Key Ideas and Details

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 7.1 & RI 7.1 *(cite specific evidence when possible)* *Standard Description Below*	**Identify explicit information:** According to the information in paragraph x (lines x-x), what happened to...? Which of the following quotes best describes the ....(explicit information)?	**Analyze explicit information; making inferences:** Which of the following inferences can be drawn from these two quotes...? (or from lines (x-x) and lines (x-x)...? Which of the following quotes allows you to infer why the author wrote this piece...? According to lines (x-x), what can you infer...?	**Evaluate explicit information and inferences:** Why do you believe (evaluate)...? and choose two quotes from the text as evidence. Is there a better solution to...? Which is more important, logical, valid (cite evidence)...?
RL 7.2 & RI 7.2 *(cite specific evidence when possible)* *Standard Description Below*	**Identify Theme/Idea:** What is the central idea/theme... OR Which of the following quotes from the passage is evidence of the central theme? Summarize the text without judgement. What was the author's main point in paragraph x...?	**Analyze Theme/Idea:** Which of the following quotes is an example of how the theme recurs (is developed) in the text? After reading lines (x-x), how does the character (author, narrator) change (develop) his opinion (theme)...? In what way is __ (theme or idea) like (or unlike) _ ...?	**Evaluate Theme/Idea:** What are the pros and cons or inconsistencies of the theme/message...?
RL 7.3 & RI 7.3 *(cite specific evidence when possible)* *Standard Description Below*	**Identify elements** What is key to the resolution of the problem in this story (drama)...? (RL) According to x (lines x-x) what happened after...? OR What happened after (cite specific evidence) What was the influence of ___ event on _____...?	**Analyze Elements** How does the setting affect the character (plot)...? (RL) Which of the following is an example of how the character evolves with the plot...? (RL) In lines (x-x) the dialogue helps the reader understand the character (plot, setting) because...?	**Evaluate Elements** How (evaluate) would the story change in a different setting...? Which changes in events were most influential...?

Kids at the **Core**

Craft and Structure

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 7.4 & RI 7.4 *Standard Description Below*	**Identify Word Use:** What does the word/phrase _____ mean in this selection? In line xx, what does the word ____ mean...? What is the technical meaning of the word...? (RI)	**Analyze Word Use:** The tone of the phrase (word) in lines x-x is best described as...? (RI) How does the author's use of sound repetition impact ____ (tone, etc.)...? According to the passage, a _____ is like a ____ because both...? (RL) Which of the following quotes shows an example of alliteration...? (RL) Without changing the meaning of the sentence, which word(s) can be used to replace the underlined word(s) above...?	**Evaluate Word Use:** Which of the following synonyms is closest to the meaning of the word _____ in line x...? What are the (positive/negative) connotations for the phrase...?
RL 7.5 & RI 7.5 *Standard Description Below*	**Identify Structure:** What is the structure of this text...?(RL) Which of the following describes the meaning of this poem (drama, story)...? (RL) What text features are used to develop the author's ideas...? (RI)	**Analyze Structure:** How does this text structure contribute to _____ (meaning) ...? How would the meaning of the poem (drama, story) have been different if it were written as a ____ ...? (RL) How does paragraph (x) support the author's position? (RI)	**Evaluate Structure:** Create an outline of this text and explain the structure. Evaluate how the structure of the text contributes to the development of ideas. (RI)
RL 7.6 & RI 7.6 *Standard Description Below*	**Identify Purpose:** What is the author's point of view or purpose...? (RI) How does the author develop the narrator (or speaker's) point of view...? (RL) Which of the following quotes show the story is written in ____ person...? (RL)	**Analyze Purpose:** What perspective or point of view does this character have...? (RL) Which of the following quotes best describe this character's POV...? (RL) How does word choice develop the author's purpose...? (RI) or Which of the following quotes best explain the author's purpose...? (RI)	**Analyze Purpose:** Which of the following are opposing this author's point of view...? (RI) Based on the author's information, what is your opinion on...? Create a character who has an opposing point of view to this character.

Kids at the **Core**

Integration of Knowledge and Ideas

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 7.7 * & RI 7.7 *Standard Description Below*	**Identify Media Diversity:** Which of the following is difference (similarity) between the written story and the movie (play)...? (RL)	**Analyze Media Diversity:** Compare and contrast ___ elements from the two versions.	**Evaluate Media Diversity:** Evaluate which medium best impacts your understanding of the selected works.
RI 7.8 *Standard Description Below*	**Identify Arguments/Claims:** Which of the following claims are used to support the main argument of this passage...? (RI)	**Analyze Arguments/Claims:** Which of the following claims are not supported by the text...? (RI)	**Evaluate Arguments/Claims:** Which of the following evidence supporting the argument is most relevant...? (RI) Which of the following claims made by the author is (not) supported by evidence...?
RL 7.9 & RI 7.9** *Standard Description Below*	**Identify Elements- Multiple Sources:** What topic(s) do both authors address...? (RI) Which of the following quotes describes the key evidence used by the author A to shape his/her presentation? (RI)	**Analyze Elements- Multiple Sources:** How does the author use/alter history to ____...? (RL) How does the author's portrayal of the character compare to historical accounts...? (RL) How do the author's interpretation of facts differ...? (RI)	**Evaluate Elements-Multiple Sources:** Was the author's portrayal of the time (place) accurate (evaluate) ...What could the author have done to provide a more accurate portrayal of the time period/place...? (RL)

* May be impossible to assess in our 2 passage, multiple choice format (compare to video/audio)

**Requires 2 similar passages to assess

Kids at the **Core**

Grade 7 Common Core State Standards

Key Ideas and Details

CCSS.ELA-LITERACY.RL.7.1 & CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2 & CCSS.ELA-LITERACY.RI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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

CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-LITERACY.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Kids at the **Core**

CCSS.ELA-LITERACY.RL.7.8 (RL.7.8 not applicable to literature)

CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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