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# ***Pike County School District Standards Mastery Document***

7th Grade Reading and Writing  
Revised 2019



Pike County School District  
Standards Mastery Document-Revised 2019  
**7th Grade Reading and Writing**

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## **Interdisciplinary Literacy Practices**

<b>1.</b>	<b>Recognize that text is anything that communicates a message.</b>
<b>2.</b>	<b>Employ, develop, and refine schema to understand and create text.</b>
<b>3.</b>	<b>View literacy experiences as transactional, interdisciplinary, and transformational.</b>
<b>4.</b>	<b>Utilize receptive and expressive language arts to better understand self, others, and the world.</b>
<b>5.</b>	<b>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</b>
<b>6.</b>	<b>Collaborate with others to create new meaning.</b>
<b>7.</b>	<b>Utilize digital resources to learn and share with others.</b>
<b>8.</b>	<b>Engage in specialized, discipline-specific literacy practices.</b>
<b>9.</b>	<b>Apply high level cognitive processes to think deeply and critically about text.</b>
<b>10.</b>	<b>Develop a literacy identity that promotes lifelong learning.</b>

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**Reading Literature**

<b>KEY IDEAS AND DETAILS</b>	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
RL.7.3	Analyze how particular elements of a story or drama influence one another.
<b>CRAFT AND STRUCTURE</b>	
RL.7.4	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 on a passage.
RL.7.5	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
RL.7.7	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.
RL.7.8	(Not applicable to literature)
RL.7.9	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
RL.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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**Reading Literature**

**Guiding Principle 1:** Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

**Standard: R.L.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Define inference.</li><li>➤ Define textual evidence.</li><li>➤ Recognize several pieces of textual evidence explicitly stated in a text.</li><li>➤ Use evidence from a text to infer.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Read closely to analyze text to cite textual evidence that is explicitly stated.</li><li>➤ Read closely to analyze text to infer.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will cite several pieces of textual evidence to support analysis of what the text says explicitly.</li><li>➤ Students will cite several pieces of textual evidence to support analysis of inferences drawn from the text.</li></ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 2:** Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

**Standard: R.L.7.2** Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Find the theme of a text.</li> <li>➤ Find the central idea of a text.</li> <li>➤ Find supporting details of the main idea or theme of a text.</li> <li>➤ Summarize a text objectively.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Analyze supporting details used to determine theme or central idea.</li> <li>➤ Distinguish between textual facts and opinions.</li> <li>➤ Formulate an objective summary based on facts from the text.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will clearly determine a theme or central idea of a text and how it is conveyed through particular details.</li> <li>➤ Students will analyze the development of theme or central idea.</li> <li>➤ Students will provide an objective summary of the text distinct from personal opinions or judgments.</li> <li>➤ <b>Students will cite textual evidence to support conclusions drawn from the text.</b></li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 3:** Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

**Standard: R.L.7.3** Analyze how particular elements of a story or drama influence one another.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Find elements of a story or drama.</li><li>➤ Find changes and interactions in the elements of a story or drama.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Examine how a change in one element of a story or drama shapes another.</li><li>➤ Examine how elements of a story or drama interact.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will clearly analyze how particular elements of a story or drama influence one another.</li></ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 4:** Students will 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.

**Standard: R.L.7.4** – 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 **on a passage.**

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Define the meaning of words and phrases as they are used in a text.</li> <li>➤ Define the figurative meaning of words and phrases as they are used in a text.</li> <li>➤ Define the connotative meaning of words and phrases as they are used in a text.</li> <li>➤ Recall examples of rhymes and other repetitions of sounds, including alliteration, on a specific verse or stanza of a poem, or a section of a story or drama.</li> <li>➤ Interpret the tone used in a text.</li> <li>➤ Explain the impact of a specific word choice on meaning and tone.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Distinguish the meaning of words and phrases as they are used in a text.</li> <li>➤ Distinguish the figurative meaning of words and phrases as they are used in a text.</li> <li>➤ Distinguish the connotative meaning of words and phrases as they are used in a text.</li> <li>➤ Identify the impact of rhymes and other repetitions of sounds, including alliteration, on a specific verse or stanza of a poem, or a section of a story or drama.</li> <li>➤ Distinguish the tone used in a text.</li> <li>➤ Identify the impact of a specific word choice on meaning and tone.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will determine the meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the figurative meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the connotative meaning of words and phrases as they are used in a text.</li> <li>➤ Students will analyze the impact of rhymes and other repetition of sounds <b>on a passage.</b></li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>



