



ELA Assessment Specifications for Teachers

Assessing the 2024 SC CCR ELA Standards

7th Grade

Introduction

The SC READY ELA assessment specifications and content limits are based upon the development of summative assessments that measure the *2024 South Carolina College- and Career-Ready English Language Arts Standards* (SC CCR). The assessment specifications define the purpose of the SC READY ELA assessment and provide important information regarding the content to be measured. The assessment specifications also serve as a road map to guide South Carolina educators in the development and subsequent review of items that best measure the 2024 SC CCR standards for 7th grade. Each assessment specification is aligned to the given content area, strand, standard, and grade-level indicator, and includes the following key information:

- Evidence statements
- Assessment limits/content constraints
- Academic vocabulary for instruction and assessment
- Text types that may be used with an item

Overarching Expectations

New to the *2024 SC CCR ELA Standards* are the Overarching Expectations (OE). The Overarching Expectations are the fundamental skills and processes embedded in English Language Arts (ELA) instruction across all grade levels. While the Overarching Expectations (OE) are not assessed on summative assessment, the skills and processes outlined in the OE are inherently a part of many of the 2024 grade-level indicators.

Item Types

The SC READY ELA assessments are composed of various item types. These items are described at <https://ed.sc.gov/tests/tests-files/sc-ready-files/sc-ready-ela-6-8-item-types/>.

Acknowledgment

The Office of Assessment and Standards (OAS) would like to thank the South Carolina teachers and content specialists who have served on our various assessment committees. Without your expertise and input, this resource would not have been possible.

ELA.AOR.7.1.1: Analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.

ELA.7.AOR.1.1

Text Types

Literary fiction, literary nonfiction, historical fiction, folk tales, science fiction, myth, drama, poetry (Refer to page 101 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze
Dialogue
Descriptive Details
Plot
Characters
Meaning

Evidence Statements for ELA.7.AOR.1.1

The student will analyze *how*:

- lines of dialogue develop the plot.
- specific events develop the plot.
- descriptive details develop the plot.
- lines of dialogue reveal aspects of characters.
- specific events reveal aspects of characters.
- descriptive details reveal aspects of characters.
- lines of dialogue create meaning.
- specific events create meaning.
- descriptive details create meaning.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- plot, *how* lines of dialogue are used to develop the plot, and *how* specific events are used to develop the plot.
- *how* to analyze lines of dialogue, specific events, and descriptive details reveal aspects of characters (traits, actions, feelings, motivations)
- *how* to analyze lines of dialogue, specific events, and descriptive details to create meaning.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author's purpose.
- **DOK Range: 2-3**

ELA.AOR.7.1.2: Analyze how figurative language impacts mood, tone, and meaning.

ELA.7.AOR.1.2

Text Types

Literary fiction, literary nonfiction, historical fiction, folk tales, science fiction, myth, drama, poetry (Refer to page 101 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Figurative Language

Mood

Tone

Meaning

Evidence Statements for ELA.7.AOR.1.2

The student will analyze *how* figurative language:

- impacts mood in a text.
- impacts tone in a text.
- impacts meaning in a text.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding all previously taught forms of figurative language and *how* to analyze an author's use of figurative language including: alliteration(K), onomatopoeia (K), descriptive words (K), imagery (1), descriptive phrases (1), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3).

Determining the correct response will require an understanding of *how* figurative language impacts:

- mood.
- tone.
- meaning.

Determining the correct response will require an understanding of *how* to analyze:

- *how* figurative language impacts the mood of the text.
- *how* figurative language impacts the tone of the text.
- *how* figurative language impacts the meaning of the text.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **Mood:** The emotional atmosphere of a story or text; mood elicits feelings from the reader; writers create mood through setting, imagery, tone, and diction.
- **Tone:** A writer or speaker's feeling toward a subject, character, or audience communicated through the author's choice of words and detail.
- **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author's purpose.
- **DOK Range: 2-3**

ELA.7.AOR.2.1: Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).

ELA.7.AOR.2.1

Text Types

Literary fiction, literary nonfiction, historical fiction, folk tales, science fiction, myth, drama, poetry, paired texts (Refer to page 101 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Compare
Theme

Evidence Statements for ELA.7.AOR.2.1

The student will compare:

- two or more themes within a literary text(s).
- *how* two or more themes are developed over the course of a literary text(s).

