

Grade 7 ELA CA #2 Skills & Standards Guide

On the skills-based common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- identifying the central idea and supporting details of informational text
- synthesizing information by comparing/contrasting how a topic is executed through a variety of text types and formats
- analyzing the interactions of individuals, events, and ideas
- identifying specific supporting evidence within the texts/sources to support understandings, analyses, and reflections
- using context clues to determine the meaning of unfamiliar words and phrases while reading, viewing, and listening to sources
- determining an author's point of view and analyzing how an author distinguishes his or her position from others
- thinking critically about specific choices made by an author, such as words, phrases, format, or structure and then analyzing the impact that those choices have on the overall meaning of the text
- comparing and contrasting a fictional portrayal of an event to an historical account of the same time period as a means of showing understanding of how authors use or alter history
- writing an explanatory essay in response to informational and literary texts

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Standards, New Jersey Student Learning Standards and PARCC expectations.

Standards covered within the ELA *Unit of Study*:

Standard(s) Description	Standard Number
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from grade 7 text(s).	RI 7.1
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.	RI 7.2
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).	RI 7.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of a specific word choice on meaning and tone.	RI 7.4
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.	RI 7.5
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.	RI 7.6

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	RI 7.7
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.	RI 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.	RL 7.9
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL 7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W 7.2
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W 7.4
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L 7.2

