

Learning Progressions

GRADE
7

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



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NC ELA Standards — Learning Progressions

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Grade 7

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.7.1 proficiency with below grade-level texts <input type="checkbox"/> Cite textual evidence <input type="checkbox"/> Make inferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite textual evidence to support an analysis of what a text says explicitly <input type="checkbox"/> Cite textual evidence to support inferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite several pieces of textual evidence to support an analysis of what grade-level, complex text says explicitly <input type="checkbox"/> Cite several pieces of textual evidence to support inferences drawn from a grade-level, complex text <input type="checkbox"/> Consistently demonstrate comprehensive understanding of RL.7.1 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the strength of textual evidence <input type="checkbox"/> Evaluate the weakness of textual evidence <input type="checkbox"/> Cite the strongest textual evidence to support an analysis of what a grade-level, complex text says explicitly <input type="checkbox"/> Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text

STANDARD

RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.7.2 proficiency with below grade-level texts <input type="checkbox"/> Determine the theme of a text <input type="checkbox"/> Provide a summary of a text <input type="checkbox"/> Understand that an objective summary is based solely on the text 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a summary of the text free from personal opinion or judgment <input type="checkbox"/> Determine how a theme is conveyed through particular details 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine a theme of a grade-level, complex text <input type="checkbox"/> Analyze a theme's development over the course of a text <input type="checkbox"/> Understand that an objective summary is based solely on the text <input type="checkbox"/> Provide an objective summary of a grade-level, complex text <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.7.2 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the theme's development over the course of a grade-level, complex text <input type="checkbox"/> Analyze a theme's relationship to the characters <input type="checkbox"/> Analyze a theme's relationship to the setting <input type="checkbox"/> Analyze a theme's relationship to the plot <input type="checkbox"/> Provide objective summaries of increasingly complex texts

STANDARD

RL.7.3 Analyze how particular elements of a story or drama interact.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.7.3 proficiency with below grade-level texts <input type="checkbox"/> Describe how a story's or drama's plot unfolds 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how characters respond or change as a story's or drama's plot moves toward a resolution 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify elements in a story or drama that contribute to its meaning and/or structure <input type="checkbox"/> Identify the interaction between elements in a story or drama <input type="checkbox"/> Analyze specific interactions between elements in a story or drama <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.7.3 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama propel the action within the text <input type="checkbox"/> Analyze how particular incidents in a story or drama propel the action within the text <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama reveal aspects of a character <input type="checkbox"/> Analyze how particular incidents in a story or drama reveal aspects of a character <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama provoke a decision <input type="checkbox"/> Analyze how particular incidents in a story or drama provoke a decision

STANDARD

RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.7.4 proficiency with below grade-level texts <input type="checkbox"/> Determine the meaning of words and phrases as they are used in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the use of rhyme in a grade-level, complex text <input type="checkbox"/> Identify the use of repetitions of sound in a grade-level, complex text <input type="checkbox"/> Identify tone in a grade-level, complex text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words as they are used in a grade-level, complex text <input type="checkbox"/> Determine the meaning of phrases as they are used in a grade-level, complex text <input type="checkbox"/> Analyze the impact of rhymes on meaning in a specific line or section <input type="checkbox"/> Analyze the impact of repetitions of sounds on meaning in a specific line or section <input type="checkbox"/> Analyze the impact of rhymes on tone in a specific line or section <input type="checkbox"/> Analyze the impact of repetitions of sounds on tone in a specific line or section <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.7.4 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words as they are used in increasingly complex texts <input type="checkbox"/> Determine the meaning of phrases as they are used in increasingly complex texts <input type="checkbox"/> Identify analogies in a text <input type="checkbox"/> Identify allusions in a text

STANDARD

RL.7.5 Analyze how a drama’s or poem’s (or other literary genre’s) form or structure contributes to its meaning.

Learning Progression

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Demonstrate RL.7.5 proficiency with below grade-level texts	<input type="checkbox"/> Identify the structure of a text <input type="checkbox"/> Identify the form of a specific genre	<input type="checkbox"/> Analyze how a genre’s form contributes to its meaning <input type="checkbox"/> Analyze how a text’s structure contributes to its meaning <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.7.5 with grade-level texts, with increasing independence	<input type="checkbox"/> Identify an author’s style in a specific text <input type="checkbox"/> Identify styles that are specific to individual literary genres <input type="checkbox"/> Compare the structure of two or more texts <input type="checkbox"/> Contrast the structure of two or more texts

STANDARD

RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate RL.7.6 proficiency with below grade-level texts<input type="checkbox"/> Identify the point of view of the narrator or speaker in a grade-level, complex text	<ul style="list-style-type: none"><input type="checkbox"/> Explain the development of point of view in a grade-level, complex text	<ul style="list-style-type: none"><input type="checkbox"/> Analyze how an author develops the perspectives of different characters<input type="checkbox"/> Analyze how an author contrasts the perspectives of different characters<input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.7.6 with grade-level texts, with increasing independence	<ul style="list-style-type: none"><input type="checkbox"/> Identify places where suspense is created in a text<input type="checkbox"/> Identify places where humor is created in a text

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.7.7 proficiency with below grade-level texts <input type="checkbox"/> Identify characteristics of: <ul style="list-style-type: none"> <input type="checkbox"/> A poem <input type="checkbox"/> A drama <input type="checkbox"/> A story <input type="checkbox"/> An audio version of a text <input type="checkbox"/> A filmed version of a text <input type="checkbox"/> A staged version of a text <input type="checkbox"/> A multimedia version of a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare the experience of reading a text to listening or viewing a version <input type="checkbox"/> Contrast the experience of reading a text to listening or viewing a version 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare a written text to its audio, multimedia or staged version <input type="checkbox"/> Contrast a written text to its audio, multimedia, or staged version <input type="checkbox"/> Analyze the techniques unique to an audio version of a text <input type="checkbox"/> Analyze the techniques to a multimedia version of a text <input type="checkbox"/> Analyze the techniques unique to a staged version of a text <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.7.7 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the extent to which a filmed or live production of a story or drama stays faithful to the text or script <input type="checkbox"/> Analyze the extent to which a filmed or live production of a story or drama departs from the text or script <input type="checkbox"/> Evaluate the choices made by the director or actors

STANDARD

RL.7.8 Not applicable to literature.

