

## 7<sup>TH</sup> GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Key Ideas and Details R.1:</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p><b>Standard Text:</b>  <b>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• cite textual evidence to support an idea in a text.</li> <li>• trace a claim in an article.</li> <li>• infer an author’s intent based on analysis of a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1, RL.6.1</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.8.1, RL.9-10.1, RL.11-12.1</p>	<p><b>Clarification Statement:</b> Students use multiple (3-5) pieces of evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analysis</b> – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</li> <li>• <b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence</li> <li>• <b>text</b> – any media that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>textual evidence</b> – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Key Ideas and Details R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p><b>Standard Text:</b>            RL.7.2 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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify a central idea of a text.</li> <li>• can analyze the theme of a text and describe how a character's actions help to develop it.</li> <li>• create the topic sentence for a summary of a text.</li> <li>• summarize a text free of bias, prejudice, and personal opinion and does not incorporate outside information.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2, RL.6.2</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.8.2, RL.9-10.2, RL.11-12.2</p>	<p><b>Clarification Statement:</b> Students establish the theme of a literary text and examine its progression throughout the text. Using the theme and key details, students summarize the text, being sure to omit any personal opinions or bias.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>objective summary</b> – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <u>Key Ideas and Details R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text</p>	
<p><b>Standard Text:</b> RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine how setting is used to help shape a character.</li> <li>• analyze the relationship between setting and the events of the plot.</li> <li>• describe how two story elements interact throughout a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3. RL.6.3</p> <p><b>Vertical Alignment to Future Grades:</b> RL.8.3, RL.9-10.3, RL.11-12.3</p>	<p><b>Clarification Statement:</b> Students examine how certain elements of a story or drama work together or affect each other, such as how settings shape the characters or plot</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>• <b>interact</b> – to act in such a manner as to influence another</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b> A. Grade 7 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• analyze a pattern of events in a story and discuss what that tells the reader about the setting and characters in that story.</li> <li>• identify how a story’s structure differs from other stories and describe the impact of the author’s choice.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> 5.A, 6.A</p> <p><b>Vertical Alignment to Future Grades:</b> 7.A, 8.A, 9-10.1, 11-12.1</p>	<p><b>Clarification Statement:</b> Students will analyze cultural works of literature, examining how they draw on themes, patterns of events or character types. Students will be able to identify and discuss the differing structures of these texts as well as analyze their contribution to society.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>character types</b> – a common types of person, animal or figure represented in a literary work.</li> <li>• <b>cultural</b> – related to the beliefs, customs, values, and activities of a particular group of people at a particular time</li> <li>• <b>oral tradition</b> – a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another</li> <li>• <b>patterns of events</b> – a series of actions that together show how things normally happen or are done</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u></p>	

New Mexico State Standards	
<p><b>Standard Text:</b> B. Grade 7 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify in a text where an author is showing specific beliefs or attitudes.</li> <li>• analyze what specific traditions described in a text tell the reader about the environment in which they are practiced.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> 6.B</p> <p><b>Vertical Alignment to Future Grades:</b> 8.B</p>	<p><b>Clarification Statement:</b> Students will read works of Hispanic and Native American text and analyze how the work shows the heritage, tradition, attitudes and beliefs of the author. They will be able to identify how these works apply to society.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>attitude</b> – a settled way of thinking or feeling about someone or something</li> <li>• <b>belief</b> – a firmly held opinion or conviction</li> <li>• <b>heritage</b> – practices or characteristics that are passed down through the years, from one generation to the next</li> <li>• <b>tradition</b> – a longstanding custom or practice</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b> C. Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• cite evidence from an oral or written text which supports their understanding of a value from a given culture</li> <li>• identify where their understanding of a cultural value is negated by evidence in a text from that culture</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> 5.B, 6.B</p> <p><b>Vertical Alignment to Future Grades:</b> 8.C</p>	<p><b>Clarification Statement:</b> Students will read or listen to texts and analyze whether evidence in a text either affirms or negates what they have read about a culture or inferred from a text the culture values.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>cultural value</b> – one of a set of core principles and ideals upon which an entire community exists</li> <li>• <b>negate</b> – to deny the existence, evidence, or truth of</li> <li>• <b>oral</b> – expressing information or ideas by word of mouth</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RL.7.1, RL.7.2, RL.7.3
<b>Task:</b>	<p>After reading “From the Wave” by Thom Gunn students must:</p> <p>Write a first-person narrative describing what it is like to surf, based on details in the poem.</p> <ul style="list-style-type: none"> <li>• What are your thoughts as the wave mounts?</li> <li>• What images do you notice?</li> <li>• Write your story with enough detail that the reader can visualize the surfing experience.</li> </ul> <p>An exemplar student response would include some/all of the following:</p> <ul style="list-style-type: none"> <li>• The surfer watches the water ebb and flow as he or she prepares to take on a wave</li> </ul> <p><i>Evidence:</i></p>