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- theme.
- key details.
- *how* to determine the theme(s) of a literary text.
- *how* a theme is developed over the course of a text.
- *how* to compare two or more themes within a literary text.
- *how* to compare how two or more themes are developed over the course of a text.

For summative assessment purposes, text(s) means one or more texts.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author's purpose.
- **Mood:** The emotional atmosphere of a story or text; mood elicits feelings from the reader. Writers create mood through setting, imagery, tone, and diction (E3).
- **Tone:** A writer or speaker's attitude toward a subject, character, or audience communicated through the author's choice of words and detail.

DOK Range: 2-3

ELA.7.AOR.2.2: Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.

ELA.7.AOR.2.2

Text Types

Historical documents, news articles, informational texts, speeches, persuasive texts, personal essays, memoirs, autobiographical and biographical sketches, primary and secondary sources, expository texts, and paired texts (Refer to page 101 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Compare
Central Idea

Evidence Statements for ELA.7.AOR.2.2

The student will compare:

- two or more central ideas within an informational text.
- the development of two or more central ideas over the course of an informational text.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- central idea.
- supporting details
how to determine two or more central ideas within an informational text.
- *how* to compare two or more central ideas within an informational text.
- *how* to compare the development of two or more central ideas over the course of an informational text.

For summative assessment purposes, texts mean one or more texts.

While not specifically named in the indicator, the student should know that supporting details develop a central idea. Supporting details are comprised of information *such as* facts, definitions, or quotes. Refer to ELA.7.C.2.1 for grade-level information.

For summative assessment purposes:

- **Compare:** To find similarities between two or more concepts or ideas.

DOK Range: 2-3

ELA.7.AOR.3.1: a. Explain the influence of a narrator(s), including an unreliable narrator(s), and/or narrative shifts in point of view; and b. analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.

ELA.7.AOR.3.1
Text Types
Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 101 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Narrator</u> <u>Point of View</u> <u>Analyze</u> <u>Perspective</u> <u>Character</u>
Evidence Statements for ELA.7.AOR.3.1
<p>The student will explain the influence of a narrator or narrators, including narrative shifts in points of view.</p> <p>The student will analyze <i>how</i> an author uses point(s) of view:</p> <ul style="list-style-type: none"> to develop the perspectives of different characters. to contrast the perspectives of different characters.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of</p> <ul style="list-style-type: none"> narrator. narrative shifts. point(s) of view <i>and how</i> to explain the influence of narrative shifts in point of view. <p>Determining the correct response will require analyzing:</p> <ul style="list-style-type: none"> <i>how</i> an author uses point(s) of view to develop the perspectives of different characters. <i>how</i> an author uses point(s) of view to contrast the perspectives of different characters. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> Analyze: To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. Explain: To make an idea and/or concept clear by describing it in detail. Perspective (literary text) is how the narrator and/or characters perceive what is happening within the story. This perception affects how a narrator or character feels about people, places, or events and how a narrator or character reacts. It can also impact how the narrator or characters share (or withhold) information, impacting the reader’s understanding of the text. Since the narrator and each character have different perspectives, the story will change depending on who is narrating. Point of view is the type of narrator used to tell a story. “Unreliable Narrator” will not be assessed on summative assessment. <p>DOK Range: 2-3</p>

ELA.AOR.7.4.1: Determine an author’s perspective or purpose in a text and determine how an author uses rhetoric to advance that perspective or purpose.

ELA.7.AOR.4.1

Text Types

Speeches, essays, informational passages (Refer to page 101 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Determine
Perspective
Purpose
Rhetoric

Evidence Statements for ELA.7.AOR.4.1

The student will determine:

- an author’s perspective in a text.
- *how* an author uses rhetoric to advance an author’s perspective in a text.
- an author’s purpose in a text.
- *how* an author uses rhetoric to advance an author’s purpose in a text.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- *how* to determine an author’s perspective.
- *how* the author uses rhetoric to advance that perspective in a text.
- *how* to determine an author’s purpose.
- *how* the author uses rhetoric to advance that purpose in a text.

Determining a correct response will require an understanding of rhetoric (7), perspective (3), purpose (2), primary account (5), secondary account (7), and the rhetorical appeals of ethos, pathos, and logos (6) .