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**Guiding Principle 5:** Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

**Standard: R.L.7.5** Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Demonstrate how the dramatic or poetic elements contribute to form/structure.</li><li>➤ Demonstrate how the form/structure of various types of poetry and drama contributes to its meaning.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Identify the structure of a drama or poem and how it contributes to its meaning.</li><li>➤ Identify the relationship between the poem/drama’s form or structure.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will analyze how the form or structure of a drama, poem or prose text contributes to its meaning.</li></ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 6:** Students will analyze how point of view, perspective, and purpose shape the content and style of a text.

**Standard: R.L.7.6** Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define point of view (e.g., first person, second person, and third person).</li> <li>➤ List the strategies authors use to develop point of view, (e.g., revealing character’s thoughts and actions, dialogue, what other characters say or think about that character).</li> <li>➤ Select details or examples in a text where the author develops the point of view of the narrator or the speaker.</li> <li>➤ Contrast points of view of different characters or narrators in a text.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify the author’s strategies for a specific text and be able to cite textual evidence to show point of view.</li> <li>➤ Identify the author’s strategy and cite textual evidence.</li> <li>➤ Identify strategies the author uses to contrast points of view of different characters or narrators and cite textual evidence as proof.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze how an author develops and contrasts the perspective of different characters or narrators in a text.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 7:** Students will integrate and evaluate content presented in print/non-print forms of a text found in diverse media and formats.

**Standard: R.L.7.7** Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define multiple text formats (e.g., audio, filmed, staged, or multimedia version).</li> <li>➤ Compare/contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.</li> <li>➤ Tell the effects of techniques used to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Compare/contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.</li> <li>➤ Analyze the effects of various medium techniques on written text: stories, dramas, and poems.</li> <li>➤ Analyze the effects of various medium techniques on: audio film stage multimedia.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will clearly compare and contrast, reading a print and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 8:** Students will delineate and evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

**Standard: R.L.7.8** -Not applicable for literature.

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**Guiding Principle 9:** Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Standard R.L.7.9** Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Select a time, place, and character that is portrayed in a historical account and a fictional work of the same period.</li> <li>➤ Tell how authors of fiction use or alter history.</li> <li>➤ Show how different forms or genres use similar themes or topics.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Compare and contrast a time, place, or character that is portrayed in a historical account and a fictional work of the same period.</li> <li>➤ Identify how authors of fiction use or alter history.</li> <li>➤ Identify the similarities of themes and topics between two or more texts.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will compare and contrast fictional portrayal and a historical account of the same period as a means of understanding how authors use or history.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Literature**

**Guiding Principle 10:** Students will read and comprehend complex literary texts independently and proficiently.

**Standard: R.L. 8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Read and comprehend grade level literary text with scaffolding.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read and comprehend grade level literary text with scaffolding as needed.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

<b>KEY IDEAS AND DETAILS</b>	
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.
<b>CRAFT AND STRUCTURE</b>	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
RI.7.7	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.
RI.7.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
RI.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze

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grade-level appropriate, complex informational texts independently and proficiently.

