

English Language Arts – First Marking Period



**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 7TH GRADE**

Reading: Literature	Reading: Informational Text	Language
<p><i>I can</i> clearly determine what the text says.</p> <p><i>I can</i> make an inference based on evidence from the text.</p> <p><i>I can</i> find and cite several pieces of evidence from a text to support my analysis.</p> <p><i>I can</i> determine a theme or central idea of a text.</p> <p><i>I can</i> produce an objective summary.</p> <p><i>I can</i> define and identify elements such as characters, plot, setting, conflict, climax, and resolution of a story or drama.</p> <p><i>I can</i> define and identify elements such as characters, plot, setting, conflict, climax, and resolution of a story or drama.</p> <p><i>I can</i> read proficiently many different types of literature (e.g., stories, dramas, and poems) at grade level.</p> <p><i>I can</i> comprehend proficiently many different types of literature (e.g., stories, dramas, and poems) at grade level.</p>	<p><i>I can</i> determine what the text says explicitly.</p> <p><i>I can</i> make an inference.</p> <p><i>I can</i> identify two or more central ideas in a text.</p> <p><i>I can</i> produce an objective summary of the text.</p> <p><i>I can</i> determine the meaning of unknown words and phrases as they are used in a text.</p> <p><i>I can</i> recognize figurative language (refer to 7.RL.4).</p> <p><i>I can</i> define technical meanings of words and phrases.</p> <p><i>I can</i> explain how specific words impact meaning and tone.</p> <p><i>I can</i> identify the non-fiction text structures (e.g., compare/contrast, cause/effect, order of importance, problem/solution, sequential, chronological, spatial).</p> <p><i>I can</i> determine an author’s point of view/purpose in a text.</p> <p><i>I can</i> read proficiently nonfiction texts at grade level.</p> <p><i>I can</i> comprehend proficiently nonfiction texts at grade level.</p>	<p><i>I can</i> identify a phrase.</p> <p><i>I can</i> identify a clause.</p> <p><i>I can</i> identify a simple sentence.</p> <p><i>I can</i> identify a compound sentence.</p> <p><i>I can</i> identify a complex sentence.</p> <p><i>I can</i> identify a compound-complex sentence.</p> <p><i>I can</i> compose a simple and compound sentence.</p> <p><i>I can</i> identify an adjective.</p> <p><i>I can</i> compose a sentence with descriptive adjectives before the noun they describe.</p> <p><i>I can</i> define and identify coordinate adjectives.</p> <p><i>I can</i> use commas to separate coordinate adjectives before the nouns they describe.</p> <p><i>I can</i> spell words commonly found in seventh-grade level text.</p> <p><i>I can</i> use proper grammar and mechanics (appropriate to 7th grade).</p> <p><i>I can</i> use print and digital resource material to find the pronunciation, meaning, and part of speech of a word.</p> <p><i>I can</i> verify the inferred meaning of a word in context using a print or online dictionary.</p> <p><i>I can</i> explain figurative language (e.g. literary, biblical and mythological allusion, etc.) in context.</p> <p><i>I can</i> determine relationships between words (e.g. synonym, antonym, analogy).</p> <p><i>I can</i> use word relationships to determine meaning.</p> <p><i>I can</i> use grade-appropriate technique to build vocabulary.</p> <p><i>I can</i> accurately use grade-appropriate vocabulary to demonstrate comprehension.</p>

Continued. . .