For summative assessment purposes:

- **Determine:** To use information from a text to make an inference.
- **Perspective (informational texts and speeches)** is an author or speaker’s unique attitude toward a topic or perception of an issue or event. How an author or speaker feels about a topic or event will affect how he/she writes or speaks about it. Considering perspective can reveal an author’s bias.
- **Purpose:** The author’s intent for writing the text.
- **Rhetoric: Spoken or written language designed to have a persuasive effect on an audience; images in media can also be used persuasively.**

DOK Range: 2-3

ELA.7.AOR.5.1: Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.

ELA.7.AOR.5.1

Text Types

Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 101 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze

Structure (literary)

Meaning

Evidence Statements for ELA.7.AOR.5.1

The student will analyze:

- the structure of a literary text.
- *how* the structure of a literary text contributes to its meaning.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of text structures common to literary texts, including narratives, dramas, and poetry.

Determining the correct response will require an understanding of *how* to analyze how the structure of a literary text contributes to its meaning, which includes how each particular sentence, paragraph, chapter, scene, or stanza:

- fits into the overall structure of a literary text.
- contributes to the development of the theme of a literary text.
- contributes to the development of the setting of a literary text.
 - contributes to the development of the plot of a literary text.

Determining a correct response will require an understanding of all previously taught elements of theme (6), setting (6), and plot (6).

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **Narrative structure** includes plot. It is the organizational framework of a story.
- **Dramatic structure** is the way a play is divided into parts: acts, scenes, prologues, and epilogues.
- **Poetic structure** includes lines and stanzas, groupings of lines and stanzas, rhythm, and sometimes rhyme scheme.

DOK Range: 2-3

ELA.7.AOR.5.2: Explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author’s purpose in an informational text.

ELA.7.AOR.5.2
Text Types
Speeches, essays, informational passages (Refer to page 101 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Text Structure</u> (informational) <u>Sections of Text</u> (sentence, paragraph, chapter, section) <u>Text features</u> <u>Author’s Purpose</u>
Evidence Statements for ELA.7.AOR.5.2
<p>The student will explain:</p> <ul style="list-style-type: none"> the structure of individual text sections. <i>how</i> the structure of individual text structures conveys an author’s purpose in informational text. <i>how</i> the structure of text features conveys an author’s purpose in informational text.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> text features, sentences, paragraphs, chapters, or sections of a text fit into common informational text structures.</p> <p>Determining the correct response will require an understanding of text features: titles (K), headings (K), subheadings (K), illustrations (K) photographs (K), captions (1), graphs (1), glossaries (1), tables of content (1), maps (1), and key facts (1).</p> <p>Determining the correct response will require an understanding of text structures of sequence (2), description/list (2), cause and effect (2), problem and solution (3), chronological (3), and compare and contrast (3).</p> <p>Determining the correct response will require an understanding of author’s purpose (7).</p> <p>Determining the correct response will require:</p> <ul style="list-style-type: none"> an understanding of <i>how</i> to explain the structures of individual text sections within informational texts. the identification of sentences, paragraphs, chapters, or sections of text. an explanation of <i>how</i> the structure of individual text structures conveys an author’s purpose in informational text. an explanation of <i>how</i> the structure of text features conveys an author’s purpose in informational text. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> “text sections” can include text features, such as diagrams, tables, graphs, and charts. Explain: To make an idea and/or concept clear by describing it in detail. Purpose: The author’s intent for writing the text. <p>DOK Range: 2-3</p>

ELA.7.AOR.5.3: Trace the development of an author’s argument while explaining the types of reasoning and/or the rhetorical appeals of ethos, pathos, or logos in an informational text.