**Reading Informational Text**

**Guiding Principle 1:** Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

**Standard: R.I.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as the inferences drawn from the text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define inference.</li> <li>➤ Define textual evidence.</li> <li>➤ Recognize explicit textual evidence made in a text.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read closely to analyze text to cite several pieces of textual evidence that is explicitly stated.</li> <li>➤ Read closely to analyze text to infer.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will cite several pieces of textual evidence to support analysis of what the text says explicitly.</li> <li>➤ Students will cite several pieces of textual evidence to support analysis of inferences drawn from the text.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 2:** Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

**Standard: R.I.7.2** Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Find the central idea of two or more texts.</li> <li>➤ Find supporting details of the central idea of two or more texts.</li> <li>➤ Summarize a text based on the details.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Analyze a text to determine two or more central ideas/main ideas (may be either stated in the text or implied) and how these are developed over the course of a text.</li> <li>➤ Identify details that support two or more central ideas/main ideas that develop over the course of a text.</li> <li>➤ Formulate an objective (non-biased/free from opinions) summary of a text.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will determine central ideas and analyze their development through citing textual evidence.</li> <li>➤ Students will provide a paraphrase or summary of the text.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 3:** Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

**Standard: R.I.7.3** Analyze the interactions between individuals, events and ideas over the course of a text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ List the key individuals in a text.</li> <li>➤ List the key events in a text.</li> <li>➤ List the key ideas in a text.</li> <li>➤ Tell how ideas influence individuals or events.</li> <li>➤ Tell how individuals influence ideas or events.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read a text to first identify the key individuals, ideas, and events.</li> <li>➤ Identify how pieces of information in a text (examples, anecdotes, etc.) develop and support the individuals and events.</li> <li>➤ Identify the relationships between the key individuals, events, or ideas.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze the interactions between individuals, events, and ideas over the course of a text.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 4:** Students will 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.

**Standard: R.I.7.4** 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 word choices on meaning and tone.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define figurative language.</li> <li>➤ Define connotative language.</li> <li>➤ Define denotative language.</li> <li>➤ Define technical language.</li> <li>➤ Explain the impact of a specific word choice on meaning and tone.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify words/language as figurative, connotative, denotative, and technical.</li> <li>➤ Discover the meaning of unfamiliar/unknown words or phrases as they are used in a text.</li> <li>➤ Analyze how a specific word choice impacts the meaning and tone in a text.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will determine the meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the figurative meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the connotative meaning of words and phrases as they are used in a text.</li> <li>➤ Students will determine the technical meaning of words and phrases as they are used in a text.</li> <li>➤ Students will analyze the impact of word choices on meaning and tone.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Guiding Principle 5:** Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

**Standard: R.L.7.5** Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Demonstrate how the dramatic or poetic elements contribute to form/structure.</li><li>➤ Demonstrate how the form/structure of various types of poetry and drama contributes to its meaning.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Identify the structure of a drama or poem and how it contributes to its meaning.</li><li>➤ Identify the relationship between the poem/drama's form or structure.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will analyze how <b>the form or structure of a drama, poem or prose text</b> contributes to its meaning.</p> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 6:** Students will analyze how point of view, perspective, and purpose shapes the content and style of a text.

**Standard: R.I.7.6** Determine an author’s perspective and purpose in a text and analyze how the author distinguishes his or her position from that of others.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Tell the author’s point of view (e.g., first person, second person, and third person).</li> <li>➤ Tell the author’s purpose (e.g., persuade, inform, entertain, explain, and describe).</li> <li>➤ Tell how an author distinguishes his or her point of view from that of others.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify the author’s point of view or perspective of a topic or subject and cite textual evidence to show point of view.</li> <li>➤ Identify the author’s purpose for writing a text and cite textual evidence to show author’s purpose.</li> <li>➤ Identify how an author’s point of view or perspective is different from another author’s point of view or perspective in a text.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 7:** Students will integrate and evaluate content presented in print/non-print forms of texts found in diverse media and formats.

**Standard: R.I.7.7** Compare/contrast a print to a non-print version of a text, analyzing each media’s portrayal of the subject and its impact on the audience.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Tell how various types of media portray subjects.</li> <li>➤ Compare/contrast a text to an audio.</li> <li>➤ Compare/contrast a text to a video.</li> <li>➤ Compare/contrast a text to a multimedia version of the text.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Compare/contrast a text to an audio.</li> <li>➤ Compare/contrast a text to a video.</li> <li>➤ Compare/contrast a text to a multimedia version of the text.</li> <li>➤ Identify each medium’s portrayal of the subject.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will compare and contrast a print to a non-print version of a text, analyzing each medium’s portrayal of the subject and its impact on the audience.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 8:** Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

