

# North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

## GRADE 7

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 8	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.	textual evidence, inference, cite, explicit, objective, summarize, details
	RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text.	theme, central idea
	RL. 3	Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).	foreshadowing, point of view, plot development, protagonist, antagonist
	RL.6	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	point of view, perspectives
Reading Standards for Informational/Nonfiction Text 6-8	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. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)	inference, textual evidence, analysis, conclusion, explicitly, objective, summary
	RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text.	central idea
	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.	point of view, author's purpose
	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.	trace, evaluate, claim, reasons, evidence, sound/valid, relevant, sufficient



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<b>Writing Standards 6-8</b>	W.1	<p>Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a) Introduce claim(s), address alternate or opposing claims (counterclaims), and organize the reasons and evidence logically.</li> <li>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c) Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d) Establish and maintain a formal writing style.</li> <li>e) Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	argument, claim/thesis statement, relevant evidence, logical reasoning, credible source, concluding statement, transitions, counterclaim
	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> <ul style="list-style-type: none"> <li>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.</li> <li>b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c) Use appropriate words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e) Establish and maintain a formal writing style.</li> <li>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	informative, explanatory, introduction, conclusion, concrete details, examples, quotations
	W.8	<p>Gather relevant information from multiple print and digital sources.</p> <ul style="list-style-type: none"> <li>a) Use search terms effectively.</li> <li>b) Assess the credibility and accuracy of each source.</li> <li>c) Quote or paraphrase the information and conclusions of others.</li> <li>d) Avoid plagiarism.</li> <li>e) Follow a standard format for citation.</li> </ul>	relevant information, digital sources, print sources, search terms, credibility, accuracy, plagiarism, citation, quote, paraphrase, citation



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<b>Speaking and Listening Standards 6-8</b>	SL.1	<p>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.</p> <ul style="list-style-type: none"> <li>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 discussed.</li> <li>b) Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>	collaborative discussions
	SL.4	<p>Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	eye contact, volume, pronunciation



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<p>Language Standards 6-8</p>	<p>L.1 Within the context of authentic English writing and speaking... Introduce:</p> <ul style="list-style-type: none"> <li>a) Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>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.</li> <li>c) Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>d) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>e) Form and use verbs in the active and passive voice.</li> <li>f) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>g) Rearrange complete simple and compound sentences of a variety of lengths.</li> <li>h) Ensure pronoun-antecedent agreement.</li> <li>i) Recognize and correct inappropriate shifts in verb tense.</li> <li>j) Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>k) Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>l) Resolve issues of complex or contested usage, consulting reliable references as needed.</li> <li>m) Explain the function of coordinating conjunction</li> <li>n) Use coordinating and subordinating conjunctions</li> </ul> <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> <li>o) Produce complex and compound-complex sentences.</li> <li>p) Use correlative conjunctions (e.g., either/or, neither/nor).</li> <li>q) Explain the function of subordinating conjunctions.</li> <li>r) Explain the function of a prepositional phrase.</li> </ul>	<p>complex sentence, compound-complex sentence, correlative conjunctions, subordinating conjunctions, prepositional phrase</p>
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L.4	<p>Determine 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.</p> <ul style="list-style-type: none"><li>a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li><li>c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li></ul>	context, Greek or Latin affixes
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