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.7.9 proficiency with below grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare texts in different forms or genres that have similar themes and topics <input type="checkbox"/> Contrast texts in different forms or genres that have similar themes and topics 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare a fictional portrayal of a time, place, or character with a historical account of the same period <input type="checkbox"/> Contrast a fictional portrayal of a time, place, or character with a historical account of the same period <input type="checkbox"/> Understand how authors of fiction use or alter history <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.7.9 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how a modern work of fiction draws on themes from myths, traditional stories, or religious works <input type="checkbox"/> Identify how a modern work of fiction draws on patterns of events from myths, traditional stories, or religious works <input type="checkbox"/> Identify how a modern work of fiction draws on character types from myths, traditional stories, or religious works <input type="checkbox"/> Describe how the themes, patterns of events, or character types from myths, traditional stories, or religious works, are rendered new

STANDARD

RL.7.10 By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand literature at the low end of the 6-8 text complexity band proficiently <input type="checkbox"/> Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band <input type="checkbox"/> Connect experiences to literature at the low end of the 6-8 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand literature at the low end of the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand literature at the low end of the 6-8 text complexity band <input type="checkbox"/> Independently read and understand literature at the low end of the 6-8 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band 	<p>By the end of grade 7:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and understand literature within the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand literature within the 6-8 text complexity band <input type="checkbox"/> Independently read and understand literature within the 6-8 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to literature within the 6-8 text complexity band <input type="checkbox"/> Connect experiences to literature within the 6-8 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand increasingly complex literature <input type="checkbox"/> Independently read and understand increasingly complex literature <input type="checkbox"/> Connect prior knowledge to increasingly complex literature <input type="checkbox"/> Connect experiences to increasingly complex literature

Reading Informational Text – Grade 7

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.7.1 proficiency with below grade-level texts <input type="checkbox"/> Cite textual evidence <input type="checkbox"/> Make inferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite textual evidence to support an analysis of what a text says explicitly <input type="checkbox"/> Cite textual evidence to support inferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite several pieces of textual evidence to support an analysis of what a text says explicitly <input type="checkbox"/> Cite several pieces of textual evidence to support inferences <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.1 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the strength of textual evidence <input type="checkbox"/> Evaluate the weakness of textual evidence <input type="checkbox"/> Cite the strongest textual evidence to support an analysis of what a grade-level, complex text says explicitly <input type="checkbox"/> Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.7.2 proficiency with below grade-level texts <input type="checkbox"/> Determine the central idea of a text <input type="checkbox"/> Provide a summary of a text <input type="checkbox"/> Understand that an objective summary is based solely on the text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the central idea of a grade-level, complex text <input type="checkbox"/> Determine how the central idea of a grade-level, complex text is conveyed through particular details <input type="checkbox"/> Provide a summary free of personal opinion or judgment 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine two or more central ideas of a text <input type="checkbox"/> Analyze the development of multiple central ideas in a text <input type="checkbox"/> Understand that an objective summary is based solely on the text <input type="checkbox"/> Provide an objective summary of a text <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.2 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the central idea's development over the course of increasingly complex texts <input type="checkbox"/> Determine a central idea's relationship to supporting details in a text <input type="checkbox"/> Provide objective summaries of increasingly complex texts

STANDARD

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.7.3 proficiency with below grade-level texts <input type="checkbox"/> Identify how a key individual is introduced, illustrated and elaborated in a text <input type="checkbox"/> Identify how an event is introduced, illustrated and elaborated in a text <input type="checkbox"/> Identify how an idea is introduced, illustrated and elaborated in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how a key individual is introduced, illustrated and elaborated in a grade-level, complex text <input type="checkbox"/> Analyze how an event is introduced, illustrated and elaborated in a grade-level, complex text <input type="checkbox"/> Analyze how an idea is introduced, illustrated and elaborated in a grade-level, complex text 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the interactions between individuals, events, and ideas in a text <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.3 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the distinctions between individuals, ideas, or events in a text <input type="checkbox"/> Identify the connections between individuals, ideas, or events in a text

STANDARD

RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.7.4 proficiency with below grade-level texts <input type="checkbox"/> Determine the meaning of words as they are used in a text <input type="checkbox"/> Determine the meaning of phrases as they are used in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify tone in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words as they are used in a grade-level, complex text <input type="checkbox"/> Determine the meaning of phrases as they are used in a grade-level, complex text <input type="checkbox"/> Analyze the impact of a specific word choice on meaning <input type="checkbox"/> Analyze the impact of a specific word choice on tone <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.4 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words as they are used in increasingly complex texts <input type="checkbox"/> Determine the meaning of phrases as they are used in increasingly complex texts <input type="checkbox"/> Identify analogies in a text <input type="checkbox"/> Identify allusions in a text

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate RI.7.5 proficiency with below grade-level texts<input type="checkbox"/> Identify various text structures present in grade-level, complex texts	<ul style="list-style-type: none"><input type="checkbox"/> Identify sentences, paragraphs, chapters, or sections that contribute to the development of ideas in a grade-level, complex text	<ul style="list-style-type: none"><input type="checkbox"/> Analyze the structure an author uses to organize a text<input type="checkbox"/> Analyze how major sections contribute to the whole text<input type="checkbox"/> Analyze how major sections contribute to the development of ideas<input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.5 with grade-level texts, with increasing independence	<ul style="list-style-type: none"><input type="checkbox"/> Analyze the structure of a specific paragraph in a text<input type="checkbox"/> Analyze the role of particular sentences in developing a key concept<input type="checkbox"/> Analyze the role of particular sentences in refining a key concept

