



# Essential Standards Extended Guide

## ELA Grade 7

### Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize ELA standards into four groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.
- **Teacher Guidance standards** provide direction for teachers in developing instructional materials, designing units, and creating learning opportunities.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

Given the skills-based nature of ELA, the standards can be grouped flexibly to meet student needs and support various instructional materials. To assist educators, the committees created a step-by-step process, outlined on page 6 of this document. This guide can help educators develop scope and sequence for their instructional time and district-specific courses and provide a starting point for building formative and summative assessments around the standards.

### Teacher Guidance Standards

These standards provide direction for teachers in developing instructional materials, designing units, and creating learning opportunities.

RC.7.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band.

RC.7.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

RC.7. 4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.

### Teacher Guidance Standards

These standards provide direction for teachers in developing instructional materials, designing units, and creating learning opportunities.

RS.7.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

W.7.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

RC.7.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

RC.7.5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.

RC.7.5b. Explain how particular elements of stories or dramas interact, including how the setting shapes the characters or plot.

RC.7.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

RC.7.6c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.

RC.7.6d. Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims.

VD.7.2d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.

RS.7.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.

W.7.2. Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented.

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

W.7.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

W.7.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

ODC.7.1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

ODC.7.2. 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.

ODC.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

GC.7.1e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

GC.7.2b. Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

RC.7.5. Use evidence from literature to demonstrate understanding of grade-level texts.

RC.7.5d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.

RC.7.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

RC.7.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

## Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

RC.7.6e. Compare and contrast 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.

VD.7.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

VD.7.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

VD.7.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.

VD.7.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

VD.7.2. Determine how words and phrases provide meaning and nuance to grade-level texts.

VD.7.2a. Interpret figurative language (e.g., euphemism, oxymoron) in context.

VD.7.2b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

VD.7.2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., curious versus nosy, assertive versus pushy).

VD.7.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

W.7.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.

W.7.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

W.7.7. Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

ODC.7.4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation

ODC.7.7. Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject.

GC.7.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.

GC.7.1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

GC.7.1c. Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.

GC.7.1d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

GC.7.1f. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

GC.7.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

GC.7.2a. Use commas, parentheses, and dashes set off on restrictive/parenthetical elements.

GC.7.3. Spell derivatives correctly by applying knowledge of bases and affixes.

### Additional Standards

**If time allows, these standards may be taught and/or assessed**

RC.7.5c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

RC.7.5e. Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

VD.7.1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words geologist and geophysics).

### Additional Standards

**If time allows, these standards may be taught and/or assessed**

ODC.7.5. Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices.

ODC.7.6. Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.

ODC.7.8. Include digital components in presentations to clarify claims and findings and emphasize salient points.

GC.7.1b. Explain the function of phrases and clauses in general and their function in specific sentences.

## Unit Planning with Standards

The Idaho Content Standards for English Language Arts have been grouped into four standard categories to acknowledge that the abundance of standards must be broken down for use in a classroom with students. This document provides guidance for educators to begin developing unit plans around the categorized standards.

**Pre-Planning:** Read through all the Teacher Guidance standards. These standards are necessary for teachers to consider and remember while completing the steps below.

Step	Description
Step 1	Begin by choosing 3-4 essential standards that can be grouped into a cohesive unit. You should choose these essential standards from different strands (writing, reading comprehension, research, oral and digital communication, vocabulary development, and grammar and conventions). You also need to consider the text(s) you have available or might use with your students to teach, support, practice, and assess these standards.
Step 2	Choose supporting standards. After identifying your essential standards, you should choose 2-3 supporting standards to use and potentially assess alongside your essential standards. When choosing these supporting standards, consider which ones might lend themselves to the work your students will do with the essential standards and what skills might be necessary to complete assessments. Remember, these standards may or may not be formally assessed in your classroom as you work through the unit.
Step 3	Create or find summative assessments for each essential standard. For every essential standard, you need to have a goal in mind and then work backward to meet that goal. Daily lessons and practice, formative assessments, and interventions should work towards these summative assessments of your essential standards. At this point, you should have 3-4 summative assessments that directly assess each of your essential standards.
Step 4	At this point, you should have 3-4 essential standards identified, 2-3 supporting standards identified, and 3-4 summative assessments tied to essential standards with potential connections to your supporting standards. You should now work to create formative assessments for all essential standards while using the supporting standards to help guide students and their learning. Consider creating/finding formative assessments that will lead to or practice the same types of work as your summative assessment. What might your students need to try and receive feedback on from your essential standards before they reach their summative assessment?

Step	Description
Step 5	Identify which additional standards you will use when/if there is time or need in your unit. These should be standards that might extend or enhance the grouping of standards and assessments you have already identified. Consider what blends well with the type of assessment you have created/found and what might benefit your students from learning once they are proficient with your essential and supporting standards.

### Sample Unit Outline 1

Essential Standards	Supporting Standards	Additional Standards
<ul style="list-style-type: none"> <li>• RS.7.1.</li> <li>• RC.7.6a.</li> <li>• RC.7.3.</li> </ul>	<ul style="list-style-type: none"> <li>• GC.7.1.</li> <li>• ODC.7.4.</li> </ul>	<ul style="list-style-type: none"> <li>• ODC.7.8.</li> </ul>

Potential Assessment(s)
<ul style="list-style-type: none"> <li>• RS.7.1: Research Tracker with Annotated Bibliography</li> <li>• RC.7.6a: Annotated Research Articles</li> <li>• RC.7.3. Graphic organizer with cited evidence to support a research topic</li> </ul>

Rationale
<p>The essential standards in this sample were chosen on the premise that the research process standard (RS.1) naturally includes the reading comprehension standard of comparing non-fiction texts on a similar topic (RC.6a). Students will be asked to cite relevant evidence (RC.3) to support their research.</p> <p>While completing the research process, the supporting grammar and conventions standards (GC.1) can support their overall writing. The supporting communication standard (ODC.4) could be included so students may present their research while including digital media elements in their presentations (ODC.8).</p>



## Sample Unit Outline 2

Essential Standards	Supporting Standards	Additional Standards
<ul style="list-style-type: none"><li>• W.7.2.</li><li>• RC.7.5a.</li><li>• ODC.7.1.</li></ul>	<ul style="list-style-type: none"><li>• W.7.6.</li><li>• GC.7.1c</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>

### Potential Assessment(s)

- W.7.2: Argument paragraph on the theme of a short story
- RC.7.5a: Hexagonal thinking activity to determine theme statement for the paragraph
- ODC.7.1: Philosophical Chairs on theme statements or Fishbowl Discussion on theme statements for short story

### Rationale

The essential standards in this sample were chosen on the premise that the argument task (W.2) could be written at the end of the discussion assessments (ODC.1) which would be focused on the identified theme statements created through a hexagonal thinking activity for the reading comprehension standard (RC.5a). The grammar and convention supporting standard (GC.1c) would be a natural fit to assess a final writing task from the writing essential standard. The supporting writing standard (W.6) was chosen to support the overall writing process.

### For Questions Contact

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