	<ul style="list-style-type: none"> <li>○ Sentence structure: Alternating line length representing ebb and flow</li> <li>○ Sentence structure: Alternating rhyming lines representing back and forth cycle</li> </ul> <ul style="list-style-type: none"> <li>• The surfer experiences a building of both excitement and motion in the water as he or she gets ready to take on the wave. This peaks while actually surfing, and then is reduced after riding the wave.</li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• Verb choice: mounts (shows wave climbing), pushes forward, building tall (momentum/power), steep incline (implies height), mottles towards (shows wave moving toward the surfers), falls and, slowed, loses itself (diminishing to nothing)</li> </ul> <ul style="list-style-type: none"> <li>• Both before and after actually surfing, the surfer observes and appreciates the waves</li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• Adjective choice: down-ribbed with shine (visual appearance top of wave), fringe of white (visual appearance of foam), mindless heave (unthinking force of nature)</li> </ul> <ul style="list-style-type: none"> <li>• As the surfer actually rides the wave, he or she feels at one with it.</li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• The marbling bodies have become/ Half wave, half men, /Grafted it seems by feet of foam</li> </ul> <p>“From the Wave” by Thom Gunn is worthy of students’ time to read and also meets the expectations for text complexity at Grade 7. The chronological organization, figurative language, and vocabulary level make this text most appropriate for grade 7.</p>
<b>DOK and Blooms</b>	Level 3, Applying
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will cite textual evidence to support their narrative.</li> <li>• Students will analyze how the setting is critical their response</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may rely on prior knowledge (from personal experience, movies, etc) to craft their narrative rather than focus on textual evidence.</li> <li>• Students may write an objective summary of the poem vs. a first-person narrative.</li> </ul>

## 7<sup>TH</sup> GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Craft and Structure R.4</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p><b>Standard Text:</b>  <b>RL.7.4 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 s (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine the meaning of words from context.</li> <li>• determine the effect of word choice on a text.</li> <li>• recognize rhymes and repetition of sounds in a familiar nursery rhyme or popular song and revise the rhymes or repetitions to create a different tone.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4, RL.6.4</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.8.4, RL.9-10.4, RL.11-12.4</p>	<p><b>Clarification Statement:</b> Students examine the text to understand the meaning of words or phrases, using the context as evidence for their thinking. Students consider how rhyme and repetition, such as alliteration, affect the tone and meaning in a specific line or portion of text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>connotative</b> – the emotions and associations connected to a word</li> <li>• <b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>tone</b> – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Craft and Structure R.5</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p><b>Standard Text:</b>            RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine how stage directions and other structures of playwriting contribute to a reader's understanding of a drama.</li> <li>• discuss how the sonnet's meaning would change had it been in another form.</li> <li>• closely read and annotate a soliloquy to discuss how soliloquies offer a glimpse into a character's innermost thoughts and feelings during critical parts of a play.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b> RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5, RL.6.5</p> <p><b>Vertical Alignment to Future Grades:</b> RL.8.5, RL.9-10.5, RL.11-12.5</p>	<p><b>Clarification Statement:</b> Students examine how the form/structure (e.g. monologue, soliloquy, sonnet, anecdote) of a literary text adds to the text's meaning as a whole.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>• <b>genre</b> – a category or type of literature or art characterized by similarities in form, style, and subject</li> <li>• <b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Standard Text:</b> RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• compare how a playwright develops characters' points of view in a drama.</li> <li>• analyze what different characters do, say, and think throughout a text in order to determine how the author has developed and communicated his/her unique perspective.</li> <li>• compare different characters' or the narrator's points of view in a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.6, RL.2.6, RL.3.6, RL.4.6, RL.5.6, RL.6.6</p> <p><b>Vertical Alignment to Future Grades:</b> RL.8.6, RL.9-10.6, RL.11-12.6</p>	<p><b>Clarification Statement:</b> Students examine how an author makes and shows differences between each character's perspective in a text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>perspective</b> – an attitude toward or outlook on something</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RL.7.4
<b>Task:</b>	<p>After reading "Esperanza" from <i>The House on Mango Street</i> students must answer:</p> <p>What words/phrases does Esperanza use to describe her name? What are the connotations of these words? What do these words reveal about Esperanza's feelings about her own name?</p> <p>A well supported response would include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>• Words/phrases &amp; connotations: <ul style="list-style-type: none"> <li>○ "hope" (connotation: positivity, optimism)</li> <li>○ "too many letters" (connotation: doesn't belong, incorrect)</li> <li>○ "sadness, waiting" (connotation: something unfulfilled, something dissatisfying)</li> <li>○ "a muddy color" (connotation: unclear, unwanted, dull)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Esperanza has mixed feelings about her name that are rooted in her feeling like she is living in two cultures and their languages (Spanish and English)</li> <li>• Esperanza feels like her name has two different meanings: a simple one in English and a more complex one in English</li> </ul> <p>This text is worthy of students' time to read/view and also meets the expectations for text complexity at Grade 7. It is also a winner of the National Book Award.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</li> <li>• Students will use this information to make an inference about a character's point of view.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may be confused by the figurative language the author uses to give the names' meaning and think that is the literal Spanish to English translation.</li> <li>• Students may focus on whether or not the narrator "likes" her name instead of moving into a more nuanced reading of the text.</li> </ul>

## 7<sup>TH</sup> GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

**Anchor Standard/ Domain Name:** Reading: Literature

Integration of Knowledge and Ideas R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Standard Text:**

RL.7.7 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).