ELA.7.AOR.5.3
Text Types
Speeches, essays, informational passages, paired texts (Refer to page 101 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Trace the Development</u> <u>Argument</u> <u>Types of Reasoning</u> <u>Rhetorical Appeals (ethos, pathos, logos)</u>
Evidence Statements for ELA.7.AOR.5.3
<p>The student will trace the development of an author’s argument.</p> <p>The student will explain an author’s use of reasoning in an informational text.</p> <p>The student will explain the rhetorical appeal of:</p> <ul style="list-style-type: none"> • ethos in an informational text. • pathos in an informational text • logos in an informational text.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> • what is an author’s argument. • <i>how</i> to identify the ways an author develops an argument, including the claim, reasons, evidence, and counterclaim. • <i>how</i> to explain the reasoning an author uses when supporting an argument. • <i>how</i> to explain the rhetorical appeal of ethos to establish the credibility of the author and sources. • <i>how</i> to explain the rhetorical appeal of pathos to evoke an emotional response from the reader. • <i>how</i> to explain the rhetorical appeal of logos for the reader through reason and logic. <p>Tracing the development of an author’s argument requires a student to identify the author’s claim (3), the supporting reasons (2), the evidence (4) that an author uses to prove the reasons and identify a counterclaim. <i>Counterclaim</i> enters in ELA.7.C.1.1.</p> <p>Determining the correct response will require an understanding of the rhetorical appeals of ethos, pathos, and logos (6) and an author’s reasoning (6).</p> <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • the types of reasoning (inductive, deductive, and causal) will not be named in assessment items. • <u>Rhetoric: Spoken or written language designed to have a persuasive effect on an audience; images in media can also be used persuasively.</u> • Explain: To make an idea and/or concept clear by describing it in detail. • Trace: To identify and follow a line of ideas, reasoning, or evidence in a text. <p>DOK: 2</p>

ELA.7.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.

ELA.7.AOR.6.1

Text Types

Literary or informational (Refer to page 101 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Summary

Paraphrase

Evidence Statements for ELA.7.AOR.6.1

The student will summarize content from a grade-level text to enhance comprehension.

The student will paraphrase content from a grade-level text to enhance comprehension.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of what is:

- a summary.
- paraphrasing.

Determining the correct response will require an understanding of *how* to summarize to enhance comprehension by including:

- plot, theme, and relevant key details for literary text (5).
- central idea and relevant supporting details for informational text (5).

Determining the correct response will require an understanding of *how* to paraphrase and enhance comprehension by rewriting the text in one's own words.

For summative assessment purposes:

- Students may be asked to summarize paragraphs, sections of text, or a whole text.
- Students may be asked to paraphrase smaller portions of text, such as one or more sentences.

DOK: 2

ELA.7.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use the correct context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.

ELA.7.AOR.7.1
Text Types
Literary or informational (Refer to page 101 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Clarify</u> <u>Context</u> <u>Reference Materials</u> <u>Precise Meaning</u> <u>Parts of Speech</u>
Evidence Statements for ELA.7.AOR.7.1
<p>The student will:</p> <ul style="list-style-type: none"> • <i>determine the meaning</i> of known, unknown, and multiple-meaning words and phrases. • <i>clarify the meaning</i> of known, unknown, and multiple-meaning words and phrases. • use context (e.g., the overall meaning of a word or phrase’s position or function in a sentence) to determine the meaning of a word or phrase. • consult reference materials to <i>determine the precise meanings</i>, pronunciations, or parts of speech of words and phrases. • consult reference materials to <i>clarify the precise meanings</i>, pronunciations, or parts of speech of words and phrases.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> • determine the meaning of known, unknown, and multiple-meaning words and phrases. • clarify the meaning of known, unknown, and multiple-meaning words and phrases. <p>Determining the correct response will require an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> • sentence-level, paragraph-level, or text-level context determines the meaning of words or phrases. • a word’s position or function in a sentence is used to determine the meaning of words or phrases. • to use entries in reference materials such as a dictionary, thesaurus, and/or glossary to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • the student will be provided with a reference source as part of an item’s stimulus as applicable. • Determine: To use information from a text to make an inference. • Clarify: To explain relationships, meanings, thinking, and/or ideas to aid and improve understanding and distinguish between nuanced ideas or definitions. • Summative Assessment will not assess “background knowledge or prior knowledge to determine or clarify the meanings of words”. <p>DOK Range: 1-2</p>