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.7.6 proficiency with below grade-level texts <input type="checkbox"/> Identify author's point of view in a text <input type="checkbox"/> Identify author's purpose in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain how an author's point of view is conveyed in a text <input type="checkbox"/> Explain how an author's purpose is conveyed in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine an author’s point of view in a grade-level, complex text <input type="checkbox"/> Determine an author’s purpose in a grade-level, complex text <input type="checkbox"/> Identify how an author distinguishes his or her position from that of others <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.6 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine an author’s point of view in increasingly complex texts <input type="checkbox"/> Determine an author’s purpose in increasingly complex texts <input type="checkbox"/> Identify how the author acknowledges conflicting evidence or viewpoints <input type="checkbox"/> Identify how the author responds to conflicting evidence or viewpoints

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.7.7 proficiency with below grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the specific aspects of: <ul style="list-style-type: none"> <input type="checkbox"/> A written text <input type="checkbox"/> An audio version of a text <input type="checkbox"/> A video version of a text <input type="checkbox"/> A multimedia version of a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare a text to an audio, video, or multimedia version <input type="checkbox"/> Contrast a text to an audio, video, or multimedia version <input type="checkbox"/> Analyze a text’s portrayal of the subject <input type="checkbox"/> Analyze an audio’s, video’s, or multimedia’s portrayal of the subject <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.7 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the strengths and weaknesses of different mediums to present a topic or idea <input type="checkbox"/> Evaluate the advantages of using different mediums to present a particular topic or idea <input type="checkbox"/> Evaluate the disadvantages of using different mediums to present a particular topic or idea

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.7.8 proficiency with below grade-level texts <input type="checkbox"/> Identify the main argument in a text <input type="checkbox"/> Identify claims in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine relevant claims in a text <input type="checkbox"/> Determine claims that are not supported by reasons and evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Trace the argument and specific claims in a text <input type="checkbox"/> Evaluate the argument and specific claims in a text <input type="checkbox"/> Assess whether the reasoning is sound <input type="checkbox"/> Assess whether evidence is relevant <input type="checkbox"/> Assess whether evidence is sufficient <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.8 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the argument and specific claims in increasingly complex texts <input type="checkbox"/> Delineate the argument and specific claims in a text <input type="checkbox"/> Recognize when irrelevant evidence is introduced

STANDARD

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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.7.9 proficiency with below grade-level texts <input type="checkbox"/> Understand how authors shape their presentations of key information 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how two texts on the same topic emphasize different evidence in grade-level, complex texts <input type="checkbox"/> Identify how two texts on the same topic advance different interpretations of facts in grade-level, complex texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how multiple authors writing about the same topic shape their presentations of key information <input type="checkbox"/> Analyze how multiple authors writing about the same topic emphasize different evidence <input type="checkbox"/> Analyze how multiple authors writing about the same topic advance different interpretations of facts <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.7.9 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize a case in which two or more texts provide conflicting information on the same topic <input type="checkbox"/> Identify where the texts disagree on matters of fact <input type="checkbox"/> Identify where the texts disagree on matters of interpretation

STANDARD

RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Independently read and understand informational texts at the low end of the 6-8 text complexity band <input type="checkbox"/> Connect prior knowledge to informational texts at the low end of the 6-8 text complexity band <input type="checkbox"/> Connect experiences to informational texts at the low end of the 6-8 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand informational texts at the low end of the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand informational texts at the low end of the 6-8 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to informational texts at the low end of the 6-8 text complexity band 	<p>By the end of grade 7:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and understand informational texts within the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand informational texts within the 6-8 text complexity band <input type="checkbox"/> Independently read and understand informational texts within the 6-8 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to informational texts within the 6-8 text complexity band <input type="checkbox"/> Connect experiences to informational texts within the 6-8 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand increasingly complex informational texts proficiently <input type="checkbox"/> Independently read and understand increasingly complex informational texts <input type="checkbox"/> Independently read and understand increasingly complex informational texts for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to increasingly complex informational texts <input type="checkbox"/> Connect experiences to increasingly complex informational texts

Writing – Grade 7

STANDARD

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce claim(s), acknowledge alternate or opposing claims, 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 words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression

Beginning	Progressing	Applying	Extending
W.7.1			
<input type="checkbox"/> Formulate an opinion on a topic or text <input type="checkbox"/> Determine claim(s) for an argument	<input type="checkbox"/> Support a point of view with reasons and information	<input type="checkbox"/> Write arguments to support claim(s) with clear reasons <input type="checkbox"/> Write arguments to support claim(s) with relevant evidence <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<input type="checkbox"/> Write arguments to support claim(s) using valid reasoning <input type="checkbox"/> Write arguments to support claim(s) using relevant and sufficient evidence <input type="checkbox"/> Show W.7.1 proficiency with increasingly complex topics or texts
W.7.1a			
<input type="checkbox"/> Organize information and ideas to plan and prepare to write	<input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write	<input type="checkbox"/> Organize information and ideas around grade-level topics to plan and prepare to write <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<input type="checkbox"/> Show W.7.1a proficiency organizing information and ideas to plan and prepare to write on increasingly complex topics or texts

W.7.1b

- Introduce a topic or text clearly
- Create an organizational structure
- Identify claim(s)

