Reading Standards for Literature - Grade 7

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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.

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.6.1	RL.7.1	RL.8.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RL.7.1

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to **support analysis** of *what the text says explicitly* as well as **inferences drawn** from the text.

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSIONS

RL.6.2	RL.7.2	RL.8.2
Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine themes of a text and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

MULTIDIMENSIONALITY - RL.7.2

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Determine THEMES **of a text and analyze their development** *through citing textual evidence, paraphrasing or summarizing.*

Interdisciplinary Literacy Practices

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

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GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary Literacy Practices	

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.6.3	RL.7.3	RL.8.3
Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	Analyze how particular elements of a story or drama influence one another.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

MULTIDIMENSIONALITY - RL.7.3

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Analyze how *particular* ELEMENTS OF A STORY OR DRAMA **influence one another**.

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.6.4	RL.7.4	RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	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.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.

MULTIDIMENSIONALITY - RL.7.4

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.

Interdisciplinary Literacy Practices

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

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GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.6.5	RL.7.5	RL.8.5
Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

MULTIDIMENSIONALITY - RL.7.5

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Analyze how the *form or* STRUCTURE *of a drama, poem or prose text* **contributes to its meaning**.

READING GUIDING PRINCIPLE FOR READING LITERATURE

6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION

RL.6.6	RL.7.6	RL.8.6
Explain how an author develops the perspective of the narrator or speaker in a text.	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.

MULTIDIMENSIONALITY - RL.7.6

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Analyze how an author develops and contrasts the PERSPECTIVE of *different characters or narrators* in a text.

Interdisciplinary Literacy Practices

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

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GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary Literacy Practices	
7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				1	Recognize that text is anything that communicates a message.
PROGRESSION				2	Employ, develop and refine schema to understand and create text.
RL.6.7	**RL.7.7**	**RL.8.7**		3	View literacy experiences as transactional, interdisciplinary and transformational.
Compare/contrast reading a print text and viewing its visual/oral presentation.	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
MULTIDIMENSIONALITY - RL.7.7				6	Collaborate with others to create new meaning.
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT				7	Utilize digital resources to learn and share with others.
Compare/contrast *reading a print text and viewing its visual/oral presentation*, **analyzing the effects of** TECHNIQUES UNIQUE TO EACH MEDIUM.				8	Engage in specialized, discipline-specific literacy practices.

READING GUIDING PRINCIPLE FOR READING LITERATURE				9	Apply high level cognitive processes to think deeply and critically about text.
8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.				10	Develop a literacy identity that promotes lifelong learning.
PROGRESSION					**HOME**
RL.6.8	**RL.7.8**	**RL.8.8**			
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)			
MULTIDIMENSIONALITY - RL.7.8					
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT					
(Not applicable to literature)					

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.6.9	RL.7.9	RL.8.9
Compare/contrast how various forms or genres of texts approach a similar theme or topic.	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.

MULTIDIMENSIONALITY - RL.7.9

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

Compare/contrast a FICTIONAL PORTRAYAL and A HISTORICAL ACCOUNT OF THE SAME PERIOD *as a means to understand how authors use history*.

GUIDING PRINCIPLE FOR READING LITERATURE

10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

PROGRESSION

RL.6.10	RL.7.10	RL.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.	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.	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.

MULTIDIMENSIONALITY - RL.7.10

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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**.

Interdisciplinary Literacy Practices

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

HOME

Reading Standards for Informational Text Grade 7

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

Interdisciplinary Literacy Practices

1. Recognize that text is anything that communicates a message.

2. Employ, develop and refine schema to understand and create text.

3. View literacy experiences as transactional, interdisciplinary and transformational.

4. Utilize receptive and expressive language arts to better understand self, others and the world.

5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6. Collaborate with others to create new meaning.

7. Utilize digital resources to learn and share with others.

8. Engage in specialized, discipline-specific literacy practices.

9. Apply high level cognitive processes to think deeply and critically about text.

10. Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.6.1	RI.7.1	RI.8.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY –RI.7.1

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to **support analysis** of *what the text says explicitly* as well as **inferences drawn** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.6.2	RI.7.2	RI.8.2
Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine central ideas of a text and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

MULTIDIMENSIONALITY –RI.7.2

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Determine CENTRAL IDEAS of a text and **analyze their development** through *citing textual evidence, paraphrasing or summarizing.*

Interdisciplinary Literacy Practices

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

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT			Interdisciplinary Literacy Practices	
3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.			**1**	Recognize that text is anything that communicates a message.

