



English Language Arts
Common Core
Learning Targets

Reading: Literature
Reading: Informational Text
Writing
Speaking and Listening
Language

Reading: Literature

| STANDARD | STUDENT LEARNING TARGETS |
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| <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>I can analyze how details and evidence within the text supports what the author states directly and what he/she implies.</p> |
| <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> | <p>I can identify the theme in a text. I can explain how the theme of a text is developed. I can summarize a text.</p> |
| <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> | <p>I can explain how elements of story work together.</p> |
| <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> | <p>I can show how the characters' points of view are different from each other. I can identify several types of figurative language in a text. I can identify different meanings associated with words in a text. I can determine how rhymes and sound repetitions influence a text.</p> |
| <p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> | <p>I can explain how the structure of a drama or poem helps me understand its meaning.</p> |
| <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> | <p>I can identify the point of view of the characters or narrator(s) in a text.</p> |
| <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> | <p>I can compare and contrast the written version of a story, drama, or poem to its multimedia or stage production. I can identify the unique production techniques of stage, film, and multimedia.</p> |

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| <p>RL.7.8 (Not applicable to literature)</p> | |
| <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> | <p>I can explain the similarities and differences between historic and fictional accounts.</p> <p>I can explain how historical events, settings, or characters are represented in fictional accounts.</p> |
| <p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>I can read and understand complex literature proficiently but with support if needed.</p> |

Reading: Informational Text

| STANDARD | STUDENT LEARNING TARGETS |
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| <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>I can supply several pieces of textual evidence to support what the author states directly and what he/she implies.</p> |
| <p>RI.7.2 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.</p> | <p>I can find more than one central idea in a text.</p> <p>I can explain how central ideas develop throughout the text.</p> <p>I can summarize a text.</p> |
| <p>RI.7.3 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).</p> | <p>I can explain and discuss how individuals, events, and ideas interact with each other in a text.</p> |
| <p>RI.7.4 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.</p> | <p>I can identify examples of figurative language in a text.</p> <p>I can identify different meanings associated with words in a text.</p> <p>I can define technical vocabulary in a text.</p> <p>I can analyze the author's word choice and tone.</p> |
| <p>RI.7.5 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.</p> | <p>I can explain how an author organizes a text to develop ideas.</p> <p>I can point out major sections of the text and explain how they contribute to the entire text.</p> |
| <p>RI.7.6 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.</p> | <p>I can identify an author's point of view or purpose in a text.</p> |
| <p>RI.7.7 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).</p> | <p>I can identify similarities and differences between a written text and other media versions of a text.</p> <p>I can identify and explain how the use of written text and other media influence the presentation of the subject.</p> |

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| <p>RI.7.8 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.</p> | <p>I can outline specific claims and link them to an argument.</p> <p>I can evaluate whether or not the reasons support the claims in the argument.</p> <p>I can determine whether or not there is enough relevant evidence to support the argument.</p> |
| <p>RI.7.9 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.</p> | <p>I can compare how two authors write about the same topic by using different facts or by interpreting those facts differently.</p> |
| <p>RI.7.10 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.</p> | <p>I can read and comprehend complex literary nonfiction with proficiency, with support as needed.</p> |

Writing

| STANDARD | STUDENT LEARNING TARGETS |
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| <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> | <p>I can write a claim and support it with reasons and evidence.</p> |
| <ul style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | <p>I can write a claim(s) and recognize opposing views to my claim.</p> <p>I can logically organize reasons and evidence that support a claim(s).</p> |
| <ul style="list-style-type: none"> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | <p>I can support my claim(s) by using logical reasons and relevant evidence.</p> <p>I can support my claim(s) with accurate sources of information.</p> |
| <ul style="list-style-type: none"> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | <p>I can use words, phrases, and clauses to clearly show how claim(s), reasons, and evidence fit together.</p> |
| <ul style="list-style-type: none"> Establish and maintain a formal style. | <p>I can use formal words and language to write about an issue or topic.</p> |
| <ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the argument presented. | <p>I can end my writing with a concluding statement that backs up the claim(s) in my argument.</p> |
| <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <p>I can use writing to inform or explain a topic.</p> |
| <ul style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <p>I can organize my paper using a clear introduction.</p> <p>I can use appropriate strategies and formats to help explain my topic.</p> |
| <ul style="list-style-type: none"> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | <p>I can support my topic using facts, definitions, details, and examples.</p> <p>I can use headings, charts, tables, etc. to add clarification to my paper.</p> |

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| <ul style="list-style-type: none"> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | I can use appropriate transitions to show connections between ideas and concepts. |
| <ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to inform about or explain the topic. | I can use precise language and vocabulary specific to my topic. |
| <ul style="list-style-type: none"> Establish and maintain a formal style. | I can write a formal paper. |
| <ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the information or explanation presented. | I can write a conclusion that supports the information presented in my paper. |
| <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> | I can write a logical, detailed narrative about real or imagined events or experience. |
| <ul style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | <p>I can hook the reader by introducing ideas, point of view, a narrator, and/or characters.</p> <p>I can organize events in a natural, logical order.</p> |
| <ul style="list-style-type: none"> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | <p>I can write a narrative using techniques such as dialogue, pacing, and description.</p> <p>I can use these narrative techniques to develop events and/or characters.</p> |
| <ul style="list-style-type: none"> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | I can use transition words and phrases to show order of events or changes in setting. |
| <ul style="list-style-type: none"> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story. |
| <ul style="list-style-type: none"> Provide a conclusion that follows from and reflects on the narrated experiences or events. | I can conclude my story by reflecting on experiences or events. |
| <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience. |
| <p>W.7.5 With some guidance and support from peers and adults, 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.</p> | <p>I can develop and strengthen my writing by planning, revising, editing, and rewriting.</p> <p>I can write to a specific audience.</p> <p>I can write for a specific purpose.</p> <p>I can improve my writing through feedback from other students or my teacher.</p> |