- Identify alternate or opposing claim(s)
- Organize reasons and evidence

- Introduce claim(s)
- Acknowledge alternate or opposing claim(s)
- Organize the reasons and evidence logically
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Distinguish the claim(s) from alternate or opposing claim(s)
- Show W.7.1b proficiency with increasingly complex topics or texts

W.7.1c

- Support claim(s) with clear reasons
- Support claim(s) with evidence
- Cite sources
- Demonstrate an understanding of the topic or text

- Demonstrate a clear understanding of the topic or text
- Evaluate the credibility of sources

- Support claim(s) with logical reasoning
- Support claim(s) with relevant evidence
- Use accurate, credible sources
- Demonstrate an understanding of the grade-level topic or text
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Introduce precise claim(s)
- Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Show W.7.1c proficiency with substantive increasingly complex topics or texts

W.7.1d

Determine transitional words and phrases to link claim(s,) and evidence

Make connections to link claim(s), reasons, and evidence

Use words, phrases, and clauses to create cohesion among claim(s), reasons, and evidence

Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence

Consistently demonstrate a comprehensive understanding of grade-level standard

Use words, phrases, and clauses to link sections of the text

Use words, phrases, and clauses to clarify the relationships between claim(s) and counterclaims

Show W.7.1d proficiency with increasingly complex topics or texts

W.7.1e

Identify informal style

Identify formal style

Compare and contrast characteristics of formal and informal writing styles

Demonstrate an understanding of when to use a formal style in writing

Establish a formal style

Maintain a formal style

Consistently demonstrate a comprehensive understanding of grade-level standard

Establish an objective tone

Maintain an objective tone

Show W.7.1e proficiency with substantive increasingly complex topics or texts

W.7.1f

Provide a concluding statement related to the argument presented

Provide a concluding section related to the argument presented

Provide a concluding statement that follows from the argument presented

Provide a concluding statement that supports the argument presented

Provide a concluding section that follows from the argument presented

Provide a concluding section that supports the argument presented

Consistently demonstrate a comprehensive understanding of grade-level standard

Show W.7.1f proficiency with increasingly complex topics or texts

W.7.1g

With extensive guidance and support from peers and adults:

- Identify a purpose for writing
- Determine possible audiences for writing
- Determine writing techniques to use to address audience
- Determine writing techniques to use to address purpose

With guidance and support from peers and adults:

- Identify a specific purpose for writing
- Identify a specific audience for writing
- Determine writing techniques to use to address audience
- Determine writing techniques to use to address purpose

With some guidance and support from peers and adults:

- Develop and strengthen writing as needed by revising
- Develop and strengthen writing as needed by editing
- Develop and strengthen writing as needed by rewriting
- Develop and strengthen writing as needed by trying a new approach
- Focus on how well purpose has been addressed
- Focus on how well audience has been addressed
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Develop and strengthen writing as needed by revising
- Develop and strengthen writing as needed by editing
- Develop and strengthen writing as needed by rewriting
- Develop and strengthen writing as needed by trying a new approach
- Focus on how well purpose has been addressed
- Focus on how well audience has been addressed
- Show W.7.1g proficiency with increasingly complex topics or texts

STANDARD

- W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic clearly, 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression

Beginning	Progressing	Applying	Extending
W.7.2			
<ul style="list-style-type: none"> <input type="checkbox"/> Write informative/explanatory texts about a topic <input type="checkbox"/> Select content related to the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Convey ideas clearly <input type="checkbox"/> Present information clearly 	<ul style="list-style-type: none"> <input type="checkbox"/> Write informative/ explanatory texts to examine a grade-level topic <input type="checkbox"/> Write informative/ explanatory texts to convey ideas, concepts, and information <input type="checkbox"/> Select relevant content <input type="checkbox"/> Organize relevant content <input type="checkbox"/> Analyze relevant content <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Show W.7.2 proficiency with increasingly complex ideas, topics, and information

W.7.2a

Organize information and ideas to plan and prepare to write

Organize information and ideas around a topic to plan and prepare to write

Organize information and ideas around a grade-level topic to plan and prepare to write

Organize information and ideas around a grade-level topic to plan and prepare to write

Consistently demonstrate a comprehensive understanding of grade-level standard

Organize information and ideas around increasingly complex topics to plan and prepare to write

W.7.2b

Introduce a topic clearly

Identify text structures

Organize ideas

Apply a specific text structure to purpose and content

Include visuals to aid comprehension of content

Introduce a grade-level topic clearly

When introducing a topic, preview what is to follow

Organize ideas into broader categories

Organize concepts into broader categories

Organize information into broader categories

Consistently demonstrate a comprehensive understanding of grade-level standard

Organize complex ideas, concepts, and information

Make important connections and distinctions

Show W.7.2b proficiency with increasingly complex topics or texts

W.7.2c

<p><input type="checkbox"/> Develop a topic with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facts <input type="checkbox"/> Definitions <input type="checkbox"/> Concrete details 	<p><input type="checkbox"/> Develop a topic with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quotations <input type="checkbox"/> Other information and examples 	<p><input type="checkbox"/> Develop the topic with relevant:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facts <input type="checkbox"/> Definitions <input type="checkbox"/> Concrete details <input type="checkbox"/> Quotations <input type="checkbox"/> Other information and examples <p><input type="checkbox"/> Develop the topic with well-chosen:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facts <input type="checkbox"/> Definitions <input type="checkbox"/> Concrete details <input type="checkbox"/> Quotations <input type="checkbox"/> Other information and examples <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Develop the topic with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sufficient facts <input type="checkbox"/> Extended definitions <input type="checkbox"/> Concrete details <input type="checkbox"/> Quotations <input type="checkbox"/> Other information and examples <p><input type="checkbox"/> Show W.7.2c proficiency with increasingly complex topics or texts</p>
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W.7.2d

