

# North Dakota English Language Arts & Literacy Content Standards

## Grade 7 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



## How to Read This Document

Example: 7.RL.1

“7.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “7” at the beginning was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

## Prioritized Standards

### Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.RL.1	Read closely to comprehend text a. Cite several pieces of textual evidence to support analysis of what the text says explicitly. b. Cite several pieces of textual evidence to support inferences drawn from the text. c. Provide an objective summary.	✓	✓	✓	✓	✓	5
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text.	✓	✓		✓	✓	4
7.RL.3	Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or	✓	✓	✓	✓	✓	5

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	drama interact (e.g., how setting shapes the characters or plot)						
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Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.RL.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. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm)	✓	✓	✓	✓	✓	5
7.RL.6	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

No standards were prioritized within this cluster.

Range of Reading and Level of Text Complexity:

No standards were prioritized within this cluster.

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.RI.1	Read closely to comprehend text a. Cite several pieces of textual evidence to support analysis of what the text says explicitly. b. Cite several pieces of textual evidence to support inferences drawn from the text. c. Provide an objective summary of the text.	✓	✓	✓	✓	✓	5

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	(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)						
7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text.	✓	✓		✓	✓	4

Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.RI.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.	✓	✓	✓	✓	✓	5
7.RI.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.	✓	✓		✓	✓	4
7.RI.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.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.RI.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).	✓	✓		✓	✓	4
7.RI.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.	✓	✓	✓	✓	✓	5

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## Range of Reading and Level of Text Complexity

No standards were prioritized within this cluster.

## Writing

### Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.W.1	<p>Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), address alternate or opposing claims (counterclaims), and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal writing style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	✓	✓	✓	✓	✓	5
7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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 (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate words, phrases, and clauses as transitions to create cohesion and clarify the</p>	✓	✓	✓	✓	✓	5

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	relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal writing style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.						
7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓	✓	✓	✓	✓	5

Production, Distribution and Range of Writing:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)	✓	✓		✓	✓	4

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### Research to Build and Present Knowledge:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.W.8	Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the information and conclusions of others. d. Avoid plagiarism. e. Follow a standard format for citation.	✓	✓	✓		✓	4
7.W.9	Incorporate evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature. (e.g., 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.) b. Apply grade 7 Reading standards to literary nonfiction. (e.g., Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.)	✓	✓		✓	✓	4

### Speaking and Listening

#### Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.SL.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 the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being	✓	✓	✓		✓	4

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	discussed. b. Follow rules for collaborative 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.						
7.SL.3	Evaluate a speaker's argument and specific claims, the soundness of the reasoning, and the relevance and sufficiency of the evidence.	✓	✓		✓	✓	4

Presentation of Knowledge and Ideas:

No standards were prioritized within this cluster.

Language

Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
7.L.1	Within the context of authentic English writing and speaking... <u>Introduce:</u> a. Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. c. Explain the function of phrases and clauses in general and their function in specific sentences. d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. e. Form and use verbs in the active and passive	✓	✓	✓	✓	✓	5

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	<p>voice.</p> <p>f. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p><u>Practice:</u></p> <p>g. Rearrange complete simple and compound sentences of a variety of lengths.</p> <p>h. Ensure pronoun-antecedent agreement.</p> <p>i. Recognize and correct inappropriate shifts in verb tense.</p> <p>j. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>k. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>l. Resolve issues of complex or contested usage, consulting reliable references as needed.</p> <p>m. Explain the function of coordinating conjunction.</p> <p>n. Use coordinating and subordinating conjunctions.</p> <p><u>Demonstrate proficiency in:</u></p> <p>o. Produce complex and compound-complex sentences.</p> <p>p. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>q. Explain the function of subordinating conjunctions.</p> <p>r. Explain the function of a prepositional phrase.</p>						
7.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Introduce:</u></p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p> <p><u>Practice:</u></p> <p>b. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position- based spelling, syllable patterns, ending rules, meaningful word parts).</p> <p><u>Display proficiency in:</u></p>	✓	✓	✓	✓	✓	5

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	c. No new skills will be assessed at this level; however, K-6 skills will be assessed at a grade-appropriate level.						
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Knowledge of Language:

No standards were prioritized within this cluster.

Vocabulary Acquisition and Use:

No standards were prioritized within this cluster.

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