



## Delaware English Language Arts Standards Learning Progressions

### GRADE 7: Informational Reading Standard 1

<p><b>College and Career Readiness (CCR):</b> 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>Grades 6:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Grades 7: Cite <u>several pieces</u> of textual evidence to support analysis of what the text says explicitly as well as inferences from the text.</b></p>	<p><b>Grade 8:</b> Cite textual evidence <u>that most strongly</u> supports an analysis of what the text says explicitly as well as inferences from the text.</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, background knowledge, and connections from the text to answer questions they have as they read</li> <li>• Make inferences about content, abstract ideas and author’s decisions in a text</li> <li>• Identify/cite appropriate text support for inferences about content, abstract ideas and author’s decisions in a text</li> <li>• Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis</li> <li>• Cite <u>several pieces</u> of textual evidence to support analysis of what the text says explicitly as well as inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Inference/Conclusions</li> <li>• Close reading</li> <li>• Explicit/Implicit details</li> <li>• Textual evidence/text support</li> <li>• Content/abstract idea</li> <li>• Critical/analytical judgments</li> <li>• Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)</li> <li>• Background knowledge</li> </ul>	<p>Using questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What happens or is said in this text?</li> <li>• What do I already know that adds to my understanding of this text?</li> <li>• What pieces of evidence supports the explicit meaning and/or inferences drawn from the text?</li> </ul>
<p><b>7RI10: Range of Reading and Level of Text Complexity:</b> By the end of year, read and comprehend literary nonfiction texts, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [Lexile Range: 925-1185]</p>		
<p><b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b>            Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



## Delaware English Language Arts Standards Learning Progressions

### GRADE 7: Informational Reading Standard 2

<p><b>College and Career Ready (CCR):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p><b>Grade 6:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>Grade 7: 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.</b></p>	<p><b>Grade 8:</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Determine two or more central ideas in an informational text</li> <li>• Analyze and explain how ideas are organized and developed in an informational text to support the central idea(s)</li> <li>• Describe or graphically represent the relationship between central ideas and supporting details</li> <li>• Summarize the main ideas objectively in an informational text, capturing the most important parts of the piece</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Central idea</li> <li>• Difference between central ideas and key details in an informational text</li> <li>• Different purposes for graphic organizers to show connection between main ideas and details</li> <li>• Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts</li> <li>• How to summarize</li> <li>• How to analyze</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What is the central idea? Is there more than one central idea in this text?</li> <li>• What evidence can you cite from the text to support your determination of the central idea?</li> <li>• What is an example of how the central idea recurs in the text?</li> <li>• Which key details support the central idea?</li> <li>• How can you objectively summarize this text?</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 7: Informational Reading Standard 3

<p><b>College and Career Ready (CCR):</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p><b>Grade 6:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>Grade 7: 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).</b></p>	<p><b>Grade 8:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Explain the development of an individual, event, idea, or concept in a historical, scientific, or technical text based on specific information in the text.</li> <li>• Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li>• Describe or graphically represent the interaction of individuals, events, ideas/concepts or step/procedures</li> <li>• Use text details to analyze how an author develops the interactions between and among individuals, events, ideas/concepts or step/procedures (e.g., how author introduces, illustrates, elaborates information)</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Key ideas/concepts, individuals, events, steps/procedures in informational texts.</li> <li>• Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)</li> <li>• Interactions (e.g., one piece of text “explains” another or influences another)</li> <li>• Transition/linking words that facilitate analysis (e.g., because, then, as a consequence, in contrast) for informational texts.</li> <li>• Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures)</li> <li>• Text structure in informational texts (e.g., time, sequence, cause/effect, steps)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Analyze in detail how an individual, event, or idea is introduced in a text.</li> <li>• Explain why it was important for the author to introduce the individual/event/idea at this point in the text.</li> <li>• How did the individual/events/idea develop/change over the course of the text?</li> <li>• Where does the author provide an example or anecdote to support the development of an individual/ event/idea?</li> <li>• What change of events was influential?</li> <li>• How did one individual or event influence another?</li> <li>• What interaction influenced future events?</li> </ul>
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**Delaware English Language Arts Standards  
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**GRADE 7: Informational Reading Standard 4**

<b>College and Career Ready (CCR):</b> 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.		
<b>Grade 6:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>Grade 7: 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.</b>	<b>Grade 8:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Questions/Prompts</b>
<ul style="list-style-type: none"> <li>• Understand connotations and denotations of words</li> <li>• Understand figurative meanings of words and phrases(simile, metaphor, personification, hyperbole, analogies, idiom)</li> <li>• Understand literary devices(e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions)</li> <li>• Determine the meanings of words and phrases in text</li> <li>• Understand mood and tone</li> <li>• Analyze the impact of rhymes and other repetitions of sounds on text.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Context clues</li> <li>• Literal/ Denotative meaning</li> <li>• Connotative meaning</li> <li>• Technical meanings</li> <li>• Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole)</li> <li>• Tone</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What does the word/ phrase ____ mean in this selection?</li> <li>• The word/ phrase _____ is an example of _____?</li> <li>• How does the author’s use of the repetition of _____ impact the meaning and tone?</li> <li>• The author uses connotation to_____.</li> <li>• What does the author mean by _____?</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 7: Informational Reading Standard 5