ELA.7.AOR.8.1: Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

ELA.7.AOR.8.1
Text Types
Literary, informational, or multimedia (Refer to page 101 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Interpret</u> <u>Figurative Language</u> <u>Connotative Meaning</u> <u>Technical Language</u> <u>Multimedia</u> <u>Figures of Speech</u> <u>Context</u> <u>Denotations</u>
Evidence Statements for ELA.7.AOR.8.1
<p>The student will interpret an author’s use of figurative, connotative, and technical language in grade level:</p> <ul style="list-style-type: none"> • literary texts. • informational texts. • multimedia texts. <p>The student will interpret figures of speech in context.</p> <p>The student will analyze <i>how</i> figures of speech function within a text.</p> <p>The student will determine the relationship between words.</p> <p>The student will distinguish between connotations of words with similar denotations.</p>
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of what is figurative, connotative, and technical language.</p> <p>Determining the correct response will require an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> • an author uses figurative, connotative, and technical language within a text. • to interpret figures of speech in context • to analyze <i>how</i> figures of speech function within a text. • to determine relationships between words. • to distinguish between connotations of words with similar denotations. <p>Specific types of figurative language named in the <i>2024 SC CCR ELA Standards</i> are alliteration (K), onomatopoeia (K), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3).</p> <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • Multimedia can include transcripts of audio, images, or comic panels. Summative assessment <i>will not include</i> audio or video. • Determine: To use information from a text to make an inference.

ELA.7.AOR.8.1

- **Interpret:** To determine and explain or suggest the intended meaning of language within a text.
- **Figures of Speech:** A word or phrase using figurative language to create an effect, such as a rhetorical effect.

DOK Range: 1-3

ELA.7.AOR.9.1: Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.

ELA.7.AOR.9.1
Text Types
Literary or informational (Refer to page 101 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Apply</u> <u>Affixes</u> <u>Greek Roots</u> <u>Latin Roots</u> <u>Determine</u> <u>Clarify</u> <u>Precise Meaning</u>
Evidence Statements for ELA.7.AOR.9.1
<p>The student will apply knowledge of affixes to:</p> <ul style="list-style-type: none"> determine new meanings of words and phrases in grade-appropriate content. clarify precise meanings of words and phrases in grade-appropriate content. <p>The student will apply knowledge of Greek and Latin roots to:</p> <ul style="list-style-type: none"> determine new meanings of words and phrases in grade-appropriate content. clarify precise meanings of words and phrases in grade-appropriate content.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of the function of:</p> <ul style="list-style-type: none"> affixes and <i>how</i> to apply them to <i>determine meanings</i> of new words and phrases in grade-level content. affixes and <i>how</i> to apply them to <i>clarify precise meanings</i> of words in grade-level content. Greek roots and <i>how</i> to apply them to <i>determine meanings</i> of new words and phrases in grade-level content. Greek roots and <i>how</i> to apply them to <i>clarify precise meanings</i> of words and phrases in grade-level content. Latin roots and <i>how</i> to apply them to <i>determine meanings</i> of new words and phrases in grade-level content. Latin roots and <i>how</i> to apply them to <i>clarify precise meanings</i> of words and phrases in grade-level content. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> vocabulary items will be text-based. Any additional information needed, such as the word origin, will be provided in the assessment item. <p>There is <i>not</i> a prescribed list of Greek and Latin roots or affixes for students at each grade level.</p> <ul style="list-style-type: none"> Apply Knowledge: Use facts or information already known to complete a task with accuracy. Determine: To use information from a text to make an inference. Clarify: To explain relationships, meanings, thinking, and/or ideas to aid and improve understanding. <p>DOK Range: 1-2</p>

ELA.7.R.1.1: Conduct short and more sustained research by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the purpose.

ELA.7.R.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Short Research</u> <u>Sustained Research</u> <u>Inquiry</u> <u>Research Question</u> <u>Topic</u> <u>Refine the Scope</u> <u>Relevant</u> <u>Purpose</u>
Evidence Statements for ELA.7.R.1.1
<p>The student will:</p> <ul style="list-style-type: none"> • conduct short research for inquiry. • conduct more sustained research for inquiry. • generate a question(s) about a topic for inquiry. • answer a question(s) about a topic for inquiry. • use a variety of print and/or multimedia sources to refine the scope of inquiry as relevant to the topic. • use a variety of print and/or multimedia sources to refine the scope of inquiry as relevant to the purpose.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> • generate a question about a topic for inquiry. • answer a question about a topic for inquiry. • use a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic for inquiry. • conduct short research. • conduct more sustained research. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • the student <i>may be</i> presented with a scenario, source(s), and/or findings from research. • multimedia sources can include transcripts of audio, images, or comic panels. • Summative assessment <i>will not include</i> audio or video. <p>DOK Range: 2-3</p>

ELA.7.R.1.2: Determine the credibility of one or more sources consulted and use the most credible source(s).

