**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade 7

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.7.1](http://www.corestandards.org/ELA-Literacy/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. | Cite/Citation  Analyze/Analysis  Implicit Information  Explicit Information  Argument/Claim  Infer/Inference  Summarize | Know an analysis is a detailed explanation of text based on explicit and implicit information   * Identify implicit and explicit clues in literary text * Support a claim with relevant, explicit examples or evidence * Support a claim with relevant, implicit examples or evidence * Why does a reader use implicit and explicit evidence to support their analysis of literary text?   Know citing textual evidence means quoting, summarizing, or paraphrasing from a text to support an argument or claim   * Identify textual evidence that will support a claim or stance * A reader’s analysis of literary text must be supported with sufficient evidence in order to be convincing   Know inferences are drawn through background knowledge and details in a text |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.7.2](http://www.corestandards.org/ELA-Literacy/RL/7/2/) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | Analyze/Analysis  Elements of Stories  Elements of Plot  Theme/Central Idea  Summarize | Know the theme or central idea of a text is the message or lesson that the author alludes to through details   * Infer the theme or central idea of a text is the message or lesson that the author alludes to through details * Literary texts contain themes or central ideas that must be derived through analysis of key details   Know literary elements, such as character, plot and setting contribute to the theme or central idea of a text   * Analyze the development of theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text * Explain how the characters, setting and/or plot support the development of a theme   Know an objective summary includes a statement of the text’s main ideas, but does not include opinions or judgments   * Determine the main ideas in a text and use them in an objective summary   How can a reader use their understanding of theme/central idea to summarize a text objectively |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.7.3](http://www.corestandards.org/ELA-Literacy/RL/7/3/) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | Analyze/Analysis  Elements of Stories  Elements of Plot | Know the elements of stories: setting, character, theme, conflict, and plot   * Determine how the elements of a story relate to one another * Determine how the elements of a story interact to move the story along * Why should a reader analyze story elements and their interactions? * Good readers know the interaction of elements is what creates dynamic stories   Know the elements of plot: exposition, rising action, climax, falling action and resolution   * Explain how elements change as they interact   Know the protagonist in a story is the main character  Know the antagonist is the opponent of the protagonist   * Analyze characters’ traits and their actions to determine how they affect the setting, plot, theme, and other characters * Analyze characters’ responses to events and interactions with others and how this affects setting, plot, other characters, and themes   Know theme are messages from the author or lessons the characters learn about life, human nature, or society  Identify the elements in a particular story or drama  Know interaction is reciprocal action or influence  Know that story elements interact and shape one another  Know story elements continually interact to move the story along |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.7.4](http://www.corestandards.org/ELA-Literacy/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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | Vocabulary in Context  Word Choice  Figurative Language | Know a stanza or verse is a group of line in a poem, set off by a space  Identify figurative language in text (similes and metaphors)  Know a rhyme is the repetition of an identical or similarly accented sound or sounds  Know rhyme scheme is a set pattern of rhymes at the end of a verse or stanza  Know alliteration is a pattern of sound that includes the repetition of consonant sounds in the beginning of successive words or within words of a text   * Determine how rhymes and alliterations impact (unify thought, create verbal appeal or emphasize specific words) in verses or stanzas of a poem, or selections of a story or drama   Know words have connotations (associations or secondary meanings) as well denotations (the dictionary definition of a word  Know tone is the author’s attitude toward the topic conveyed through words and phrases  Understand every text has a tone, and that an author’s choice of words and phrases controls the tone of the text   * Determine how the author’s use of words and phrases controls the meaning/tone of the text * Explain how the author’s use of figurative language further illustrate/expands the purpose and meaning of the text |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.7.5](http://www.corestandards.org/ELA-Literacy/RL/7/5/) Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning | Text Structure/Form  Poetry, Drama, Scene, Soliloquy, Sonnet, Stanza | Know structure is the way in which the parts of a work of literature are put together   * Describe the structure or form of a poem or drama * Explain how the structure of the poem or drama supports its meaning   Know authors use various structural choices to convey meaning   * Explain the central idea or theme of a poem or drama   Know drama is literature in which plot and characters are developed through dialogue and action  Know most plays are divided into acts and scene  Know each new scene in a play usually indicated a different place and time  Know most poetry is a type of literature in which words are chosen and arranged to create a certain effect  Know form refers to the way a poem is laid out on the page, including length and placement of lines and the grouping of lines into stanzas |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.7.6](http://www.corestandards.org/ELA-Literacy/RL/7/6/) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | Author’s