**Standard: R.I.7.8 Identify** and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define an argument.</li> <li>➤ Define a claim.</li> <li>➤ Find sound reasoning and relevant/sufficient evidence to support the claims.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify claims/arguments that are supported by reasons and evidence from claims that are not.</li> <li>➤ Identify relevant reasons and evidence that supports a claim/argument.</li> <li>➤ Identify reasons and evidence that do not support a claim/argument.</li> <li>➤ Identify evidence that is relevant and sufficient to support the claim/argument.</li> <li>➤ Examine the relevance of the reasons given to support a claim/argument.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will <b>identify</b> and evaluate the argument and specific claims in a text.</li> <li>➤ Students will assess whether the reasoning is sound to support the claims.</li> <li>➤ Students will assess that the evidence is relevant and sufficient to support the claims.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Literature**

**Guiding Principle 9:** Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Standard: R.L.7.9** Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Select a time, place, and character that is portrayed in a historical account and a fictional work of the same period.</li> <li>➤ Tell how authors of fiction use or alter history.</li> <li>➤ Show how different forms or genres use similar themes or topics.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Compare and contrast a time, place, or character that is portrayed in a historical account and a fictional work of the same period.</li> <li>➤ Identify how authors of fiction use or alter history.</li> <li>➤ Identify the similarities of themes and topics between two or more texts.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will compare and contrast fictional portrayal and a historical account of the same period as a means of understanding how authors use or history.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 9:** Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Standard: R.I.7.9** Analyze how two or more authors writing about the same topic **present** key information by emphasizing different evidence or advancing different interpretations of facts.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Tell how different authors use similar themes or topics.</li> <li>➤ Tell how two or more authors present the same topic differently.</li> <li>➤ Tell how two or more authors use different evidence to describe the same topic.</li> <li>➤ Explain how two or more authors interpret different facts.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Compare and contrast the common events in texts written by different authors.</li> <li>➤ Identify the different evidence that each author uses to present common events.</li> <li>➤ Identify how different authors provide different interpretations of similar facts.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will analyze how two or more authors writing about the same topic <b>present</b> key information by emphasizing different evidence.</li> <li>➤ Students will analyze how two or more authors writing about the same topic <b>present</b> key information by advancing different interpretations of facts.</li> </ul> <p>(Products of mastery include: <b>composition</b>, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Reading Informational Text**

**Guiding Principle 10:** Students will read, comprehend, and analyze complex informational text independently and proficiently.

**Standard: R.I.7.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational text independently and proficiently.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Read and comprehend grade level literary nonfiction text with scaffolding.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read and comprehend grade level literary nonfiction text with scaffolding as needed.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational text independently and proficiently.</li> </ul> <p>(Products of mastery include: composition, oral presentation, collaborative discussion, summative assessment, etc.)</p>
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**Composition**

<b>TEXT TYPES AND PURPOSES</b>	
C.7.1	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"><li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience</li><li>b. Introduce claim(s), acknowledge opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</li><li>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>d. Use transitions to create cohesion and clarify the relationships among claims(s).</li><li>e. Establish and maintain a task appropriate writing style.</li><li>f. Provide a concluding statement or section that supports the argument presented.</li><li>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</li></ul>
C.7.2	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <ul style="list-style-type: none"><li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li><li>b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</li><li>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</li><li>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>f. Establish and maintain a formal style.</li><li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul>

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	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>TEXT TYPES AND PURPOSES</b>	
C.7.3	<p>Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</li> <li>d. Use a variety of transitions to convey sequence and signal shifts from one time frame or setting to another.</li> <li>e. Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
C.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
C.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
<b>RANGE OF WRITING</b>	
C.7.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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**Composition**

**Guiding Principle 1:** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Standard: C.7.1** Compose arguments to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use transitions to create cohesion and clarify the relationships among claims.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that supports the argument presented.
- g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