ELA.7.AOR.R.1.2

2024 Academic Vocabulary for Instruction and Assessment

Determine
Credibility/ Credible

Evidence Statements for ELA.7.R.1.2

The student will determine:

- the credibility of one or more sources consulted.
- the *most credible* source to use.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- the concept of credibility.
- *how* to determine the credibility of a source.
- *how* to compare and evaluate the credibility of sources.

For summative assessment purposes:

- the student *may be* presented with a scenario and/or sources.
- a **credible source** is relevant, reputable, and unbiased.

DOK Range: 2-3

ELA.7.R.1.3: Determine which source(s) and/or information is relevant to the topic.

ELA.7.R.1.3

2024 Academic Vocabulary for Instruction and Assessment

Determine
Source(s)
Information
Relevant
Topic

Evidence Statements for ELA.7.R.1.3

The student will determine:

- which source(s) is relevant to the topic.
- which information is relevant to the topic.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- the concept of relevancy to a topic.
- *how* to determine which source(s) is relevant to a topic.
- *how* to determine what information is relevant to a topic.

For summative assessment purposes:

- the student *may be* presented with a scenario, sources, and/or findings from research.
- **relevant source(s) or information** provide important information related to the topic and the research question.

DOK Range: 2-3

ELA.7.R.1.4: Logically organize findings.

ELA.7.R.1.4
2024 Academic Vocabulary for Instruction and Assessment
<u>Logically Organize Findings</u>
Evidence Statements for ELA.7.R.1.4
The student will logically organize findings from a variety of sources.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none">• what constitutes organization.• <i>how</i> to logically organize findings from a variety of sources. <p>To logically organize findings, the student will have to determine which way is the best way to organize based on the purpose of the research. For example, should the findings be organized chronologically to best fit the purpose? Refer to ELA.7.AOR.5.2 for different types of text structures.</p> <p>For summative assessment purposes, the student will be presented with a scenario and/or findings from research.</p> <p>DOK: 2</p>

ELA.7.R.1.5: Cite sources to avoid plagiarism.

ELA.7.R.1.5

Because the SCDE does not prescribe a specific type of academic style guide for teachers to use in ELA, this indicator is for classroom instruction and is not assessed on summative assessment.

ELA.7.C.1.1: Write arguments to support a claim with clear reasons and relevant evidence. When writing: a.introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s); c. acknowledge a counterclaim; d. use an organizational structure appropriate to the purpose and task; e.use transitions to clarify the relationships between claims and reasons; f. provide a concluding statement or section that supports the argument presented.

ELA.7.C.1.1
Text Types
For the TDW item, students may be presented with one or two informational texts. (Refer to page 101 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Argument</u> <u>Claim(s)</u> <u>Reasons</u> <u>Evidence</u> <u>Facts</u> <u>Data</u> <u>Statistics</u> <u>Credible Source(s)</u> <u>Counterclaim</u> <u>Organizational Structure</u> <u>Purpose</u> <u>Task</u> <u>Transitions</u> <u>Concluding Statement or Section</u>
Evidence Statements for ELA.7.C.1.1
<p>The student will draw on provided informational source material to write an argument to support a claim with clear reasons and relevant evidence, by:</p> <ul style="list-style-type: none"> • introducing a claim. • organizing reasons and evidence clearly. • supporting a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source. • acknowledging a counterclaim. • using an organizational structure appropriate to the purpose and task. • using transitions to clarify the relationship(s) between claims and reasons. • providing a concluding statement or section that supports the argument presented.
Assessment Limits/ Content Constraints
<p>The student <i>may</i> be presented with a scenario or sample of writing to examine and asked to select or determine:</p> <ul style="list-style-type: none"> • a response that introduces a claim. • the clearest way to organize reasons and/or evidence. • which reason(s) best supports a claim. • which fact(s) (evidence) from a credible source best supports a reason or claim.

ELA.7.C.1.1

- which data (evidence) from a credible source best supports a reason or claim.
- which statistic (evidence) from a credible source best supports a reason or claim.
- the best way to acknowledge an alternative perspective.
- an organizational structure most appropriate to the purpose and task.
- transitions that clarify the relationship(s) between the claim and provided reasons.
- A concluding statement or section that follows from the argument presented.

