

Grade 7 Reading

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage IV		
Standard 1: The student will demonstrate understanding of print concepts of the English language.		
7.RL.1 (Literature) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)		
7.RI.1 (Informational Text) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)		
7.RL.2 (Literature) 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. (Essential)		
7.RI.2 (Informational Text) 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. (Essential)		
7.RL.3 (Literature) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Essential)		
7.RI.3 (Informational Text) 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).		

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(Essential)		
<p>7.RL.4 (Literature) 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. (Essential)</p>		
<p>7.RI.4 (Informational Text) 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. (Essential)</p>		
<p>7.RL.5 (Literature) Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Essential)</p>		
<p>7.RI.5 (Informational Text) 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. (Essential)</p>		
<p>7.RL.6 (Literature) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Essential)</p>		
<p>7.RI.6 (Informational Text) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her</p>		

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<p>position from that of others. (Essential)</p>		
<p>7.RL.7 (Literature) 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). (Essential)</p>		
<p>7.RI.7 (Informational Text) 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). (Essential)</p>		
<p>7.RL.8 (Literature) (Not applicable to literature)</p>		
<p>7.RI.8 (Informational Text) 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. (Essential)</p>		
<p>7.RL.9 (Literature) 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. (Essential)</p>		
<p>7.RI.9 (Informational Text) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence</p>		

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or advancing different interpretations of facts. (Essential)		
7.RL.10 (Literature) 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.		
7.RI.10 (Informational Text) 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.		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage IV		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
7.RL.1 (Literature) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)		
7.RI.1 (Informational Text) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)		
7.RL.2 (Literature) 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. (Essential)		
7.RI.2 (Informational Text) 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. (Essential)		
7.RL.3 (Literature) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Essential)		

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<p>7.RI.3 (Informational Text) 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). (Essential)</p>		
<p>7.RL.4 (Literature) 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. (Essential)</p>		
<p>7.RI.4 (Informational Text) 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. (Essential)</p>		
<p>7.RL.5 (Literature) Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Essential)</p>		
<p>7.RI.5 (Informational Text) 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. (Essential)</p>		
<p>7.RL.6 (Literature) Analyze how an author develops and contrasts the points of view of different characters or narrators in a</p>		

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text. (Essential)		
<p>7.RI.6 (Informational Text) 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. (Essential)</p>		
<p>7.RL.7 (Literature) 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). (Essential)</p>		
<p>7.RI.7 (Informational Text) 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). (Essential)</p>		
<p>7.RL.8 (Literature) (Not applicable to literature)</p>		
<p>7.RI.8 (Informational Text) 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. (Essential)</p>		
<p>7.RL.9 (Literature) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same</p>		

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<p>period as a means of understanding how authors of fiction use or alter history. (Essential)</p>		
<p>7.RI.9 (Informational Text) 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. (Essential)</p>		
<p>7.RL.10 (Literature) 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>7.RI.10 (Informational Text) 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>		

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage IV		
Standard 3: The student will read with fluency and accuracy.		
<p>7.RL.1 (Literature) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)</p>		
<p>7.RI.1 (Informational Text) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from</p>		

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the text. (Essential)		
7.RL.2 (Literature) 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. (Essential)		
7.RI.2 (Informational Text) 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. (Essential)		
7.RL.3 (Literature) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Essential)		
7.RI.3 (Informational Text) 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). (Essential)		
7.RL.4 (Literature) 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. (Essential)		

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<p>7.RI.4 (Informational Text) 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. (Essential)</p>		
<p>7.RL.5 (Literature) Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Essential)</p>		
<p>7.RI.5 (Informational Text) 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. (Essential)</p>		
<p>7.RL.6 (Literature) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Essential)</p>		
<p>7.RI.6 (Informational Text) 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. (Essential)</p>		
<p>7.RL.7 (Literature) 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). (Essential)</p>		

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<p>7.RI.7 (Informational Text) 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). (Essential)</p>		
<p>7.RL.8 (Literature) (Not applicable to literature)</p>		
<p>7.RI.8 (Informational Text) 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. (Essential)</p>		
<p>7.RL.9 (Literature) 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. (Essential)</p>		
<p>7.RI.9 (Informational Text) 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. (Essential)</p>		
<p>7.RL.10 (Literature) 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>HI-1: reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression. (Only in reference to a skill area.)</p>	<p>Fluency</p>