perspective  Point of View/Point:   * First person point of view * Third person limited point of view * Third person omniscient point of view * Narrator | Know characters in a story have different perspective  Know one way authors controls the information relayed to readers is by including or excluding points of view  Know authors may switch the point of view to offer the reader a different perspective on characters  Know the authors offer more than one point of view in order to explain the story in more depth or to increase the complexity of the plot   * Explain the effects of the author developing the story through different points of view   Can identify contrasting points of view in a text   * Can contrast the points of view of the character * Explain how the contrasting points of view increase the complexity of the story, by may limit the reader’s identification with (or sympathy for) a single protagonist   Know offering more than one point of view may limit the reader’s sympathy or identification with the protagonist |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.7.7](http://www.corestandards.org/ELA-Literacy/RL/7/7/) Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | Compare and Contrast  Drama  Poem | Can distinguish between different types of medium   * Compare a written story, drama or poem to its audio, filmed, staged or multimedia version * Can contrast a written story, drama, or poem to is audio, stages of multimedia version * Can consider the effects of lighting, sound, color, or camera focus and angles in a film   Know the unique features of each medium (written story, drama, or poem)   * Analyze the effects of the techniques unique to each medium and how each medium impacts the understanding of a text |
| 8 | * **(RL.5.8 not applicable to literature)** |  |  |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.7.9](http://www.corestandards.org/ELA-Literacy/RL/7/9/) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | Author’s purpose  Story Elements  Fact and Opinion  Historical Account | Define fact and opinion   * Compare a fictional portrayal of a time, place, or character with an actual historical account * Contrast a fictional portrayal of a time, place, or character with an actual historical account * Determine the differences between the fictional and historical account   Define story elements of portrayal of time, place, character, period and historical account   * Explain how authors of fiction use history within their story * Determine how authors of fiction alter history with their accounts * Why do authors use historical accounts in their stories and how can those accounts be altered to shape events in fiction * Authors and affect and alter history based on their fictional portrayal of historical accounts |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RL.7.10](http://www.corestandards.org/ELA-Literacy/RL/7/10/) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at  the high end of the range. | Genre  Fluency  Comprehension  Application across Content Areas | Identify the characteristics of genre and the elements of genre  Identify the different characteristics of different genres based on literary elements (theme, character, plot)  Read and comprehend at a 4th grade level (informational and technical texts). |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade 7

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/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. | Cite/Citation  Textual Evidence  Infer/Inference  Explicit Information  Implicit Information  Analyze/Analysis | Know an analysis is a detailed examination of text  Know inferences are drawn through background knowledge and details in a text   * Draw conclusions about what a text is saying, explicitly and implicitly * Make inferences from text to make and support my analysis   Know explicit information and ideas are directly stated in the text  Know implicit information and ideas are not directly stated in the text   * Informational text analysis needs to be supported by explicit information in the text, as well as inferences the reader draws from the text   Know citing textual evidence means to quote, summarize, or paraphrase from a text to support an argument or a claim   * Determine which piece(s) of textual evidence will support my analysis * How do readers use informational text to support their critical understanding/analysis of a text |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | Theme/Central Idea  Analyze/Analysis  Summarize | Know that the central idea of a text is the overall message   * Determine the main ideas in a text and use them in an objective summary   Know that one text can have multiple central ideas   * Can infer multiple central ideas in a text * Can analyze how the central ideas develop over the course of a text, determining when they first appear and when they are reinforced by details in the text   Know that the details in a text contribute to the central idea   * Explain how the details in a text support the text’s central idea   Know that subjective writing includes personal opinions and judgments  Know that objective writing is based on fact and does not reference personal opinions or judgments of a text  Know that a summary identifies the author, title, and main ideas of a text |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/3/) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | Analyze/Analysis  Cause/Effect | Know interactions between people, events, and ideas influence each other in text   * How do interactions with ideas and events play a part in shaping people’s thoughts and actions * People are influences by their life experience   Can identify transition words and phrases that signal interactions between individuals, ideas or events (because, as a consequence, as a result)  Can identify the elements involved in an interaction and describe the cause/effect relationship they have on one another in a text  Can explain how an event (or sequence of events) impacts an individual, a subsequent event, or an idea  Can explain how individuals can influence each other through their actions and participation in events  Explain how one person’s or group’s ideas can influence others  Describe in detail