For summative assessment purposes:

- *a stand-alone item will only address one aspect of the grade-level indicator.*
- the student *may be* presented with a sample of writing to edit.
- *acknowledging a counterclaim* will include acknowledging an alternative perspective (6) that conflicts with that of the student writer.
- *the TDW item will address all aspects of the grade-level indicator.* The student will be provided with a text or pair of texts that show opposing arguments on a topic and a task related to the text(s). The student will write a response based on the task. If the student is asked to pick a side and write an argument, the student must pick a side. The student *may not* argue both sides, but they must acknowledge a counterclaim that conflicts with that of the student writer. Refer to the SC READY TDW Rubric “To Persuade” for grades 7-8.

DOK Range: 2-3

ELA.7.C.2.2: Write informative texts to examine a topic and analyze information from one or more sources. When writing: a. introduce a topic and organize ideas, concepts, and information, using structures such as definition, compare and contrast, and/or cause and effect; b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use appropriate transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.

ELA.7.C.2.1
Text Types
For the TDW item, students may be presented with one text of a pair of texts. A text may include graphs, charts, tables, political cartoons, pictures, or other images with captions, transcripts of audio, images, or comic panels.
2024 Academic Vocabulary for Instruction and Assessment
<u>Informative Text</u> <u>Examine</u> <u>Analyze</u> <u>Topic</u> <u>Organize</u> <u>Structure (definition, compare and contrast, cause and effect)</u> <u>Relevant</u> <u>Facts, Definitions, Details, Quotes</u> <u>Transitions</u> <u>Precise Language</u> <u>Thoughtful Elaboration</u> <u>Tone</u> <u>Task</u> <u>Audience</u> <u>Concluding Statement or Section</u>
Evidence Statements for ELA.7.C.2.1
<p>The student will draw on informational source material to write an informative text that examines a topic and analyzes information from one or more sources, by:</p> <ul style="list-style-type: none"> • introducing a topic. • organizing ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect. • developing the topic with relevant facts, definitions, details, and/or quotes. • using precise language. • Using elaboration to inform or explain a topic. • using appropriate transitions to clarify the relationships between ideas and concepts. • establishing a tone appropriate to the task or the audience. • providing a concluding statement or section that supports the information presented.
Assessment Limits/ Content Constraints
The student <i>may be provided with</i> a scenario or sample of writing and asked to:

ELA.7.C.2.1

- organize ideas, concepts, or information.
- determine which facts are relevant and which are not.
- determine text structures such as definition, compare and contrast, or cause and effect.
- determine which definitions, details, quotes, examples, data, or other information is appropriate for an identified audience.
- elaborate on the topic.
- determine which language is most precise based on the provided topic.
- determine which transition should be used to clarify relationships between ideas and concepts.
- determine which tone is most appropriate for the task or audience.
- determine which concluding statement or section supports the information provided.

For summative assessment purposes:

- a stand-alone item *will only address one aspect* of the grade-level indicator. The student *may be* presented with a scenario, or with a sample of writing to examine and edit.
- a topic or concept *may be* provided to the student.

The TDW item will address *all aspects* of the grade-level indicator. The student will be provided with a text or pair of texts to use as a source(s). Refer to the SC READY TDW Rubric “To Inform” for grades 7-8. **The TDW rubric uses the term “controlling idea” in place of *thesis statement*.**

DOK Range: 2-3

ELA.7.C.3.1: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing: a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a context and point of view and introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and f. provide an ending that follows logically from the narrated experiences or events.

ELA.7.C.3.1
2024 Academic Vocabulary for Instruction and Assessment
<div> <div>Narrative</div> <div>Descriptive Details</div> <div>Event Sequences</div> <div>Style</div> <div>Task</div> <div>Purpose</div> <div>Audience</div> <div>Point of View</div> <div>Narrator</div> <div>Characters</div> <div>Plot Structure</div> <div>Transitional Words and Phrases</div> <div>Sequence</div> <div>Time Shifts</div> <div>Dialogue</div> <div>Pacing</div> <div>Description</div> <div>Precise Words, Relevant Descriptive Details</div> <div>Figurative Language</div> <div>Action</div> <div>Experiences</div> <div>Events</div> <div>Setting</div> <div>Ending</div> </div>
Evidence Statements for ELA.7.C.3.1
<div> <div>The student will write a narrative based on real or imagined experiences, memories, or ideas by:</div> <div> <div>using effective techniques.</div> <div>including relevant descriptive details.</div> <div>including well-structured event sequences.</div> <div>producing clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</div> <div>engaging the reader by establishing context and point of view and introducing a narrator and/or characters;</div> </div> </div>

ELA.7.C.3.1

organizing a logical plot structure.