PROGRESSION

RI.6.3	RI.7.3	RI.8.3
Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

MULTIDIMENSIONALITY –RI.7.3

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Analyze the INTERACTIONS BETWEEN INDIVIDUALS, EVENTS AND IDEAS *over the course of a text*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.6.4	RI.7.4	RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	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.	Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.

MULTIDIMENSIONALITY –RI.7.4

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.

Interdisciplinary Literacy Practices

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

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.6.5	RI.7.5	RI.8.5
Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	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.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

MULTIDIMENSIONALITY –RI.7.5

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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**.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

6. Students will analyze how point of view, perspective, and purpose shape the content and style of a text.

PROGRESSION

RI.6.6	RI.7.6	RI.8.6
Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

MULTIDIMENSIONALITY –RI.7.6

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Determine an author's PERSPECTIVE *and* PURPOSE *in a text, and* **analyze how the author distinguishes his or her position from that of others.**

Interdisciplinary Literacy Practices

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

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT			Interdisciplinary Literacy Practices	
7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			**1**	Recognize that text is anything that communicates a message.
PROGRESSION			**2**	Employ, develop and refine schema to understand and create text.
RI.6.7	**RI.7.7**	**RI.8.7**	**3**	View literacy experiences as transactional, interdisciplinary and transformational.
Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	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.	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	**4**	Utilize receptive and expressive language arts to better understand self, others and the world.
MULTIDIMENSIONALITY –RI.7.7			**5**	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT				
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**.			**6**	Collaborate with others to create new meaning.
GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT			**7**	Utilize digital resources to learn and share with others.
8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.			**8**	Engage in specialized, discipline-specific literacy practices.
PROGRESSION				
RI.6.8	**RI.7.8**	**RI.8.8**	**9**	Apply high level cognitive processes to think deeply and critically about text.
Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	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.	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**10**	Develop a literacy identity that promotes lifelong learning.
MULTIDIMENSIONALITY –RI.7.8				**HOME**
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT				
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.				

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.6.9	RI.7.9	RI.8.9
Compare/contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.

MULTIDIMENSIONALITY –RI.7.9

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Analyze how TWO OR MORE AUTHORS WRITING ABOUT THE SAME TOPIC *present key information* **by emphasizing different evidence or advancing different interpretations of facts.**

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

10. Students will read, comprehend and analyze complex informational texts independently and proficiently.

PROGRESSION

RI.6.10	RI.7.10	RI.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 informational texts independently and proficiently.	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 texts independently and proficiently.	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 texts independently and proficiently.

MULTIDIMENSIONALITY –RI.7.10

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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 TEXTS **independently and proficiently.**

Interdisciplinary Literacy Practices

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

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Composition – Grade 7	Interdisciplinary Literacy Practices

Composition – Grade 7

Text Types and Purposes

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.

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.

Interdisciplinary Literacy Practices

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

HOME

Composition – Grade 7

Text Types and Purposes

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 an 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.

Production and Distribution

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.

Research to Build and Present Knowledge

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.

Range of Writing

C.7.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Interdisciplinary Literacy Practices

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

HOME

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

Interdisciplinary Literacy Practices

PROGRESSION

C.6.1	C.7.1	C.8.1
Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and relevant evidence.	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.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
b. Introduce claim(s) and organize the reasons and evidence clearly.	b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.	b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

HOME

C.6.1	C.7.1	C.8.1
d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.	d. Use transitions to create cohesion and clarify the relationships among claims.	d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
e. Establish and maintain a formal style.	e. Establish and maintain a task appropriate writing style.	e. Establish and maintain a task appropriate writing style.
f. Provide a concluding statement or section that follows from the argument presented.	f. Provide a concluding statement or section that supports the argument presented.	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.	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.	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.

Interdisciplinary Literacy Practices

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

HOME

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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,* **re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.**

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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.

