

| 7th Grade Reading   |   |  |  |
|---|---|--|--|
| Key Ideas and Details   | Craft and Structure   | Integration of Knowledge and Ideas   | Range of Reading and Level of Text Complexity  |
| <p><b>Literature</b></p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>Informational Text</b></p> <p>Cite several pieces of</p> | <p><b>Literature</b></p> <p>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.</p> <p>Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>Informational Text</b></p> <p>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.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the</p> | <p><b>Literature</b></p> <p>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).</p> <p>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.</p> <p><b>Informational Text</b></p> <p>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).</p> <p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the</p> | <p><b>Literature</b></p> <p>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.</p> <p><b>Informational Text</b></p> <p>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.</p> <p><b>History/Social Studies</b></p> <p>By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>Science and Technical Subjects</b></p> <p>By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band</p> |

|  |   |   |  |
|--|---|---|--|
| <p>textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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).</p> <p><b>History/ Social Studies</b></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.<br/>Determine the central ideas or information of a primary or</p> | <p>development of the ideas.</p> <p>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.</p> <p><b>History/ Social Studies</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>Science and Technical Subjects</b></p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> | <p>evidence is relevant and sufficient to support the claims.</p> <p>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.</p> <p><b>History/Social Studies</b></p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>Science and Technical Subjects</b></p> <p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> | <p>independently and proficiently.</p> |
|--|---|---|--|

|   |   |  |  |
|---|---|--|--|
| <p>secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>Science and Technical Subjects</b></p> <p>Cite specific textual evidence to support analysis of science and technical texts.</p> <p>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>Follow precisely a multistep procedure when carrying out experiments, taking</p> | <p>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> | <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> |  |
|---|---|--|--|

|  |  |  |  |
|--|--|--|--|
| measurements, or performing technical tasks. |  |  |  |
|--|--|--|--|