how events change the course of people’s lives and impact their beliefs  Describe in detail how ideas and events work together to support and clarify the central idea of the text  Describe in details how people influence the way events happen |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.7.4](http://www.corestandards.org/ELA-Literacy/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 a specific word choice on meaning and tone. | Author’s Purpose  Tone  Word Choice  Figurative Language  Vocabulary in Context | Can identify figurative language in text such as similes and metaphors   * Explain how the author’s use of figurative language further illustrates/expands the meaning and tone of the text   Know words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word)   * Explain how the author’s use of connotative meanings conveys the author’s stance/tone within the text   Know that technical words and phrases are used by the author to clarify specific processes and procedures  Know tone is the author’s attitude toward the topic conveyed through words and phrases   * Explain how the author’s use of technical words and phrases clarifies the processes and procedures described in technical text   Know every text has a tone, and that an author’s choice of words and phrases controls the tone of a text   * Determine how author’s use of words and phrases deepens the reader’s understanding of the content of the text |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.7.5](http://www.corestandards.org/ELA-Literacy/RI/7/5/) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | Analyze/analysis  Text Structure/Form  Central Idea  Major Sections | Know that there are various structures for informational text (chronology, comparison, cause/effect, problem/solution)   * Determine the text structure an author uses to organize a text   Know the structural components of the various types of informational texts   * Identify major sections in the text that include central ideas and details   Know the major sections in an informational text include central ideas and supporting details   * Explain how the major sections of a text contribute to the development of ideas and to the text as a whole |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.7.6](http://www.corestandards.org/ELA-Literacy/RI/7/6/) Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | Authors perspective | Know the authors write from a unique perspective or point of view (which is distinguished from other points of view presented)   * Analyze the author’s relationship to the topic or central idea in the topic   Know point of view can be analyzed by determining the author’s relationship to the topic or event in the text   * Determine the point of view from which the author has written   Know the objectivity of a text can be influenced by an author’s purpose and/or personal bias   * Determine the author’s purpose for writing a text   Know authors structure their text to best achieve their purpose in writing (compare/contrast, cause/effect, sequence, description, problem/solution)   * Recognize bias in author’s presentation of information   Know authors may acknowledge other positions or viewpoints to reinforce (strengthen) their own   * Contrast the author’s point of view with others presented in the text   Know authors may include other viewpoints/positions to lend credibility to their overall understanding of the topic   * Explain how authors use different positions or viewpoints to advance their purpose   Know authors may assert themselves as experts or trustworthy sources (but that doesn’t make it so)   * Assess the author’s reliability as a source of information |
| 7 | **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.7.7](http://www.corestandards.org/ELA-Literacy/RI/7/7/) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | Medium  Multimedia  Portrayal  Version  Compare/Contrast | Know information or texts can be displayed in different ways, including multimedia   * Can compare an audio, video, or multimedia version of a text with the written text * Can contrast an audio, video, or multimedia version of a text with the written text   Know audio, visual, and multimedia versions may include presenters’ perceptions   * Describe in detail each medium’s portrayal of the text * Can understand the impact words, audio, and visual have on the understanding of a text |
| 8 | **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.7.8](http://www.corestandards.org/ELA-Literacy/RI/7/8/) Trace 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. | Claim/Argument  Evidence  Reason | Know an argument, statement, belief or claim is based on evidence   * Can trace the development of an argument in a text * How does a reader know an author has presented a credible, accurate claim   Know a claim is an idea or opinions an author tries to prove or defend an argument  Know reasoning is sound if there is evidence in the text to support it   * Can identify the author’s evidence in the text to support it * To verify a claim, a reader must identify the argument and determine if evidence adequately and credibly supports the author’s stance |
| 9 | **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.7.9](http://www.corestandards.org/ELA-Literacy/RI/7/9/) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | Interpretation  Presentation  Emphasize | Know two or more authors shape their presentation of key information by emphasizing and interpreting facts in different ways   * Can determine the key information in the text of two or more author’s work on the same topic * Can analyze the emphasis and interpretation of facts in author’s writing * Can analyze how the differences of emphasis and interpretation between two or more authors shapes each individual presentation |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RI.7.10](http://www.corestandards.org/ELA-Literacy/RI/7/10/) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Genre  Fluency  Comprehension  Application across Content Areas | Identify the characteristics of genre and the elements of genre  Identify the different characteristics of different genres based on literary elements (theme, character, plot)  Read and comprehend at a 4th grade level (informational and technical texts). |