<p><b>College and Career Ready (CCR):</b> Analyze the structure of text, 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>Grade 6:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><b>Grade 7: 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.</b></p>	<p><b>Grade 8:</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Make connections between author’s choice of text structure and the text’s purpose/central idea</li> <li>• Explain how structure of organization contributes to a text’s purpose/central idea</li> <li>• Describe the relationship between text structure and development of ideas</li> <li>• Identify and explain how the major sections contribute to the whole and to the development of the ideas</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Text structures related to nonfiction text (e.g., sentences, paragraphs, chapters, sections)</li> <li>• Patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)</li> <li>• Text features related to nonfiction text (e.g., title, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> <li>• Relationships between parts of text and whole text (as indicated by text structures)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• How is a particular text organized?</li> <li>• How does this (sentence, paragraph, chapter, section) fit into the overall structure of _____?</li> <li>• What organizational pattern does the author use in this _____ of the text? How does the use of that structure help readers understand the main ideas?</li> <li>• How would the meaning of the text have changed if the author used a structure of _____? Explain why the author chose to write it this way.</li> </ul>
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**GRADE 7: Informational Reading Standard 6**

<b>College and Career Ready (CCR):</b> Assess how point of view or purpose shapes the content and style of a text.		
<b>Grade 6:</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<b>Grade 7: 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.</b>	<b>Grade 8:</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Questions/Prompts</b>
<ul style="list-style-type: none"> <li>• Describe and analyze the author’s point of view or purpose</li> <li>• Describe how the author’s choices reflect his/her point of view, focus, attitude, position or bias</li> <li>• Identify and describe alternate positions</li> <li>• Understand and explain how the author’s point of view is distinguished from that of others</li> <li>• Understand and explain how the author’s purpose is distinguished from that of others</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Point of view (e.g., first person, third person, limited, omniscient)</li> <li>• Author’s point of view/focus/attitude/bias</li> <li>• Author’s perspective (background)</li> <li>• Author’s strategies for developing point of view and purpose (e.g., author’s choices about when and how to develop information; what information to include or exclude)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What is the author’s point or view? Purpose?</li> <li>• How do the author’s choices help develop the point of view? Purpose?</li> <li>• How does the author distinguish his/her position from that of others?</li> </ul>
<p><b>7RI10: Range of Reading and Level of Text Complexity:</b> By the end of year, read and comprehend literary nonfiction texts, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [Lexile Range: 925-1185]</p> <p><b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b>            Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



## Delaware English Language Arts Standards Learning Progressions

### GRADE 7: Informational Reading Standard 7

<p><b>College and Career Ready (CCR):</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p>Grade 6: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>Grade 7: 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).</b></p>	<p><b>Grade 8:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Describe how text/media present information</li> <li>• Identify aspects of text/media that reveal an author’s purpose/intention</li> <li>• Compare and contrast a text to an audio, video, or multimedia version of the text</li> <li>• Analyze each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Medium</li> <li>• Text and media topic/message</li> <li>• Media formats (e.g., visual, oral, quantitative)</li> <li>• Author’s purpose/intention</li> <li>• Delivery and/or portrayal of information (e.g., speech, digital, documentary, podcast)</li> </ul>	<p>Using questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• How does reading the text compare to viewing and listening to the audio or video version?</li> <li>• How does the medium portrayal of the text impact the meaning?</li> <li>• What medium most impacts the readers understanding of the selected work?</li> <li>• Evaluate the effectiveness of the media techniques used to deliver or portray the work.</li> </ul>
<p><b><u>7RI10: Range of Reading and Level of Text Complexity:</u></b> By the end of year, read and comprehend literary nonfiction texts, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [<b>Lexile Range: 925-1185</b>]</p>		
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 7: Informational Reading Standard 8

<p><b>College and Career Ready (CCR):</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
<p><b>Grade 6:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Grade 7: 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.</b></p>	<p><b>Grade 8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Trace and explain arguments and claims</li> <li>• Evaluate arguments and claims by determining the degree to which they are/are not supported by reasons and evidence.</li> <li>• Identify sound reasoning.</li> <li>• Evaluate arguments and claims by assessing specific claims and the extent to which they are supported by sound reasoning and evidence that is both relevant and sufficient</li> <li>• Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Author’s argument/specific claims</li> <li>• Criteria for evaluating/assessing an author’s argument and specific claims</li> <li>• Relevant and sufficient reasons/evidence</li> <li>• Sound vs. unsound reasoning</li> <li>• Persuasive techniques (e.g., loaded language/emotional words, testimonial, repetition, name calling, bandwagon)</li> </ul>	<p>Guiding Questions and Prompts:</p> <ul style="list-style-type: none"> <li>• What is the argument presented in the text?</li> <li>• How is the argument developed and supported?</li> <li>• How sound is the reasoning behind the argument and claims?</li> <li>• How can you determine if the evidence is relevant and sufficient?</li> <li>• What criteria should be applied when evaluating the argument and claims?</li> <li>• Did the author effectively support the claim? Explain your answer.</li> </ul>
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### GRADE 7: Informational Reading Standard 9

<p><b>College and Career Ready (CCR):</b> 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>Grade 6:</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>Grade 7: 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</b></p>	<p><b>Grade 8:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Identify the most important information and events from texts used for a given purpose</li> <li>• Describe the author's overall purpose for writing a text</li> <li>• Describe how the author's choices reflect his/her viewpoint, focus, attitude, position or bias</li> <li>• Identify the author's position in a text</li> <li>• Describe how the author's choices shape the content and presentation</li> <li>• Compare and contrast one author's presentation of events with that of another</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Cite</li> <li>• Analyze</li> <li>• Inferences</li> <li>• Textual evidence</li> <li>• Conclude</li> <li>• Compare/contrast</li> <li>• Author's viewpoint/focus/attitude/bias</li> <li>• Author's perspective (background)</li> <li>• Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Which evidence is most relevant?</li> <li>• What can you infer from this paragraph? Explain your thinking</li> <li>• What textual evidence did you identify to support your analysis of the text? Cite several examples.</li> <li>• What inferences can you draw from your analysis of the text? What, in the text, led to that inference?</li> <li>• What evidence (textual or informational) most strongly supports your analysis?</li> </ul>
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