- using a variety of transitional words and phrases to convey sequence and signal time shifts.
 - using narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters.
 - using precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events.
- providing an ending that follows logically from the narrated experiences or events.

Assessment Limits/ Content Constraints

The student *may be* presented with a scenario or sample of writing and asked to select or determine:

- if the author's techniques are effective.
- if the descriptive details are relevant.
- if the organization is appropriate to the task, purpose, or audience.
- if the development is appropriate to the task, purpose, or audience.
- if the style is appropriate to the task, purpose, or audience.
- the best way to organize events in a plot structure.
- *how* the dialogue develops experiences, events, setting, or characters.
- *how* the pacing develops experiences, events, setting, or characters.
- *how* the author's descriptions develop experiences, events, setting, or characters.
- which narrative technique best develops experiences, events, setting, or characters.
- if certain words are precise or how to improve the precision of words.
- if descriptive details are relevant.
- *how* narrative techniques develop experiences, events, setting, or characters.
- if the ending follows logically from the narrated experiences or events; students may be asked to select a more logical ending.

For summative assessment purposes:

- a stand-alone item *will only address one aspect* of the grade-level indicator. The student *may be* presented with a scenario, or with a sample of writing to examine and edit or to examine and select the correct response.

DOK Range: 2-3

ELA.7.C.4.1: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization; b. use a comma to separate coordinate adjectives; c. use hyphenated compound words (e.g., mother-in-law); d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers; e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

ELA.7.C.4.1

Evidence Statements for ELA.7.C.4.1

The student will use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures.

The student will:

- apply knowledge of rules for capitalization.
- use a comma to separate coordinate adjectives.
- use hyphenated compound words.
- use phrases and clauses within a sentence.
- recognize misplaced and dangling modifiers.
- identify sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense.
- revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense.

Assessment Limits/ Content Constraints

For summative assessment purposes:

- *a stand-alone item will only address one aspect of the grade-level indicator.*
- the student *may be* presented with a sentence or section of text and asked to identify which sentence or section is correctly written.
- the student *may be* presented with a sentence or section of text and asked to correct an error.
- the student *may be* presented with a short passage to edit for grammar, usage, or mechanics.

Determining the correct response will require:

- an understanding of grammatically correct simple, compound, and complex sentences and paragraphs.
- the application of knowledge of rules for capitalization, including proper nouns and adjectives, capitalized historic periods, nationalities, languages, and appropriate words in titles and dialogue.
- identifying and revising the use of a comma to separate coordinate adjectives.
- identifying and revising the use of phrases and clauses within a sentence, including noun, relative, and adverbial clauses.
- recognizing and revising misplaced and dangling modifiers.
- identifying and revising sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense.

Summative assessment will not assess ELA.7.C.4.1f and will not ask the student to define a part of speech or writing convention.

In the TDW item, the student will write compositions with varied sentence structures. Refer to the TDW rubrics.

DOK Range: 1-2

ELA.7.C.5.1: Improve writing by planning, editing, considering feedback from adults and peers, and revising to improve clarity of content.

ELA.7.C.5.1

Evidence Statements for ELA.7.C.5.1

The student will improve writing by:

- planning.
- editing.
- considering feedback from adults and peers.
- revising for clarity of content.

Assessment Limits/ Content Constraints

Determining the correct response will require the identification of:

- effective planning needed to improve writing.
- edits to improve writing.
- revisions to improve writing.
- feedback from adults and peers to improve writing.

For summative assessment purposes the student *may be* provided with:

- a short sample of writing and asked to select an option that *edits* a text to enhance clarity of content.
- a short sample of writing and asked to select an option that *revises* a text to enhance clarity of content.
- a short sample of writing that provides feedback from a teacher. Using the suggested feedback, the student will edit or revise.

The student will apply planning, editing, and revising to the TDW response.

DOK Range: 1-2