**Grade 7 Expandable Set of Questions Aligned to Standards**

### Sample Questions Reflecting the Common Core State Standards for Reading

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| **Reading Standards for Literature – Grade 7** |
| **7RL1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**   * Why was Jonathan able to finish the race first? How do you know? What is the textual evidence that supports your answer? * What is so special about Mario? How do you know? What is the textual evidence that supports your answer? * How did moving to New York change Juan’s career? How do you know? What is the textual evidence that supports your answer? * Why did Tiesha try out for the play? How do you know? What is the textual evidence that supports your answer? * Why did Tyrone get an “A” on his test? How do you know? What is the textual evidence that supports your answer? * How is John different from Paul? What is the textual evidence that supports your answer? |
| **7RL2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**   * What is the theme of (text title)? How does the author develop this theme over the course of the text? Use examples from the text in your answer. * What is the central idea of (text title)? How does the author develop this idea over the course of the text? Use examples from the text in your answer. * Summarize the story/drama/poem objectively. |

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| **Reading Standards for Literature – Grade 7** |
| **7RL3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**   * How does the setting shape the main character in this story? Use specific examples from the story in your analysis. * How might the main character be different if the setting was in a rural area rather than a suburban one? Use information from the story in your analysis. * How does the setting influence the plot in this story/drama? Use specific examples from the story/drama in your analysis. * How might the plot of the story be different if it was set in a mountainous region rather than a desert? Use information from the story in your analysis. * How does the setting influence the main character in this drama? Use specific examples from the drama in your analysis. * What is the impact of the main character’s personality on the plot? Use specific examples from the story/drama in your analysis. * Analyze how the setting shapes the main character in this story/drama. Use specific examples from the story/drama in your analysis. * Analyze how the setting shapes the plot in this story/drama. Use specific examples from the story/drama in your analysis. |
| **7RL4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**   * What is the meaning of in paragraph 2? * Which words help the reader understand the meaning of in paragraph 5? * What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3? * What is meant by the phrase, “You are the sun in my sky,” in paragraph 6? * What is the effect of using the word \_in paragraph 4? * What is the impact of the repetition of the word in the third stanza? * How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the main character? * What is the *most likely* reason the author used the rhyme scheme he/she does? * What is the effect of the alliteration in the first paragraph? * How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating? |

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| **Reading Standards for Literature – Grade 7** |
| **7RL5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**   * What is the most likely reason the poet decided to express the ideas in (title of a sonnet) in the form of a sonnet? Use information from the sonnet in your analysis. * What is the most likely reason the playwright decided to include a soliloquy in the first scene? Use information from the drama in your analysis. * How does the structure of this drama help the playwright convey meaning? Use examples from the drama in your analysis. * How does the structure of this poem help the poet convey meaning? Use examples from the poem in your analysis. |
| **7RL6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**   * What is the impact of alternating narrators in each chapter? Use examples from the novel in your analysis. * Was alternating narrators in each chapter effective? Why or why not? Use examples from the novel in your analysis. * What is the most likely reason the author decided to have different narrators in the story? Use examples from the story in your analysis. |
| **7RL7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).**   * How is the audiotape of (title) alike and different from the written version? How does the sound quality impact the audiotape version? Use specific examples in your answer. * How is the filmed version of (title) alike and different from the book? How do the camera angles the director uses impact the filmed version? Use specific examples in your answer. * How is the performance of (title) alike and different from the written version of the drama? How does the lighting impact the performance? Use specific examples in your analysis. |
| **7RL8 – Not applicable** |

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| **Reading Standards for Literature – Grade 7** |
| **7RL9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**   * How are (historical fiction title) and (a historical account of the same time period) alike and different in their portrayal of the 1920s? Use examples from both versions in your comparison. * How are (historical fiction title) and (a historical account of the same time period) alike and different in their portrayal of colonial America? Use examples from both versions in your comparison. * How are (historical fiction title) and (a historical account of the same time period) alike and different in their portrayal of Phyllis Wheatly? Use examples from both versions in your comparison. * After reading fictional and historical accounts of the 1800s, explain how the author of the fictional account uses or alters history. Use examples from both versions in your explanation. |
| **7RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**   * Information regarding text complexity can be found in Appendix A of the Common Core State Standards. * Text exemplars can be found in Appendix B of the Common Core State Standards. |

#### Reading Standards for Informational Text – Grade 7

##### 7RI1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* Based on the information in , which car is best for a large family? How do you know? What is the textual evidence that supports your answer?
* Why are spiders more beneficial than harmful? Give specific examples from the article that support your answer.
* Which step is most important in ? How do you know? What is the textual evidence that supports your answer?
* Why is it important that birds fly south for the winter? How do you know? What is the textual evidence that supports your answer?
* As a result of their work, what will most likely happen to the snow geese population? How do you know? What is the textual evidence that supports your answer?
* How are insects and mammals alike and different? Give specific examples from the article that support your answer.