<p><input type="checkbox"/> Identify transitions for specific purposes and structures</p> <p><input type="checkbox"/> Apply transitions for a specific purpose</p>	<p><input type="checkbox"/> Use transitions to make connections among ideas and concepts</p> <p><input type="checkbox"/> Use transitions to illustrate relationships among ideas and concepts</p>	<p><input type="checkbox"/> Use appropriate transitions to create cohesion among ideas and concepts</p> <p><input type="checkbox"/> Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Use varied transitions to create cohesion among ideas and concepts</p> <p><input type="checkbox"/> Use varied transitions to clarify the relationships among ideas and concepts</p> <p><input type="checkbox"/> Show W.7.2d proficiency with substantive increasingly complex topics or texts</p>
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W.7.2e

Use below grade-level vocabulary to explain a topic

Identify domain-specific vocabulary about a topic

Use grade-level vocabulary to explain a topic

Use domain-specific vocabulary about a topic

Use precise vocabulary to explain or inform about a topic

Use domain-specific vocabulary to explain or inform about a topic

Consistently demonstrate a comprehensive understanding of grade-level standard

Use precise language to manage the complexity of a topic

Use domain-specific vocabulary to manage the complexity of the topic

Show W.7.2e proficiency with increasingly complex topics or texts

W.7.2f

Identify the features of informal and formal styles

Determine when to use formal or informal styles when writing

Establish a formal style

Maintain a formal style

Consistently demonstrate a comprehensive understanding of grade-level standard

Show W.7.2f proficiency with substantive increasingly complex topics or texts

W.7.2g

Provide a concluding statement related to the information or explanation presented

Provide a concluding section related to the information or explanation present

Provide a concluding statement that follows from the information or explanation presented

Show W.7.2g proficiency with substantive increasingly complex topics or texts

Provide a concluding statement that supports the information or explanation presented

Provide a concluding section that follows from the information or explanation presented

Provide a concluding section that supports the information or explanation presented

Consistently demonstrate a comprehensive understanding of grade-level standard

W.2h

With extensive guidance and support from peers and adults:

- Identify a purpose for writing
- Identify an audience for writing
- Determine writing techniques to use to address audience
- Determine writing techniques to use to address purpose

With guidance and support from peers and adults:

- Identify a specific purpose for writing
- Identify a specific audience for writing
- Determine writing techniques to use to address audience
- Determine writing techniques to use to address purpose

With some guidance and support from peers and adults:

- Develop and strengthen writing as needed by revising
- Develop and strengthen writing as needed by editing
- Develop and strengthen writing as needed by rewriting
- Develop and strengthen writing as needed by trying a new approach
- Focus on how well purpose has been addressed
- Focus on how well audience has been addressed
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Develop and strengthen writing as needed by revising
- Develop and strengthen writing as needed by editing
- Develop and strengthen writing as needed by rewriting
- Develop and strengthen writing as needed by trying a new approach
- Focus on how well purpose has been addressed
- Focus on how well audience has been addressed
- Show W.7.2h proficiency with substantive increasingly complex topics or texts

STANDARD

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Engage and orient 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, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 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 and reflects on the narrated experiences or events.
- g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression

Beginning	Progressing	Applying	Extending
W.7.3			
<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives to develop real experiences or events <input type="checkbox"/> Use details <input type="checkbox"/> Determine an event sequence 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives to develop imagined experiences or events <input type="checkbox"/> Use descriptive details <input type="checkbox"/> Use clear event sequences 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives to develop real or imagined experiences or events <input type="checkbox"/> Use effective technique <input type="checkbox"/> Use relevant descriptive details <input type="checkbox"/> Use well-structured event sequences <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Show W.7.3 proficiency with substantive increasingly complex topics or texts

W.7.3a

- Organize information and ideas to plan and prepare to write
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- Organize information and ideas around a topic to plan and prepare to write

- Organize information and ideas around a grade-level topic to plan and prepare to write
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Show W.7.3a proficiency with substantive increasingly complex topics or texts

W.7.3b

- Identify narrative elements such as characters, narrator, point of view, and purpose

- Match point of view to purpose
- Organize an event sequence

- Engage and orient the reader by:
 - Establishing a context
 - Establishing a point of view
 - Introduce a narrator and/or characters
 - Organize an event sequence that unfolds naturally and logically
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Set out a problem
- Create a smooth progression of experiences or events
- Show W.7.3b proficiency with substantive increasingly complex topics or texts

W.7.3c

<p><input type="checkbox"/> Identify narrative techniques</p>	<p><input type="checkbox"/> Apply narrative techniques for a purpose</p>	<p><input type="checkbox"/> Use narrative techniques, such as:</p> <ul style="list-style-type: none"><input type="checkbox"/> Dialogue<input type="checkbox"/> Pacing<input type="checkbox"/> Description<input type="checkbox"/> Reflection <p><input type="checkbox"/> Use narrative techniques to develop experiences</p> <p><input type="checkbox"/> Use narrative techniques to develop events</p> <p><input type="checkbox"/> Use narrative techniques to develop characters</p> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Use narrative techniques, such as:</p> <ul style="list-style-type: none"><input type="checkbox"/> Reflection<input type="checkbox"/> Multiple plotlines <p><input type="checkbox"/> Show W.7.3c proficiency with substantive increasingly complex topics or texts</p>
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W.7.3d

<p><input type="checkbox"/> Use a variety of transition words, phrases, and clauses</p>	<p><input type="checkbox"/> Identify relationships among experiences and events in a narrative</p>	<p><input type="checkbox"/> Use a variety of transition words, phrases, and clauses to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Convey sequence<input type="checkbox"/> Signal shifts from one time frame or setting to another <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Use a variety of transition words, phrases, and clauses to show the relationships among experiences and events</p> <p><input type="checkbox"/> Show W.7.3d proficiency with substantive increasingly complex topics or texts</p>
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W.7.3e