Informative/Explanatory Writing Rubric Grade 7					
Criterion	5	4	3	2	1
<p>Reading Comprehension NJSLS: RI-1, RI-2, RI-3, RI-4, RI-5, RI-6, W-9b</p> <p><i>Includes appropriate textual evidence to support reasoning.</i></p> <p><i>Determines and analyzes central ideas presented in a text.</i></p> <p><i>Analyzes interactions between individuals or events presented in a text.</i></p> <p><i>Determines the meanings of words and phrases as they are used in a text.</i></p> <p><i>Analyzes the structure used in a text.</i></p> <p><i>Determines and analyzes points of view presented in a text.</i></p> <p><i>Draws evidence from informational texts to support claims.</i></p>	<p>-Provides accurate analysis of what the text says</p> <p>-Explicitly and inferentially cites convincing textual evidence to support the analysis</p> <p>-Shows full comprehension of complex ideas expressed in the text</p>	<p>-Provides accurate analysis of what the text says</p> <p>-Explicitly and inferentially cites convincing textual evidence to support the analysis</p> <p>-Shows extensive comprehension of ideas expressed in the text</p>	<p>-Provides a mostly accurate analysis of what the text says</p> <p>-Explicitly and inferentially cites textual evidence</p> <p>-Shows a basic comprehension of ideas expressed in the text</p>	<p>-Provides a minimally accurate analysis of what the text says</p> <p>-Cites textual evidence</p> <p>-Shows a limited comprehension of ideas expressed in the text</p>	<p>-Provides an inaccurate or no analysis of what the text says</p> <p>-Shows little or no comprehension of ideas expressed in the text</p>
<p>Development of Ideas NJSLS: W-2b, W-4, W-9</p> <p><i>Develops topic.</i></p> <p><i>Produces clear and coherent writing.</i></p> <p><i>Draws evidence from texts to support analysis.</i></p>	<p>-Fully addresses the prompt</p> <p>-Provides effective and comprehensive development of the topic</p> <p>-Uses clear and convincing reasoning supported by details</p> <p>-Uses extensive, appropriate text-based evidence</p> <p>-Development is consistently appropriate to the task, purpose, and audience</p>	<p>-Adequately addresses the prompt</p> <p>-Provides effective development of the topic</p> <p>-Uses clear reasoning, details</p> <p>-Uses appropriate text-based evidence</p> <p>-Development is largely appropriate to the task, purpose, and audience</p>	<p>-Addresses the prompt</p> <p>-Provides some development of the topic</p> <p>-Uses some reasoning, details</p> <p>-Provides some text-based evidence</p> <p>-Development is somewhat appropriate to the task, purpose, and audience</p>	<p>-Addresses the prompt develops the topic minimally</p> <p>-Uses limited reasoning</p> <p>-Inappropriate choice of text-based evidence for task</p> <p>-Development is limited in its appropriateness to the task, purpose, and audience</p>	<p>-Response is underdeveloped.</p> <p>-No text-based evidence is used.</p> <p>-Response is inappropriate to the task, purpose, and audience.</p>
<p>Focus NJSLS: W-2, W-4</p> <p><i>Produces informative/explanatory writing to examine a topic.</i></p> <p><i>Produces clear and coherent writing.</i></p>	<p>-Insightfully addresses all aspects of the prompt</p> <p>-Purposely engages and orients the reader</p> <p>-Sets out a problem or situation, and establishes applicable points of view</p> <p>-Thesis statement is sophisticated.</p>	<p>-Competently addresses all aspects of the prompt</p> <p>-Purposely engages and orients the reader</p> <p>-Establishes a context and point of view</p> <p>-Thesis statement is clear.</p>	<p>-Superficially address all aspects of the prompt</p> <p>-Attempts to engage or orient the reader</p> <p>-Establishes a context and point of view</p> <p>-Thesis statement introduces topic(s).</p>	<p>-Partially address aspects of the prompt</p> <p>-Might engage or orient the reader by establishing a context and point of view</p> <p>-Thesis statement is superficial or flawed.</p>	<p>-Addresses some aspects of the prompt</p> <p>-Does not engage or orient the reader</p> <p>-Lacks a thesis statement</p>
<p>Organization NJSLS: W-2a, W-2c, W-2f, W-4</p> <p><i>Introduces a topic clearly.</i></p> <p><i>Ideas and concepts are presented logically.</i></p> <p><i>Uses a variety of transitions to convey sequence and signal shifts from one time frame or setting to another.</i></p> <p><i>Provides an appropriate conclusion.</i></p> <p><i>Produces clear and coherent writing.</i></p>	<p>-Skillfully orients the reader to topic</p> <p>-Previews what's to follow</p> <p>-Skillfully uses definition, classification, comparison/contrast to organize information</p> <p>-Skillfully uses a variety of transitional techniques</p> <p>-Provides a meaningful and</p> <p>-Skillfully uses domain-specific vocabulary</p> <p>-Includes sophisticated use of precise language</p> <p>-Skillfully establishes and maintains formal style</p>	<p>-Orients the reader to topic</p> <p>-Previews what's to follow</p> <p>-Uses definition, classification, comparison/contrast to organize information</p> <p>-Uses a variety of transitional techniques</p> <p>-Provides a conclusion that follows from and supports information from aligned text</p> <p>-Adequately uses domain-specific vocabulary</p> <p>-Mostly uses precise language</p> <p>-Maintains and effective formal style</p>	<p>-Partially orients the reader to topic</p> <p>-Previews what's to follow</p> <p>-Uses definition, classification, comparison/contrast to organize information</p> <p>-Uses some transitional techniques</p> <p>-Provides a conclusion which repeats text or partially follows</p> <p>-Uses some domain-specific vocabulary</p> <p>-Uses some precise language</p> <p>-Maintains a formal style that is mostly effective</p>	<p>-Inadequately orients the reader to topic</p> <p>-Fails to preview what's to follow</p> <p>-Uses few definition, classification, comparison/contrast to organize information</p> <p>-Uses limited or inappropriate transitional techniques</p> <p>-Weakly articulates a sense of</p> <p>-Uses only limited domain-specific vocabulary</p> <p>-Uses only limited precise language</p> <p>-Formal style is limited in its effectiveness</p>	<p>-Fails to orient the reader to topic</p> <p>-Fails to preview what's to follow</p> <p>-Includes little or no discernible organization of ideas</p> <p>-Uses limited or inappropriate few to transitional techniques</p> <p>-Provides an inadequate or no conclusion</p> <p>-Uses little to no domain-specific vocabulary</p> <p>-Uses little to no precise language</p> <p>-Lacks formal style</p>
<p>Clarity of Language NJSLS: W-2d, W-2e, W-4</p> <p><i>Uses precise language and domain-specific vocabulary.</i></p> <p><i>Establishes and maintains formal style.</i></p> <p><i>Produces clear and coherent writing.</i></p>	<p>-Provides a meaningful and</p> <p>-Skillfully uses domain-specific vocabulary</p> <p>-Includes sophisticated use of precise language</p> <p>-Skillfully establishes and maintains formal style</p>	<p>-Adequately uses domain-specific vocabulary</p> <p>-Mostly uses precise language</p> <p>-Maintains and effective formal style</p>	<p>-Uses some domain-specific vocabulary</p> <p>-Uses some precise language</p> <p>-Maintains a formal style that is mostly effective</p>	<p>-Weakly articulates a sense of</p> <p>-Uses only limited domain-specific vocabulary</p> <p>-Uses only limited precise language</p> <p>-Formal style is limited in its effectiveness</p>	<p>-Uses little to no domain-specific vocabulary</p> <p>-Uses little to no precise language</p> <p>-Lacks formal style</p>
<p>Knowledge of Conventions NJSLS: L-1, L-2, L-3, W-4, W-5</p> <p><i>Demonstrates command of standard English grammar and usage conventions.</i></p> <p><i>Produces clear and coherent writing.</i></p> <p><i>Develops and strengthens writing through writing process.</i></p>	<p>-Uses purposeful and varied sentence structures including simple, complex and compound sentences</p> <p>-Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</p> <p>-Utilizes precise and sophisticated word choice</p>	<p>-Uses correct and varied sentence structures including simple, complex and compound sentences</p> <p>-Demonstrates grade level appropriate conventions</p> <p>-Utilizes strong and grade-level appropriate word choice</p>	<p>-Uses correct sentence structures and attempts some variety</p> <p>-Demonstrates grade level appropriate convention; errors are minor and do not obscure meaning</p> <p>-Uses mostly grade-level appropriate word choice</p>	<p>-Uses some incorrect or incomplete sentence structure</p> <p>-Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</p> <p>-Word choice is repetitious and simplistic</p>	<p>-Uses mostly incomplete or incorrect sentence structure</p> <p>-Lack of understanding of grade level appropriate conventions, and errors interfere with the meaning</p>