##### 7RI2 – 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.

* What are the central ideas of (title of a text)? How does the author develop these central ideas over the course of the text?
* Summarize, objectively, the information in the article.

##### 7RI3 – 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).

* In what way(s) was Thomas Jefferson a product of his times? Use evidence from the article to support your analysis.
* In what way(s) did Dr. Martin Luther King influence his times? Use evidence from the articles to support your analysis.
* What role did the Boston Tea Party play toward moving the colonies to the Revolutionary War? Use evidence from the articles to support your analysis.
* What influence did Mahatma Gandhi have on the Civil Rights Movement in the United States? Use evidence from the articles to support your analysis.

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|  | **Reading Standards for Informational Text – Grade 7** |  |
| **7RI4 – 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.**   * What does the word mean in paragraph 2? * Which words help the reader understand the meaning of in paragraph 5? * Which definition of is used in paragraph 6? * What is the impact of the word in paragraph 5? * What is the most likely reason the author used the word in paragraph 3? * What is the tone of the article? How does the author create that tone? Use examples from the article in your answer. * What does the author’s use of the word reveal about his/her attitude toward the topic? Use examples from the text to support your answer. * What does the phrase (figurative language) mean in paragraph 4? How does the use of that phrase enhance the reader’s understanding of the text? Use examples from the text to support your answer. * What is the connotation of as it is used in the text? How does the use of that word enhance the reader’s understanding of the text? Use examples from the text to support your answer. | | |
| **7RI5 – 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.**   * How does the cause/effect structure contribute to the development of the author’s central idea? Use examples from the text in your analysis. * What is the most likely reason the author decided to organize the article the way he did? Use information from the text in your analysis. * Is the structure of the paragraph effective? Why or why not? Use examples from the article to support your analysis. * Analyze how the major sections of the text contribute to the whole and to the development of ideas. Use examples from the article in your analysis. | | |
| **7RI6 – 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.**   * What is the author’s viewpoint on ? How does the author distinguish his/her position from that of others? Use examples from the text to support your analysis. * What is the author’s purpose in this text? How is the author’s purpose different from that of , who also wrote on this topic? Use examples from the text in your analysis. * What is the author’s purpose in this text? Is he/she successful in achieving it? Why or why not? Use examples from the text to support your analysis. | | |

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|  | **Reading Standards for Informational Text – Grade 7** |  |
| **7RI7 – 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).**   * Compare and contrast the written text of Dr. King’s “I Have a Dream” speech and a video version. How does Dr. King’s delivery of the speech affect the impact of the words? Use examples from the written text and audio version in your analysis. * After reading the speech and listening to an audio version, how does John Kennedy’s delivery affect the impact of his words? Use examples from the written text and audio version in your analysis. | | |
| **7RI8 – 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.**   * How does the author develop his/her argument in (text title)? Is the reasoning sound? Is the supporting evidence sufficient and relevant? Why or why not? Use examples from the text in your answer. * Is the argument the author presents effective? Using examples from the text, explain why or why not. * Is the reasoning behind the author’s specific claims sound? Does the author provide relevant and sufficient evidence to support the claim? Use examples from the text to support your answer. | | |
| **7RI9 – 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.**   * After reading two or more articles on climate change, what is different about what each author chose to include? How is each author’s article a reflection of his/her beliefs on the topic? Use examples from the articles to support your analysis. * After reading two or more articles on the same topic, how did each author emphasize different evidence to shape his/her position? Use examples from the articles to support your analysis. * After reading two or more articles on the same topic, how did each author advance different interpretations of facts to promote his/her position? Use examples from the articles to support your analysis. | | |
| **7RI10 – By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**   * Information regarding text complexity can be found in Appendix A of the Common Core State Standards. * Text exemplars can be found in Appendix B of the Common Core State Standards. | | |