**GRADE 7-Key Ideas and Details**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** |
| **Grade 6:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | **Grade 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **Grade 8:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Characteristics of an analysis
* Textual evidence/text support
* Inference
* Prediction
* Content/abstract idea
* Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)
* Critical/analytical judgments
* Generalizations
* Background knowledge
* Explicitly stated information from the text
* Conclusion
 | * Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.
* Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.
 | * Make, test and revise predictions as they read

Make inferences about content, concrete ideas and author’s decisions in a textIdentify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text* Use the combination of explicitly stated information, background knowledge, and connections from the text to answer questions they have as they read
* Make critical or analytical judgments to make generalizations.
* Create self-motivated interpretations of text that are adapted during and after reading
* Draw conclusions about events and details in a text Analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis
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| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 7- Key Ideas and Details**

**Informational Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **CCSS – Grade Level Reading Standard 2 (Informational)** |
| **Grade 6:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | **Grade 7: 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.** | **Grade 8:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to explain (e.g., what and why)
* Central idea
* Types of text structures (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)
* Different purposes for graphic organizers, based on structure of text
* Difference between central ideas and key details in an informational text
* Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts
* How to summarize
* How to analyze
 | * Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of the text.
* Good readers develop effective summaries that capture the main ideas of informational text(s).
 | * Determine two or more central ideas in an informational text
* Analyze how ideas are organized and developed in an informational text.
* Describe or graphically represent the relationship between central ideas and supporting details
* Explain how the central ideas are supported by key details
* Summarize the main ideas objectively in an informational text, capturing the most important parts of the piece
* 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
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 7-Key Ideas and Details**

**Informational Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|  **CCSS – Grade Level Reading Standard 3 (Informational)** |
| **Grade 6:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  | **Grade 7: 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).**  | **Grade 8:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to analyze (e.g., explanation of what, why and how)
* Key ideas/concepts, individuals, events, steps/procedures in informational texts.
* Specific details that explain key ideas, individuals, events, steps/procedures, etc.
* Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)
* Interactions (e.g., one piece of text “explains” another or influences another)
* Transition/linking words that facilitate analysis (e.g., because, then, as a consequence, in contrast) for informational texts.
 | * Authors make purposeful decisions about connections and distinctions between and among events, individuals, and ideas in informational text.
* Good readers analyze the relationships (e.g., connections and distinctions) among events, individuals, ideas/concepts and use that information to comprehend the what, why and how of the information.
 | * Describe the events, key ideas/concepts, procedures, etc. in a variety of informational/technical texts
* Describe or graphically represent the interaction of individuals, events, ideas/concepts or step/procedures
* Identify words/phrases that signal interactions between and among ideas, events, procedures, individuals (because, then, as a consequence, etc.)
* Explain how interactions between ideas/concepts, individuals, and events support and reveal author’s message in informational text
* Use text details to analyze the interactions between and among individuals, events, ideas/concepts or step/procedures
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 7-Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):** Interpret words and phrases asthey are used in a text, including determining technical, connotative, and figurative meanings, andanalyze how specific word choices shape meaning or tone. |
| **CCSS – Grade Level Reading Standard 4 (Literary)** |
| **Grade 6:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | **Grade 7: 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.** | **Grade 8:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text
* How to analyze
* Word/language choices
* Context clues
* Literal/ Denotative meaning
* Connotative meaning
* Technical meanings
* Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole)
* Tone
 | * Authors make purposeful choices to achieve an intended effect within informational text(s).
* Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).
 | * Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues
* Use context clues to help unlock the meaning of unknown words/phrases
* Determine the appropriate definition of words that have more than one meaning
* Differentiate between literal and non-literal meaning
* Identify and interpret figurative language
* Explain how figurative language enhances and extends meaning
* Explain the impact of specific language choices by the author
* Explain how authors use language choices to create an effect
* Analyze how specific language choices impact 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 a specific word choice on meaning and tone
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 7-Craft and Structure**