- Use below grade-level academic words and phrases
- Use details

- Use grade-level academic words and phrases
- Use descriptive details
- Use sensory language

- Use precise words and phrases
- Use relevant descriptive details
- Use sensory language
- Capture the action
- Convey experiences
- Convey events
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Use telling details
- Convey a vivid picture
- Show W.7.3e proficiency with substantive increasingly complex topics or texts

W.7.3f

- Provide a conclusion

- Provide a conclusion related to the experiences or events

- Provide a conclusion that follows from the narrated experiences or events
- Provide a conclusion that reflects on the narrated experiences or events
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Provide a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative
- Show W.7.3f proficiency with substantive increasingly complex topics or texts

W.7.3g

With extensive guidance and support from peers and adults:

- Identify a purpose for writing
- Identify an audience for writing
- Determine writing techniques to use to address audience
- Determine writing techniques to use to address purpose

With guidance and support from peers and adults:

- Identify a specific purpose for writing
- Identify a specific audience for writing
- Determine writing techniques to use to address audience
- Determine writing techniques to use to address purpose

With some guidance and support from peers and adults:

- Develop and strengthen writing as needed by revising
- Develop and strengthen writing as needed by editing
- Develop and strengthen writing as needed by rewriting
- Develop and strengthen writing as needed by trying a new approach
- Focus on addressing purpose
- Focus on addressing audience

- Consistently demonstrate a comprehensive understanding of grade-level standard

- Develop and strengthen writing as needed by revising
- Develop and strengthen writing as needed by editing
- Develop and strengthen writing as needed by rewriting
- Develop and strengthen writing as needed by trying a new approach
- Focus on addressing purpose
- Focus on addressing audience

- Show W.7.3g proficiency with substantive increasingly complex topics or texts

STANDARD

W.7.4 Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"><input type="checkbox"/> Identify tools and resources to collaborate with others<input type="checkbox"/> Use digital tools and resources to cite sources	<ul style="list-style-type: none"><input type="checkbox"/> Use digital tools and resources to link to sources<input type="checkbox"/> Establish appropriate norms for interacting with others using digital tools and resources	<ul style="list-style-type: none"><input type="checkbox"/> Use digital tools and resources to produce writing<input type="checkbox"/> Use digital tools and resources to publish writing<input type="checkbox"/> Use digital tools and resources to interact with others<input type="checkbox"/> Use digital tools and resources to collaborate with others<input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<ul style="list-style-type: none"><input type="checkbox"/> Use digital tools and resources to present the relationships between information and ideas efficiently<input type="checkbox"/> Show W.7.4 proficiency with increasingly complex writing

STANDARD

W.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.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Conduct short research projects to build knowledge <input type="checkbox"/> Investigate different aspects of a topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Refocus the investigation when appropriate <input type="checkbox"/> Identify key aspects of a topic for research 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct short research projects to answer a question <input type="checkbox"/> Draw on several sources <input type="checkbox"/> Generate additional related, focused questions for further research and investigations <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct short research projects to answer a self-generated question <input type="checkbox"/> Generate additional related, focused questions that allow for multiple avenues of exploration <input type="checkbox"/> Show W.7.5 proficiency with increasingly complex topics, texts, and/or sources

STANDARD

W.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Quote data <input type="checkbox"/> Quote conclusions <input type="checkbox"/> Cite sources <input type="checkbox"/> Gather information from print sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Gather information from digital sources <input type="checkbox"/> Identify appropriate search terms for a topic <input type="checkbox"/> Identify credible sources <input type="checkbox"/> Paraphrase data <input type="checkbox"/> Paraphrase conclusions 	<ul style="list-style-type: none"> <input type="checkbox"/> Gather relevant information from multiple print and digital sources <input type="checkbox"/> Use search terms effectively <input type="checkbox"/> Assess the credibility and accuracy of each source <input type="checkbox"/> Quote data while avoiding plagiarism <input type="checkbox"/> Paraphrase data while avoiding plagiarism <input type="checkbox"/> Quote the conclusions of others while avoiding plagiarism <input type="checkbox"/> Paraphrase the conclusions of others while avoiding plagiarism <input type="checkbox"/> Follow a standard format for citation <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Gather relevant information from multiple authoritative print and digital sources <input type="checkbox"/> Use advanced searches effectively <input type="checkbox"/> Assess the usefulness of sources in answering the research question <input type="checkbox"/> Show W.7.6 proficiency with increasingly complex topics, texts, and/or sources

Speaking and Listening – Grade 7

STANDARD

SL.7.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Learning Progression

Beginning	Progressing	Applying	Extending
SL.7.1			
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative discussions <input type="checkbox"/> Engage with diverse partners on less complex topics and texts <input type="checkbox"/> Express ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in collaborative discussions <input type="checkbox"/> Engage with diverse partners on grade 7 topics and texts <input type="checkbox"/> Express ideas clearly 	<ul style="list-style-type: none"> <input type="checkbox"/> Engage effectively in a range of collaborative discussions <input type="checkbox"/> Engage with diverse partners on grade 7 topics, texts, and issues <input type="checkbox"/> Build on others’ ideas and expressing ideas clearly <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiate and participate effectively in a range of collaborative discussions with diverse partners <input type="checkbox"/> Express ideas clearly and persuasively <input type="checkbox"/> Show SL.7.1 proficiency with increasingly complex topics, texts, and issues

SL.7.1a

- Summarize reading or research material under study
- Identify details of the reading or research under study

- Annotate reading or research material under study
- Identify key details of the reading or research under study

- Come to discussions prepared, having read or researched material under study
- Explicitly draw on preparation by referring to evidence on the topic, text, or issue
- Probe on ideas under discussion
- Reflect on ideas under discussion
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Refer to evidence from texts and other research on the topic or issue
- Show SL.7.1a proficiency with increasingly complex topics, texts, and/or sources