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<p>7.RI.10 (Informational Text) 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>HI-1: reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression. (Only in reference to a skill area.)</p>	<p>Fluency</p>
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<p style="text-align: center;">2010 AZ English Language Arts Standards (ELA)</p>	<p style="text-align: center;">English Language Proficiency Standards (ELPS)</p>	
<p style="text-align: center;">Reading - Stage IV</p>		
<p style="text-align: center;">Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.</p>		
<p>7.RL.1 (Literature) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)</p>	<p>HI-4: answering literal, inferential and personal response questions about text. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-14: drawing conclusions from information implied or inferred in a literary selection. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>7.RI.1 (Informational Text) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)</p>	<p>HI-4: answering literal, inferential and personal response questions about text. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-14: drawing conclusions from information implied or inferred in a literary selection. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-28: interpreting information in functional documents (e.g., memos, directories, search engines, manuals, recipes, graphic organizers). (Only in reference to a skill area.)</p>	<p>Non-Fiction</p>

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	<p>HI-30: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. (Only in reference to a skill area.)</p>	Non-Fiction
<p>7.RL.2 (Literature) 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. (Essential)</p>	<p>HI-19: describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text.</p>	Fiction
<p>7.RI.2 (Informational Text) 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. (Essential)</p>		
<p>7.RL.3 (Literature) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Essential)</p>	<p>HI-15: analyzing the motivations of the major and minor characters within a fictional text.</p>	Fiction
	<p>HI-17: analyzing the settings within a fictional text.</p>	Fiction
	<p>HI-18: comparing, contrasting, and describing the connections between two settings within a fictional text. (Only in reference to a skill area.)</p>	Fiction
<p>7.RI.3 (Informational Text) 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). (Essential)</p>		

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<p>7.RL.4 (Literature) 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. (Essential)</p>	<p>HI-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text. (Only in reference to a skill area.)</p>	Fiction/Non-Fiction
	<p>HI-10: locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of). (Only in reference to a skill area.)</p>	Fiction/Non-Fiction
	<p>HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since). (Only in reference to a skill area.)</p>	Fiction/Non-Fiction
<p>7.RI.4 (Informational Text) 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. (Essential)</p>	<p>HI-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.</p>	Fiction/Non-Fiction
	<p>HI-10: locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of).</p>	Fiction/Non-Fiction
	<p>HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).</p>	Fiction/Non-Fiction

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	HI-21: applying understanding of content area vocabulary within math, science and social studies texts.	Non-Fiction
7.RL.5 (Literature) Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Essential)	HI-32: identifying the types of poetry by characteristics and structural elements. (Only in reference to a skill area.)	Fiction/Non-Fiction
7.RI.5 (Informational Text) 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. (Essential) See Stage V following.	HI-26: explaining the purpose of organizational features on a page of nonfiction text. (Only in reference to a skill area.)	Non-Fiction
	LI-27: locating information from an organizational feature of a book for a specific purpose. (Only in reference to a skill area.)	Non-Fiction
Reading - Stage V (7.RI.5 only)		
7.RI.5 (Informational Text) 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. (Essential)	HI-28: locating information from an organizational feature of a book for a specific purpose. (Only in reference to a skill area.)	Non-Fiction
7.RL.6 (Literature) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Essential)		
7.RI.6 (Informational Text) 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.	HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).	Fiction/Non-Fiction

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(Essential)		
<p>7.RL.7 (Literature) 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). (Essential)</p>		
<p>7.RI.7 (Informational Text) 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). (Essential)</p>		
<p>7.RL.8 (Literature) (Not applicable to literature)</p>		
<p>7.RI.8 (Informational Text) 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. (Essential)</p>		
<p>7.RL.9 (Literature) 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. (Essential)</p>		
<p>7.RI.9 (Informational Text) Analyze how two or more authors writing about the same</p>		

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topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (Essential)		
7.RL.10 (Literature) 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.		
7.RI.10 (Informational Text) 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.		