**Informational Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| **CCSS – Grade Level Reading Standard 5 (Informational)** |
| **Grade 6:** 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. | **Grade 7: 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.**  | **Grade 8:** 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.  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application****and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to analyze
* Various text structures (e.g., sentences, paragraph, chapter, section)
* Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)
* Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)
* Difference between text structure and text feature
* Relationships between parts of text and whole text (as indicated by text features and structures)
 | * Authors use organizational patterns and features to chunk and arrange the information so readers can deconstruct the text.
* Authors’ choices of patterns of organization, features, etc. control the central idea and the readers’ perceptions of informational text(s).
* Good readers know that recognizing how a text is structured is one key to making meaning from text.
* Good readers understand the structures and features of a text, and use them to make sense of what they read.
 | * Identify text features
* Identify text structures
* Make predictions about text based on text features and text structures
* Analyze/make connections between author’s choice of text structure and the text’s purpose/central idea
* Explain how structure and/or features enhance text’s purpose/central idea
* Describe the relationship between text organization and development of ideas
* Analyze the pattern and structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 7-Craft and Structure**

**Informational Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Reading Standard (6):** Assess how point of view or purpose shapes the content and style of a text. |
| **CCSS – Grade Level Reading Standard 6 (Informational)** |
| **Grade 6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | **Grade 7: 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.** | **Grade 8:** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural and Application****Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to analyze
* Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
* Point of view (e.g., first person, third person, limited, omniscient)
* Author’s viewpoint/focus/attitude/bias
* Author’s perspective (background)
* Author’s strategies for developing viewpoint and purpose (e.g., author’s choices about when and how to develop information; what information to include or exclude)
 | * Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).
* Author’s choices distinguish their position, viewpoint, or attitude from that of others.
* Good readers analyze the text in order to identify the difference between the author’s viewpoint, focus, attitude and position from that of others.
 | * Describe the author’s overall purpose for writing a text
* Describe how the author’s choices reflect his/her viewpoint, focus, attitude, position or bias
* Identify the author’s position in a text
* Describe how the author’s choices shape the content
* Identify alternate positions
* 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
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 7-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate contentpresented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **CCSS – Grade Level Reading Standard 7 (Informational)** |
| **Grade 6:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | **Grade 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).** | **Grade 8:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Compare
* Contrast
* Text and media topic/message
* Media formats (e.g., visual, oral, quantitative)
* Author’s purpose/intention
* Delivery of information (e.g., speech, digital, documentary, podcast)
 | * Creators and presenters of written, visual, and audio texts influence their audiences through the choices they make.
* Good readers’ and viewers’ understandings and perceptions of a topic or idea are affected by the ways in which information or details are presented.
 | * Describe how text/media present information
* Identify aspects of text/media that reveal an author’s purpose/intention
* Compare and contrast a text to an audio, video, or multimedia version of the text
* Analyze each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 7-Craft and Structure**

**Informational Reading Standard 8**

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| **College and Career Ready (CCR) Anchor Reading Standard (8):** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **CCSS – Grade Level Reading Standard 8 (Informational)** |
| **Grade 6:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | **Grade 7: 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.** | **Grade 8:** Delineate 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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to trace an author’s argument and specific claims
* How to evaluate/assess an author’s argument and specific claims
* Main/key ideas
* Supporting details
* Relevant vs. irrelevant details
* Relevant reasons/evidence
* Sound/logical/justified reasoning
* Relevant, sufficient evidence
* Arguments
* Valid vs. invalid claims
* Persuasive techniques (e.g., loaded language/emotional words, testimonial, repetition, name calling, bandwagon)
 | * Authors should provide relevant and sufficient reasons/evidence in informational text to support their arguments and specific claims.
* Good readers evaluate the reasons and evidence that authors use to support their arguments and specific claims in informational text(s).
 | * Identify the author’s argument and specific claims
* Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author’s argument and specific claims
* Differentiate between claims which are supported by reasons/evidence and those which are not
* Differentiate between valid and invalid claims
* Identify sound reasoning
* Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s)
* 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
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 7-Craft and Structure**

**Informational Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (9):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **CCSS – Grade Level Reading Standard 9 (Informational)** |
| **Grade 6:** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | **Grade 7: 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.** | **Grade 8:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Compare/contrast
* Author’s viewpoint/focus/attitude/bias
* Author’s perspective (background)
* Author’s strategies for shaping presentations (e.g., author’s choices to emphasize some information or advance different interpretations of facts)
* How to analyze
 | * Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose.
* Good readers make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing difference evidence or advancing different interpretations of facts.
 | * Identify the most important information and events from texts used for a given purpose
* Describe the author’s overall purpose for writing a text
* Describe how the author’s choices reflect his/her viewpoint, focus, attitude, position or bias
* Identify the author’s position in a text
* Describe how the author’s choices shape the content and presentation
* Compare and contrast one author's presentation of events with that of another
* 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
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 7)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |