#  GRADE 7 Read Literary Texts

*Student Learning Objective: Students identify or construct main/central ideas, make inferences, determine the meaning of vocabulary based on context clues, and analyze text structures.*

| **ABOVE STANDARD**  |
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| *Students are working to solidify the following skills:* | *Educator-recommended next-steps and Digital Library resources* |
| * Constructing a theme of a given text, and supporting with textual evidence. *(Main / Central Idea)*
* Making inferences using the whole text and supporting with multiple pieces of textual evidence. *(Inference)*
* Demonstrating knowledge of vocabulary using context clues in conjunction with knowledge of word origins (roots/affixes). *(Vocabulary / Language)*
* Analyzing structures and features for author’s purpose (how dialogue, descriptive language, and/or sensory details are used to develop literary elements such as setting, plot, character development, etc.) in a complex text. *(Structure / Text Features)*
 | Instructional next steps include helping students to:* Construct a theme for increasingly complex text and support it with textual evidence. Digital Library example: [**Analyzing Literary Text Through Peer Discussion, Self-Assessment**](https://www.smarterbalancedlibrary.org/content/analyzing-literary-text-through-peer-discussion-and-self-assessment)
* Make subtle inferences drawn from the whole text and support them with multiple pieces of textual evidence. Digital Library example: [**A Reading Conference: Teaching Intertextuality to a Student**](https://www.smarterbalancedlibrary.org/content/reading-conference-teaching-intertextuality-student)
* Use implicit context clues drawn from the entire text to determine the meaning of unknown words in complex texts. Digital Library example: [**Determining How Connotation Contributes to Word Meaning**](https://www.smarterbalancedlibrary.org/content/determining-how-connotation-contributes-word-meaning-grade-7)
* Analyze structures and features in complex texts to determine how they develop the author’s purpose.
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| **AT/NEAR STANDARD**  |
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| *Students are working to solidify the following skills:* | *Educator-recommended next-steps and Digital Library resources* |
| * Identifying and/or constructing a theme of a given text, and finding specific evidence that supports the theme. *(Main / Central Idea)*
* Identifying and/or making inferences with some textual support. *(Inference)*
* Determining the meaning of unknown vocabulary using context clues that draw from the meaning of the entire text. *(Vocabulary / Language)*
* Analyzing structures and features for author’s purpose (how dialogue, descriptive language, and/or sensory details are used to develop literary elements such as plot, character development, etc.). *(Structure / Text Features)*
 | Instructional next steps include, helping students to* Construct a theme for a text and support it with textual evidence. Digital Library example: [**Theme Scaffolding: Picture Books to Novels**](https://www.smarterbalancedlibrary.org/content/theme-scaffolding-picture-books-novels)
* Make inferences drawn from a text and support them with some textual evidence. Digital Library example: [**Characterization Using the S.T.E.A.L. Method**](https://www.smarterbalancedlibrary.org/content/characterization-using-steal-method)
* Use context clues drawn from the entire text in conjunction with knowledge of word origins to determine the meaning of unknown words.
* Analyze structures and features in increasingly complex texts to determine how they develop the author’s purpose. Digital Library example:[**Four Skinny Trees (Poetry)**](https://www.smarterbalancedlibrary.org/content/four-skinny-trees-poetry)
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| **BELOW STANDARD** |
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| *Students are working to solidify the following skills:* | *Educator-recommended next-steps and Digital Library resources* |
| * Identifying a theme of a given text by drawing from specific evidence or from limited text selection. *(Main / Central Idea)*
* Identifying details from a text that support a given inference (such as about a character). *(Inference)*
* Determining the meaning of unknown vocabulary by using context clues that draw from a small section of the text. *(Vocabulary / Language)*
* Identifying text structures (flashback, use of chronological order, etc.) and features (literary elements such as dialogue, descriptive language, etc.) *(Structure / Text Features)*
 | Instructional next steps include, helping students to* Construct a theme of a given text drawn from specific evidence. Digital Library example: [**An Introduction to Theme**](https://www.smarterbalancedlibrary.org/content/introduction-theme)
* Make simple inferences drawn from a text and support them with textual evidence. Digital Library example: [**Annotating Text**](https://www.smarterbalancedlibrary.org/content/annotating-text)
* Use context clues drawn from the entire text to determine the meaning of unknown words.
* Compare structures across texts to determine how they develop the author’s purpose.

Professional Development Resources for teachers of students at all levels: [Understanding Text-Dependent Questions](https://www.smarterbalancedlibrary.org/content/understanding-text-dependent-questions) and [Supporting Students in Close Reading](https://www.smarterbalancedlibrary.org/content/supporting-students-close-reading) |