SL.7.1b

- Identify rules for collegial discussion

- Set goals and deadlines
- Determine effective roles for collaborative conversations

- Follow rules for collegial discussions
- Track progress toward specific goals and deadlines
- Define individual roles, as needed
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Follow rules for decision-making
- Show SL.7.1b proficiency with increasingly complex topics, texts, and/or sources

SL.7.1c

Pose and respond to specific questions with elaboration and detail

Respond to others' questions and comments with relevant observations and ideas

- Pose questions that elicit elaboration
- Respond to others' questions and comments with relevant ideas and observations that bring the discussion back on topic as needed
- Consistently demonstrate a comprehensive understanding of grade-level standard

- Pose questions that connect the ideas of several speakers
- Respond to others' questions and comments with relevant evidence
- Show SL.7.1c proficiency with increasingly complex topics, texts, and/or sources

SL.7.1d

- Review key ideas expressed
- Demonstrate understanding through reflection

- Paraphrase key ideas expressed during discussion
- Demonstrate an understanding of multiple perspectives

- Acknowledge new information expressed by others
- When warranted, modify one's own views
- Consistently demonstrate a comprehensive understanding of grade-level standard

- When warranted, qualify or justify one's own views in light of the evidence presented
- Respond to diverse perspectives
- Show SL.7.1d proficiency with increasingly complex topics, texts, and/or sources

STANDARD

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

Learning Progression

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Explain how information contributes to a topic, text, or issue under study	<input type="checkbox"/> Interpret information presented in diverse media and formats	<input type="checkbox"/> Analyze the main ideas and supporting details presented in diverse media and formats <input type="checkbox"/> Explain how the ideas clarify the topic, text, or issue under study <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<input type="checkbox"/> Analyze the purpose of information presented in diverse media and formats <input type="checkbox"/> Evaluate the motives behind the presentation of information <input type="checkbox"/> Show SL.7.2 proficiency with increasingly complex texts and/or sources

STANDARD

SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify a speaker’s argument <input type="checkbox"/> Identify a speaker’s claims 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish claims that are supported by reasons and evidence from claims that are not 	<ul style="list-style-type: none"> <input type="checkbox"/> Delineate a speaker’s argument <input type="checkbox"/> Delineate a speaker’s specific claims <input type="checkbox"/> Evaluate the soundness of the reasoning <input type="checkbox"/> Evaluate the relevance of the evidence <input type="checkbox"/> Evaluate the sufficiency of the evidence <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify when irrelevant evidence is introduced <input type="checkbox"/> Evaluate a speaker’s point of view <input type="checkbox"/> Show SL.7.3 proficiency with increasingly complex texts and/or sources

STANDARD

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Report on a topic or text <input type="checkbox"/> Present an opinion 	<ul style="list-style-type: none"> <input type="checkbox"/> Sequence ideas logically <input type="checkbox"/> Accentuate main ideas or themes 	<ul style="list-style-type: none"> <input type="checkbox"/> Present claims and findings <input type="checkbox"/> Emphasize salient points in a focused, coherent manner <input type="checkbox"/> Emphasize salient points with pertinent: <ul style="list-style-type: none"> <input type="checkbox"/> Descriptions <input type="checkbox"/> Facts <input type="checkbox"/> Details <input type="checkbox"/> Examples <input type="checkbox"/> Adapt speech to a variety of contexts <input type="checkbox"/> Adapt speech to a variety of tasks <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Emphasize salient points with relevant evidence <input type="checkbox"/> Emphasize salient points with sound valid reasoning <input type="checkbox"/> Emphasize salient points with well-chosen details <input type="checkbox"/> Show SL.7.4 proficiency with increasingly complex sources, information, purposes, audiences, and/or tasks

STANDARD

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Learning Progression

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Include multimedia components and visual displays in presentations	<input type="checkbox"/> Include multimedia components and visual displays in presentations to enhance the development of main ideas	<input type="checkbox"/> Include multimedia components and visual displays in presentations to: <ul style="list-style-type: none"> <input type="checkbox"/> Clarify claims <input type="checkbox"/> Clarify findings <input type="checkbox"/> Emphasize salient points <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<input type="checkbox"/> Integrate multimedia and visual displays into presentations to: <ul style="list-style-type: none"> <input type="checkbox"/> Clarify information <input type="checkbox"/> Strengthen claims and evidence <input type="checkbox"/> Add interest <input type="checkbox"/> Show SL.7.5 proficiency with increasingly complex presentations

Language – Grade 7

STANDARD

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the 4-5 Continua <input type="checkbox"/> Produce complete sentences <input type="checkbox"/> Explain the functions of prepositions <input type="checkbox"/> Explain the functions of pronouns <input type="checkbox"/> Place phrases and clauses within a sentence 	<ul style="list-style-type: none"> <input type="checkbox"/> Use adverbs that modify adjectives <input type="checkbox"/> Use adverbs that modify adverbs <input type="checkbox"/> Choose among simple, compound, complex, and compound-complex sentences <input type="checkbox"/> Use intensive pronouns <input type="checkbox"/> Ensure pronoun-antecedent agreement <input type="checkbox"/> Recognize the nominative case and objective case <input type="checkbox"/> Correctly use confused words <input type="checkbox"/> Explain the function of phrases and clauses in general and their function in specific sentences <input type="checkbox"/> Form indirect/direct objects 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply grade-level conventions of grammar and usage while writing and speaking <input type="checkbox"/> Recognize improper use of grade-level conventions of grammar and usage while reading, writing, speaking and listening <input type="checkbox"/> Make appropriate corrections to improper conventions of grammar and usage while revising and editing writing and speaking tasks <input type="checkbox"/> Identify and use strategies to improve expression in conventional language <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply grammar and usage skills to create a unique voice when writing or speaking <input type="checkbox"/> Apply and expand grammar and usage skills from previous grades <input type="checkbox"/> Show L.7.1 proficiency with increasingly complex texts, writing, speaking and/or listening tasks