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<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define a claim.</li> <li>➤ Show supporting reasons and evidence.</li> <li>➤ Find credible sources.</li> <li>➤ Find credible sources and information which can be used to support the claim.</li> <li>➤ Select words, phrases, and clauses to clarify the relationships among the claims and reasons.</li> <li>➤ Demonstrate the formal style for writing an argument.</li> <li>➤ Label a concluding statement.</li> <li>➤ Recall the writing process.</li> <li>➤ Select the appropriate task, purpose, and audience.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Read argumentative writing pieces in order to identify quality examples of this type of writing and be able to identify claims and supporting evidence.</li> <li>➤ Take part in whole group discussions of opposing sides of an issue.</li> <li>➤ Construct Graphic organizers (T-charts, Cornell Notes, etc.) for each side of an argument; use evidence to support that side of the argument.</li> <li>➤ Utilize prewriting strategies (W-W-W, hashtag method, etc.) to brainstorm reasons and support.</li> <li>➤ Construct a well developed paragraph that states and supports the side they agree with.</li> <li>➤ Construct introductory and concluding paragraphs.</li> <li>➤ Select words, phrases, and clauses to connect the writing.</li> <li>➤ Choose facts rather than emotional appeal and overgeneralizations to prove points.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Compose an argumentative essay, speech, or letter requiring students to correctly identify the claim and its supporting evidence.</li> </ul>
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	<ul style="list-style-type: none"><li>➤ Choose credible resources to use to provide relevant evidence.</li><li>➤ Demonstrate the writing process to plan edit, revise, and rewrite to strengthen narrative composition.</li><li>➤ Develop the appropriate task purpose, and audience to an argumentative composition.</li></ul>	
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**Composition**

**Guiding Principle 2:** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**Standard: C.7.2** Compose informative and-or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.



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<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Explain relevant facts vs opinions.</li> <li>➤ Find main ideas and supporting details.</li> <li>➤ Find quotes and examples for support.</li> <li>➤ Choose various transitions that clarify relationships among ideas and concepts.</li> <li>➤ Select precise language and domain-specific vocabulary related to the topic.</li> <li>➤ Choose a concluding statement.</li> <li>➤ Explain text features.</li> <li>➤ Recall the writing process.</li> <li>➤ Select the appropriate task, purpose, and audience.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate</i></p> <ul style="list-style-type: none"> <li>➤ Develop a topic with the following: <ul style="list-style-type: none"> <li>○ Relevant facts/opinions</li> <li>○ Definitions</li> <li>○ Main ideas and details</li> <li>○ Quotations</li> <li>○ Examples</li> <li>○ Other information</li> </ul> </li> <li>➤ Distinguish when to include: <ul style="list-style-type: none"> <li>○ Formatting</li> <li>○ Graphics</li> <li>○ Multimedia</li> </ul> </li> <li>➤ Select various transitions that clarify relationships among ideas and concepts.</li> <li>➤ Plan how to organize ideas, concepts, and information.</li> <li>➤ Organize when and how to use various text features.</li> <li>➤ Organize when and how to use various strategies (text structures) such as: <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Classification</li> <li>○ Compare/Contrast</li> <li>○ Cause/Effect</li> <li>○ Problem/Solution</li> </ul> </li> <li>➤ Select precise language and domain-specific vocabulary to inform or explain the text.</li> <li>➤ Develop a formal style and tone.</li> <li>➤ Develop a supportive concluding statement.</li> <li>➤ Demonstrate the writing process to plan edit, revise, and rewrite to strengthen informative/explanatory composition.</li> <li>➤ Develop the appropriate task purpose, and audience to a narrative composition.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>
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**Composition**

**Guiding Principle 3:** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

**Standard: C.7.3** Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.
- c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
- d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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**Composition**

<p><b><u>Know:</u></b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define character.</li> <li>➤ Explain narrative techniques.</li> <li>➤ Demonstrate how to use dialogue in a text.</li> <li>➤ Label the elements of a story.</li> <li>➤ Select transitional phrases, words, and clauses be used to shift from one time frame or setting to another.</li> <li>➤ Explain sensory language.</li> <li>➤ Choose a good conclusion.</li> <li>➤ Recall the writing process</li> <li>➤ Select the appropriate task, purpose, and audience.</li> </ul>	<p><b><u>Do:</u></b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify characteristics of narrative writing.</li> <li>➤ Construct graphic organizers to plan narrative writings.</li> <li>➤ Develop a controlling idea.</li> <li>➤ Develop dialogue using correct punctuation and capitalization.</li> <li>➤ Develop varying points of view to describe a common event.</li> <li>➤ Apply sensory details to describe an event.</li> <li>➤ Construct a short descriptive paragraph about a person.</li> <li>➤ Apply sequential order to describe an event.</li> <li>➤ Analyze the different purposes of narratives.</li> <li>➤ Identify the elements of story using narratives.</li> <li>➤ Select and incorporate relevant details.</li> <li>➤ Construct a purposeful conclusion.</li> <li>➤ Demonstrate the writing process to plan edit, revise, and rewrite to strengthen narrative composition.</li> <li>➤ Develop the appropriate task purpose, and audience to a narrative composition.</li> </ul>	<p><b><u>Mastery:</u></b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</li> </ul>
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**Composition**

**The Three Modes of Writing (C.7.1, C.7.2, C.7.3)**

**Production and Distribution of Writing: Standards (C.7.4, C.7.5, C.7.6)**

**Research to Build and Present Knowledge: Standards (C.7.7, C.7.8, C.7.9)**

**Range of Writing: Standard (C.7.10)**

**\*Denotes incorporation of additional standards to the three modes of writing.**

**Guiding Principle 4: Students will** use digital resources to create and publish products as well as to interact and collaborate with others.

**Standard (C.7.4)** Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

**\*Applies to (C.7.1, C.7.2, C.7.3)**

**Guiding Principle 5: Students will** conduct short as well as more sustained research projects based on focus questions, demonstrating understanding of the subject under investigation.

**Standard (C.7.5)** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**\*Applies to (C.7.1, C.7.2, C.7.3)**

**Guiding Principle 6: Students will** gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

**Standard (C.7.6)** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

**\*Applies to (C.7.1, C.7.2, C.7.3)**

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**Guiding Principle 7:** **Students will** compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**Standard (C.7.7)** **Compose** routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**\*Applies to (C.7.1, C.7.2)**

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**Language**

<b>CONVENTIONS OF STANDARD ENGLISH</b>	
L.7.1	In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
L.7.2	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
<b>KNOWLEDGE OF LANGUAGE</b>	
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely, consciously, recognizing and eliminating wordiness and redundancy.
<b>VOCABULARY ACQUISITION AND USE</b>	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.8.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.

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**Language**

**Guiding Principle 1:** Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

**Standard: L.7.1** In both written and oral expression:

- a. Create sentences using correctly placed clauses and phrases.
- b. Demonstrate appropriate use of simple, compound, complex and complex and compound-complex sentences to signal differing relationships among ideas.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Define a phrase.</li> <li>➤ Define a clause.</li> <li>➤ Explain the function of a phrase in a specific sentence.</li> <li>➤ Explain the function of a clause in a specific sentence.</li> <li>➤ Classify sentences (simple, compound, complex, compound-complex) to signal differing relationships among ideas.</li> <li>➤ Define dangling modifiers.</li> <li>➤ Find dangling modifiers.</li> <li>➤ Select the correct placement of phrases and clauses within a sentence.</li> <li>➤ Demonstrate how to correct misplaced and dangling modifiers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the function of a phrase in a specific sentence.</li> <li>➤ Identify the function of a clause in a specific sentence.</li> <li>➤ Identify sentences (simple, compound, complex, compound complex) to signal differing relationships among ideas.</li> <li>➤ Identify the correct placement of phrases and clauses within a sentence.</li> <li>➤ Identify how to correct misplaced and dangling modifiers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by:               <ul style="list-style-type: none"> <li>a. Create sentences using correctly placed clauses and phrases.</li> <li>b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</li> </ul> </li> </ul>

