W.7.1:</b> Write <b>arguments</b> to support <b>claims</b> with clear <b>reasons</b> and relevant evidence.</p> <p><b>D.</b> Use words, <b>phrases</b>, and clauses to create <b>cohesion</b> and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b>E.</b> Establish and maintain a <b>formal style</b>.</p> <p><b>F.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	W.7.4
<p><b>W.7.2:</b> Write informative/explanatory <b>texts</b> to examine a <b>topic</b> and convey ideas, concepts, and information through the selection, organization, and <b>analysis</b> of relevant content.</p> <p><b>D.</b> Use appropriate <b>transitions</b> to create <b>cohesion</b> and clarify the relationships among ideas and concepts.</p> <p><b>E.</b> Use precise language and <b>domain-specific vocabulary</b> to inform about or explain the topic.</p> <p><b>F.</b> Establish and maintain a <b>formal style</b>.</p> <p><b>G.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	W.7.4
<p><b>W.7.3:</b> Write narratives to develop real or imagined experiences or <b>events</b> using effective technique, <b>relevant descriptive details</b>, and well- structured event <b>sequences</b>.</p> <p><b>D.</b> Use a variety of <b>transition words</b>, phrases, and clauses to convey sequence and signal shifts from one time frame or <b>setting</b> to another.</p> <p><b>E.</b> Use precise words and <b>phrases</b>, relevant descriptive details, and <b>sensory language</b> to capture the action and convey experiences and events.</p> <p><b>F.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	W.7.4
<p><b>SL.7.1:</b> 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.</p> <p><b>C.</b> Pose questions that elicit elaboration and <b>respond</b> to others’ questions and comments with <b>relevant observations and ideas</b> that bring the discussion back on topic as needed.</p> <p><b>D.</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	SL.7.5



Writing, Speaking and Listening: Third Quarter

Priority Standards	Integrated Standards: As Needed
<p><b>W.7.1:</b> Write <b>arguments</b> to support <b>claims</b> with clear <b>reasons</b> and relevant evidence.  <b>G.</b> With some guidance and support from peers and adults, develop and <b>strengthen</b> writing as needed by <b>revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience</b> have been addressed.</p>	W.7.4
<p><b>W.7.2:</b> Write informative/explanatory <b>texts</b> to examine a <b>topic</b> and convey ideas, concepts, and information through the selection, organization, and <b>analysis</b> of relevant content.  <b>H.</b> With some guidance and support from peers and adults, develop and <b>strengthen</b> writing as needed by <b>revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience</b> have been addressed.</p>	W.7.4
<p><b>W.7.3:</b> Write narratives to develop real or imagined experiences or <b>events</b> using effective technique, <b>relevant descriptive details</b>, and well- structured event <b>sequences</b>.  <b>G.</b> With some guidance and support from peers and adults, develop and <b>strengthen</b> writing as needed by <b>revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience</b> have been addressed.</p>	W.7.4
<p><b>W.7.5:</b> Conduct short <b>research</b> projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	W.7.4
<p><b>W.7.6:</b> Gather relevant information from multiple print and <b>digital sources</b>, using search terms effectively; assess the credibility and accuracy of each source; and quote or <b>paraphrase</b> the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	W.7.4
<p><b>SL.7.2:</b> <b>Analyze</b> the <b>main ideas</b> and <b>supporting details</b> presented in diverse media and formats and explain how the ideas clarify a <b>topic, text, or issue</b> under study.</p>	SL.7.5
<p><b>SL.7.3:</b> <b>Delineate</b> a speaker’s <b>argument</b> and specific <b>claims</b>, evaluating the soundness of the <b>reasoning</b> and the relevance and sufficiency of the <b>evidence</b>.</p>	SL.7.5
<p><b>SL.7.4:</b> Present <b>claims</b> and findings, emphasizing <b>salient</b> points in a focused, <b>coherent</b> manner with pertinent <b>descriptions, facts, details, and examples</b>; adapt speech to a variety of contexts and <b>tasks</b>.</p>	SL.7.5



**Writing, Speaking and Listening: Fourth Quarter**

\*Teachers will utilize formative assessment data to identify specific Writing Standards, which support the Reading Literature and Reading Information Standards, during the final quarter of instruction. Teachers will provide students with opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or small group settings, or with a partner. Language skills, which include grammar and conventions, are inseparable from and vital to reading, writing, speaking, and listening.