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| <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> | <p>I can use technology to create and publish my writing.</p> <p>I can use technology to find information and link it to my writing.</p> <p>I can use technology to find information and cite it in my writing.</p> |
| <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> | <p>I can research several different resources to answer and assigned question.</p> <p>I can come up with additional questions related to the original research to further my investigation.</p> |
| <p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p>I can search specific terms to gather relevant information from many print and digital resources.</p> <p>I can determine if a source is believable and uses correct information.</p> <p>I can quote and paraphrase information from sources without plagiarizing others' words and ideas.</p> <p>I can correctly cite my sources in the text or at the end of my paper.</p> |
| <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research.</p> |
| <ul style="list-style-type: none"> Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). | <p>Refer to "Student Learning Targets" for the Grade 7 Reading Information Standards.</p> |
| <ul style="list-style-type: none"> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “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”). | <p>Refer to "Student Learning Targets" for the Grade 7 Reading Information Standards.</p> |
| <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>I can routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences within a particular content area.</p> |

Speaking and Listening

| STANDARD | STUDENT LEARNING TARGETS |
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| <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> | <p>I can communicate and respond to ideas about a variety of topics during discussions.</p> |
| <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | <p>I can bring materials that I have read and researched to discussions.</p> <p>I can share supporting evidence from my research during discussions.</p> |
| <ul style="list-style-type: none"> • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | <p>I can follow group rules to meet specific goals during a discussion.</p> |
| <ul style="list-style-type: none"> • Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | <p>I can ask questions and make comments about the topic that encourage others to respond during discussions.</p> |
| <ul style="list-style-type: none"> • Acknowledge new information expressed by others and, when warranted, modify their own views. | <p>I can consider other points of view during discussions that may broaden my own understanding.</p> |
| <p>SL.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.</p> | <p>I can identify the main ideas and supporting details in formats where information is presented visually, orally, or in numbers.</p> <p>I can explain how the ideas presented in different formats or media clarify a topic or issue.</p> |
| <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> | <p>I can outline specific claims and link them to a speaker's argument.</p> <p>I can evaluate whether or not the speaker's reasons support the claims in the argument.</p> <p>I can determine whether or not there is enough relevant evidence to support the argument.</p> |

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| <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>I can give a presentation that makes claims using supportive facts, details, and examples.</p> <p>I can give a presentation where I use eye contact and a clear, loud voice.</p> |
| <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> | <p>I can give a presentation using multimedia and visual displays to explain my claims and clearly make my points.</p> |
| <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>I can adapt the way I speak to a variety of situations and purposes, using correct English when needed.</p> |

Language

| STANDARD | STUDENT LEARNING TARGETS |
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| L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | I can use language correctly when writing or speaking. |
| <ul style="list-style-type: none"> • Explain the function of phrases and clauses in general and their function in specific sentences. | I can define what phrases and clauses are explain how they work in sentences. |
| <ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | I can identify the differences among simple, compound, complex, and compound complex sentences. I can explain how different sentence types clarify ideas. |
| <ul style="list-style-type: none"> • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | I can use phrases and clauses correctly in sentences. I can identify misplaced and dangling modifiers and correct them. |
| L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | I can use correct capitalization, punctuation, and spelling in my writing. |
| <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). | I can correctly use a comma to separate adjectives. |
| <ul style="list-style-type: none"> • Spell correctly. | I can correct misspelled words in my writing. |
| L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | I can demonstrate how language should sound when it is spoken, written, and read. |
| <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | I can revise my writing to avoid wordiness and repetition. |

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| <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> | <p>I can use a variety of strategies to determine what a word or phrase means</p> |
| <ul style="list-style-type: none"> • 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. | <p>I can determine the meaning of a word through context clues or by the way it is used in a sentence.</p> |
| <ul style="list-style-type: none"> • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). | <p>I can determine the meaning of a word through my knowledge of Greek or Latin word parts.</p> |
| <ul style="list-style-type: none"> • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | <p>I can use reference materials to find the pronunciation and meaning of unfamiliar words.</p> |
| <ul style="list-style-type: none"> • 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). | <p>I can guess at the meaning of a word and then double check to see if I am right by using a dictionary.</p> |
| <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>I can identify examples of figurative language.</p> <p>I can recognize word relationships by comparing them to similar or opposite meaning words.</p> <p>I can recognize the slight differences in word meanings based on how they are used.</p> |
| <ul style="list-style-type: none"> • Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | <p>I can identify the subtle use of literary, biblical, and mythological references.</p> |
| <ul style="list-style-type: none"> • Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | <p>I can clarify a word by examining similar or opposite words and ideas.</p> |
| <ul style="list-style-type: none"> • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). | <p>I can explain the difference between the literal meaning of a word and the positive or negative meaning associated with it.</p> |
| <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>I can explain what general academic words are and use them in my writing.</p> <p>I can define words and phrases that are specific to language arts and apply them in speaking and writing.</p> <p>I can use various resources to build my vocabulary and help me understand what I read or hear.</p> |