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**Language**

**Guiding Principle 2:** Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

**Standard: L .7.2** When writing:

- a. Demonstrate appropriate use of a comma to separate coordinate adjectives.
- b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Define coordinate adjectives.</li> <li>➤ Explain the use of commas to separate coordinate adjectives.</li> <li>➤ Recall the rules for spelling correctly.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Identify coordinate adjectives.</li> <li>➤ Demonstrate the use of commas to separate punctuate coordinate adjectives.</li> <li>➤ Apply the rules for spelling correctly.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by:</li> </ul> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate use of a comma to separate coordinate adjectives.</li> <li>b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ul>
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**Language**

**Guiding Principle 3:** Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

**Standard: L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. \*

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Select precise language in writing, speaking, reading, or listening.</li> <li>➤ Select concise language in writing, speaking, reading, or listening.</li> <li>➤ Find wordiness in writing, speaking, reading, or listening.</li> <li>➤ Find redundancy in writing, speaking, reading, or listening.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Utilize precise language in writing, speaking, reading, or listening.</li> <li>➤ Utilize concise language in writing, speaking, reading, or listening.</li> <li>➤ Utilize knowledge of language and its conventions to reduce wordiness and redundancy in writing, speaking, reading, or listening.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students use knowledge of language and its conventions when writing, speaking, reading or listening by: <ul style="list-style-type: none"> <li>a. Choosing language that expresses ideas precisely and concisely.</li> <li>B. Recognizing and eliminating wordiness and redundancy.</li> </ul> </li> </ul>
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**Language**

**Guiding Principle 4: Students will use a variety of strategies** to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

**Standard: L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use Greek and Latin affixes and roots as clues to the meaning of a word
- c. Consult print and digital reference materials to find the pronunciation and determine or **clarity** the precise meaning of key words and phrases.
- d. **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

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<u><b>Know:</b></u> <i>What content does the student need to know to demonstrate this standard?</i>	<u><b>Do:</b></u> <i>What skill must the student demonstrate?</i>	<u><b>Mastery:</b></u> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Define the meaning of unknown and multiple meaning words and phrases based on <i>grade 7 reading and content</i>.</li> <li>➤ Find context clues to determine the meaning of a word or phrase.</li> <li>➤ Find common, grade appropriate Greek or Latin affixes and roots to determine the meaning of a word.</li> <li>➤ Select general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>➤ Interpret the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discover the meaning of unknown and multiple meaning words and phrases based on <i>grade 7 reading and content</i>.</li> <li>➤ Discover context clues to determine the meaning of a word or phrase.</li> <li>➤ Apply common, grade appropriate Greek or Latin affixes and roots to determine the meaning of a word.</li> <li>➤ Utilize general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>➤ Compare the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies by:               <ol style="list-style-type: none"> <li>a. Using context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Using Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials both print and digital, to find the pronunciation and determine or clarify its precise meaning of key words and phrases.</li> <li>d. <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></li> </ol> </li> </ul>

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**Language**

**Guiding Principle 5:** Students will demonstrate understanding of word relationship and nuances in word meanings.

**Standard: L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret **figurative language, including but not limited to allusions, in context.**
- b. Use the relationship between particular words to improve understanding.
- c. Distinguish among the connotations of words with similar denotations.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Name figures of speech (e.g., literary, biblical, mythological allusions) in context.</li> <li>➤ Find the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>➤ Choose among the connotations (associations) of words and similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>)             <ul style="list-style-type: none"> <li>○ Define connotation.</li> <li>○ Define denotation.</li> </ul> </li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Analyze the figures of speech (e.g., literary, biblical, mythological allusions) in context.</li> <li>➤ Examine the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>➤ Select among the connotations (associations) of words and similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students demonstrate understanding of figurative language, word relationships, and nuances in word meanings by:             <ol style="list-style-type: none"> <li>a. Interpreting figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Using the relationships between particular words (e.g., synonym/antonym, analogy) to <b>improve understanding.</b></li> <li>c. Distinguishing among the connotations of words with similar denotations.</li> </ol> </li> </ul>
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