**Students who can demonstrate understanding can:**

- highlight or note the similarities and differences between the techniques used in each version of a story.
- complete Venn diagrams explaining the similarities and differences in different versions of a story.
- critique how the different techniques in various media affect the meaning of the story, drama, or poem.

**Vertical Alignment to Previous Grades:**

RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7, RL.6.7

**Vertical Alignment to Future Grades:**

RL.8.7, RL.9-10.7, RL.11-12.7

**Clarification Statement:** Students describe the similarities and differences between a written story, drama, or poem and a version of the text that is meant to be heard, watched, or experienced in another way. Students analyze the effects of techniques specific to each work—such as lighting, color, sound, or camera focus and angles in a film—as they consider the similarities and differences. Students should also be able to explain how the various techniques effect the overall message of the text.

**Vocabulary for Teacher Development:**

- **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole
- **compare** – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar

	<ul style="list-style-type: none"> <li>• <b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>• <b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>Standard Text:</b> RL.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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine how different text structures contribute to a reader’s understanding of characters, plot, and events across texts.</li> <li>• identify how a character is portrayed differently across texts.</li> <li>• compare or 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.</li> <li>• identify, cite, and explain textual evidence which reveal the author’s intentions/purposes.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9, RL.6.9</p> <p><b>Vertical Alignment to Future Grades:</b> RL.8.9, RL 9-10.9, RL 11-12.9</p>	<p><b>Clarification Statement:</b> Students analyze a fictional representation of a certain time, place, or person by explaining its similarities and differences to a historical account of the same time period to learn how authors alter history or use historical information to write fiction.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>compare</b> – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar</li> </ul>

<p align="center"><b>7<sup>TH</sup> GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY</b></p>	
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <u>Range of Reading and Level of Text Complexity R.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Standard Text:</b> <b>RL.7.10. 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.</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• choose a reading strategy or keep a given purpose in mind to help them monitor their comprehension.</li> <li>• add to a concept map information they learned from a text during and after reading.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10, RL.6.10</p> <p><b>Vertical Alignment to Future Grades:</b> RL.8.10, RL.9-10.10, RL.11-12.10</p>	<p><b>Clarification Statement:</b> By the end of grade 7, students competently read and understand literature within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p>

	<p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b><u>independently</u></b> – on one’s own, without aid from another (such as a teacher)</li> <li>• <b><u>proficient/proficiently</u></b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li> <li>• <b><u>text</u></b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b><u>text complexity band</u></b> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas &amp; Range of Reading Level and Text Complexity</i>
<b>Standard Alignment:</b>	RL.7.9, RL.7.10 New Mexico State Standard B
<b>Task:</b>	<p>After reading “The Tomorrow Seeds” (Text 2) by Diane L. Burns and “Author’s Note” (Text 1) students must respond to the following prompt:</p> <p>In “The Tomorrow Seeds”, Moki is shown two visions for the future of the Hopi people. Explain Moki’s two visions, and then tell how “Author’s Note” provides information about the way each vision represented something that actually happened. Use details and information from both texts as you write your response.</p> <p>A well supported argument would include some or all of the following ideas:</p> <p>An explanation of Moki’s two visions, including</p> <ul style="list-style-type: none"> <li>• Vision 1: The Hopi and Spanish live together peacefully. <ul style="list-style-type: none"> <li>○ Text 1 support: “an uneasy peace lasted for several more years”</li> </ul> </li> <li>• Vision 2: If peace cannot be, the People will move to the mesa top. <ul style="list-style-type: none"> <li>○ Text 2 support: “The People eventually moved to the mesa top, where they live to this day”</li> </ul> </li> </ul> <p>These texts are worthy of students’ time to read and also meet the expectations for text complexity at Grade 7. The multiple themes, language conventions, and complex knowledge demands make most appropriate for end of year 7<sup>th</sup> graders.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language</b>	<ul style="list-style-type: none"> <li>• Students will analyze how two writings about the same topic shape their presentations of key information.</li> </ul>

<b>objectives aligned to this task:</b>	<ul style="list-style-type: none"><li>• Students will use details from the text to support their response.</li></ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"><li>• Students may focus on just interpreting the visions from Text 2 instead of using the information from Text 1 for their response.</li><li>• Students may give their personal opinion of the visions.</li></ul>