PROGRESSION

C.6.2	C.7.2	C.8.2
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.	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.	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.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.	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.	b. Introduce a topic clearly; organize ideas, concepts, and information into broader categories; 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.	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

Interdisciplinary Literacy Practices

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

HOME

C.6.2	C.7.2	C.8.2
d. Use appropriate transitions to clarify the relationships among ideas and concepts.	d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	d. Use appropriate and varied 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.	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
f. Establish and maintain a formal style.	f. Establish and maintain a formal style.	f. Establish and maintain a formal style.
g. Provide a concluding statement or section that follows from the information or explanation presented.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	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.	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.	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.

Interdisciplinary Literacy Practices

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

HOME

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.**

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR COMPOSITION	Interdisciplinary Literacy Practices

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

Interdisciplinary Literacy Practices

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

PROGRESSION

C.6.3	C.7.3	C.8.3
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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.	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 an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. 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 setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.

C.6.3	C.7.3	C.8.3
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.	e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
f. Provide a conclusion that follows from the narrated experiences or events.	f. Provide a conclusion that follows from and reflects on the narrated experiences or events.	f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Interdisciplinary Literacy Practices

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

HOME

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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 an 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.**

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
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HOME

GUIDING PRINCIPLE FOR COMPOSITION			Interdisciplinary Literacy Practices	

GUIDING PRINCIPLE FOR COMPOSITION		
4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.		

PROGRESSION

C.6.4	C.7.4	C.8.4
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

MULTIDIMENSIONALITY - C.7.4

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Use DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others**; *cite sources using MLA or APA format*.

GUIDING PRINCIPLE FOR COMPOSITION		
5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		

PROGRESSION

C.6.5	C.7.5	C.8.5
Conduct short research projects to answer a question, drawing on several sources.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

MULTIDIMENSIONALITY - C.7.5

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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

Interdisciplinary Literacy Practices

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

HOME

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GUIDING PRINCIPLE FOR COMPOSITION		
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.		

PROGRESSION		
C.6.6	**C.7.6**	**C.8.6**
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	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.	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 reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

MULTIDIMENSIONALITY - C.7.6

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.*

GUIDING PRINCIPLE FOR COMPOSITION		
7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences.		

PROGRESSION		
C.6.7	**C.7.7**	**C.8.7**
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and short time frames for a variety of tasks, purpose and audience.

MULTIDIMENSIONALITY - C.7.7

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Compose routinely over extended time frames and shorter time frames *for a variety of tasks, purposes and audiences.*

Interdisciplinary Literacy Practices

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

HOME

Language – Grade 7

Conventions of Standard English

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.

Knowledge of Language

L.7.3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

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

Vocabulary Acquisition and Use

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.

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.

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.6.1	L.7.1	L.8.1
In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.	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.	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.

MULTIDIMENSIONALITY - L.7.1

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.**

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
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GUIDING PRINCIPLE FOR LANGUAGE	Interdisciplinary Literacy Practices

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.6.2	L.7.2	L.8.2
When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	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.	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.7.2

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.*

Interdisciplinary Literacy Practices

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GUIDING PRINCIPLE FOR LANGUAGE
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Interdisciplinary Literacy Practices

PROGRESSION		
L.6.3	**L.7.3**	**L.8.3**
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.	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.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

MULTIDIMENSIONALITY - L.7.3
Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT
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.*

	Interdisciplinary Literacy Practices
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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.

PROGRESSION

L.6.4	L.7.4	L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	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.	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.	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.	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.	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	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.	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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PROGRESSION		
L.6.4	**L.7.4**	**L.8.4**
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.	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.	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.

MULTIDIMENSIONALITY - L.7.4

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.**

Interdisciplinary Literacy Practices

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GUIDING PRINCIPLE FOR LANGUAGE	Interdisciplinary Literacy Practices

GUIDING PRINCIPLE FOR LANGUAGE

5. Demonstrate understanding of word relationships and nuances in word meanings.

PROGRESSION

L.6.5	L.7.5	L.8.5
Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.
a. Interpret figurative language, including but not limited to personification, in context.	a. Interpret figurative language, including but not limited to allusions, in context.	a. Interpret figurative language, including but not limited to irony, in context.
b. Use the relationship between particular words to better understand each of the words.	b. Use the relationship between particular words to improve understanding.	b. Use the relationship between particular words to better understand each of the words.
c. Distinguish among the connotations of words with similar denotations.	c. Distinguish among the connotations of words with similar denotations.	c. Distinguish among the connotations of words with similar denotations.

MULTIDIMENSIONALITY - L.7.5

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.

Interdisciplinary Literacy Practices

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