STANDARD

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the 4-5 Continua <input type="checkbox"/> Use proper punctuation within dialogue <input type="checkbox"/> Correctly form and use possessives <input type="checkbox"/> Correctly form and use contractions <input type="checkbox"/> Use spelling patterns and generalizations when writing words <input type="checkbox"/> Understand how to consult reference materials to check and correct spellings 	<ul style="list-style-type: none"> <input type="checkbox"/> Use punctuation to set off nonrestrictive/parenthetical elements <input type="checkbox"/> Use a comma to separate coordinate adjectives <input type="checkbox"/> Use punctuation to indicate a pause or break <input type="checkbox"/> Use an ellipsis to indicate an omission <input type="checkbox"/> Use a semicolon to link two or more closely related independent clauses <input type="checkbox"/> Use a colon to introduce a list or quotation <input type="checkbox"/> Apply hyphen conventions <input type="checkbox"/> Apply conventional rules to spell words correctly <input type="checkbox"/> Consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply grade-level conventions of capitalization, punctuation, and spelling while writing or speaking <input type="checkbox"/> Recognize improper use of grade-level conventions of capitalization, punctuation, and spelling while reading and writing <input type="checkbox"/> Make appropriate corrections to improper conventions of capitalization, punctuation, and spelling while editing written work <input type="checkbox"/> Consult reference materials when needed <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply conventions of capitalization, punctuation, and spelling to create a unique style and voice when writing or speaking <input type="checkbox"/> Apply and expand capitalization, punctuation, and spelling skills from previous grades <input type="checkbox"/> Show L.7.2 proficiency with increasingly complex writing tasks

STANDARD

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

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

Note: Substandard “a” is not separated from the main standard, as seen in W.7.1 - W.7.3 and SL.7.1. The substandard L.7.3a is included in the progression of L.7.3 as a whole to provide clarity on the skills and expectations of the standard.

Learning Progression

Beginning	Progressing	Applying	Extending
<p>Use knowledge of language and its conventions when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing below grade level <input type="checkbox"/> Speaking below grade level <input type="checkbox"/> Reading below grade-level texts <input type="checkbox"/> Listening to below grade-level texts 	<p>Use knowledge of language and its conventions when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Listening to below grade-level texts 	<p>Use knowledge of language and its conventions when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing on grade level <input type="checkbox"/> Speaking on grade level <input type="checkbox"/> Reading grade-level texts <input type="checkbox"/> Listening to grade-level texts <input type="checkbox"/> Choose language that expresses ideas precisely and concisely <input type="checkbox"/> Recognize and eliminate wordiness <input type="checkbox"/> Recognize and eliminate redundancy <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Use verbs in the active voice to achieve particular effects <input type="checkbox"/> Use verbs in the passive voice to achieve particular effects <input type="checkbox"/> Use verbs in the conditional mood to achieve particular effects <input type="checkbox"/> Show L.7.3 proficiency with increasingly complex texts, writing, speaking and/or listening tasks

STANDARD

L.7.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on below grade-level texts reading and content 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify context clues <input type="checkbox"/> Determine word parts <input type="checkbox"/> Understand word relationships <input type="checkbox"/> Use reference materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts and content <input type="checkbox"/> Choosing flexibly from a range of strategies when reading grade-level texts: <ul style="list-style-type: none"> <input type="checkbox"/> Context clues <input type="checkbox"/> Word parts <input type="checkbox"/> Word relationships <input type="checkbox"/> Reference materials <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on increasingly complex texts and content <input type="checkbox"/> Choosing flexibly from a range of strategies when reading increasingly complex texts <input type="checkbox"/> Show L.7.4 proficiency with increasingly complex texts and content

STANDARD

- L.7.5** Demonstrate understanding of figurative language and nuances in word meanings.
- a. Interpret figures of speech in context based on grade 7 reading and content.
 - b. Distinguish among the connotations of words with similar denotations.

Note: Substandards “a” and “b” are not separated from the main standard, as seen in W.7.1 - W.7.3 and SL.7.1. The substandards L.7.5a and L.7.5b are included in the progression of L.7.5 as a whole to provide clarity on the skills and expectations of the standard.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of figurative language and nuances in word meanings with below grade-level texts and content <input type="checkbox"/> Interpret figures of speech in context based on below grade-level reading and content 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the connotations of grade-level words 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of figurative language and nuances in word meanings with grade-level texts and content <input type="checkbox"/> Interpret figures of speech in context based on grade-level reading and content <input type="checkbox"/> Distinguish among the connotations of words with similar denotations <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the role of figures of speech in a text <input type="checkbox"/> Analyze nuances in the meaning of words with similar denotations <input type="checkbox"/> Show L.7.5 proficiency with increasingly complex texts and content

STANDARD

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Progression

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Acquire and use general academic and domain-specific words and phrases 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify words or phrases important to comprehension <input type="checkbox"/> Identify words or phrases important to expression 	<ul style="list-style-type: none"> <input type="checkbox"/> Acquire grade-level general academic and domain-specific words and phrases <input type="checkbox"/> Accurately use grade-level general academic and domain-specific words and phrases <input type="checkbox"/> Develop grade-level vocabulary knowledge when considering a word or phrase important to comprehension <input type="checkbox"/> Develop grade-level vocabulary knowledge when considering a word or phrase important to expression <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression <input type="checkbox"/> Shows L.7.6 proficiency with increasingly complex texts and content