English Language Arts – First Marking Period

## WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 7TH GRADE



Speaking and Listening	Writing
<p><i>I can prepare for group discussion.</i></p> <p><i>I can reference material appropriately during one-on-one and group discussions.</i></p> <p><i>I can reflect on and build upon others' ideas during group discussion.</i></p> <p><i>I can clearly express my own ideas within one-on-one and group discussion settings.</i></p> <p><i>I can follow specific rules for discussions (i.e. collegial discussion rules).</i></p> <p><i>I can track progress towards goals and deadlines.</i></p> <p><i>I can explain how main ideas and supporting details clarify a topic.</i></p> <p><i>I can identify a speaker's argument.</i></p> <p><i>I can identify and trace a speaker's specific claims</i></p> <p><i>I can identify a phrase.</i></p> <p><i>I can identify and describe facts, details and examples on a subject.</i></p> <p><i>I can appropriately demonstrate command of formal English.</i></p>	<p><i>I can define claim(s).</i></p> <p><i>I can define argument(s).</i></p> <p><i>I can identify opposing claim(s)/argument(s).</i></p> <p><i>I can engage readers with my writing.</i></p> <p><i>I can establish a point of view and context for my story.</i></p> <p><i>I can develop a narrator and/or characters.</i></p> <p><i>I can develop a plot.</i></p> <p><i>I can use dialogue to develop characters.</i></p> <p><i>I can appropriately pace the development of my story.</i></p> <p><i>I can use description to develop people, places, and events.</i></p> <p><i>I can identify appropriate transitions for narrative text.</i></p> <p><i>I can use purposeful transitions to sequence events.</i></p> <p><i>I can use purposeful transitions to show shifts in time or setting.</i></p> <p><i>I can formulate reflective and relative conclusions.</i></p> <p><i>I can develop appropriate writing for task. I can develop appropriate writing for purpose.</i></p> <p><i>I can develop appropriate writing for audience.</i></p> <p><i>I can use planning (prewriting/drafting) strategies.</i></p> <p><i>I can use revision strategies.</i></p> <p><i>I can use editing strategies.</i></p> <p><i>I can revise for a specific purpose and audience.</i></p> <p><i>I can use feedback from teachers and peers.</i></p> <p><i>I can define plagiarism.</i></p> <p><i>I can quote and paraphrase data without plagiarizing.</i></p> <p><i>I can use pieces from literary texts to support my writing.</i></p>

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 7TH GRADE**

Reading: Literature	Reading: Informational Text	Language
<p><i>I can analyze the development of the theme or central idea over the course of the text.</i></p> <p><i>I can identify points of view of different characters or narrators in a text.</i></p> <p><i>I can analyze how an author develops the points of view of different characters or narrators in a text.</i></p> <p><i>I can contrast the points of view of different characters or narrators in a text.</i></p> <p><i>I can compare and contrast the similarities and differences between a story, drama, or poem to its audio, film, stage, or multimedia version.</i></p> <p><i>I can analyze the effects of the techniques used in different formats of a story, drama, or poem to its audio, film, stage, or multimedia version.</i></p> <p><i>I can read proficiently many different types of literature (e.g., stories, dramas, and poems) at grade level.</i></p> <p><i>I can comprehend proficiently many different types of literature (e.g., stories, dramas, and poems) at grade level.</i></p>	<p><i>I can interpret and explain text, citing support directly from the text.</i></p> <p><i>I can analyze the development of two or more central ideas over the course of the text.</i></p> <p><i>I can analyze how the major sections of the text contribute to the whole.</i></p> <p><i>I can explain how an author uses the text structure to develop ideas.</i></p> <p><i>I can identify how the author’s point of view/purpose is different from others.</i></p> <p><i>I can evaluate how the author distinguishes his/her position from that of others.</i></p> <p><i>I can identify similarities and differences of written and multimedia versions of a text.</i></p> <p><i>I can identify an argument and its claims in a text.</i></p> <p><i>I can read proficiently nonfiction texts at grade level.</i></p> <p><i>I can comprehend proficiently nonfiction texts at grade level.</i></p>	<p><i>I can identify a clause.</i></p> <p><i>I can explain the function of phrases (prepositional phrase-adjective or adverb; appositive phrase, participial phrase, infinitive phrase).</i></p> <p><i>I can compose a complex sentence.</i></p> <p><i>I can compose a compound-complex sentence.</i></p> <p><i>I can choose and use sentence types appropriately and effectively.</i></p> <p><i>I can spell words commonly found in seventh-grade level text.</i></p> <p><i>I can choose precise words.</i></p> <p><i>I can use proper grammar and mechanics (appropriate to 7th grade).</i></p> <p><i>I can use context clues to determine the meaning of a word or phrase.</i></p> <p><i>I can define and identify Greek or Latin affixes and roots.</i></p> <p><i>I can use Greek and Latin roots and affixes as clues to the meaning of a word.</i></p> <p><i>I can explain figurative language (e.g. literary, biblical and mythological allusion, etc.) in context.</i></p> <p><i>I can use grade-appropriate technique to build vocabulary.</i></p> <p><i>I can accurately use grade-appropriate vocabulary to demonstrate comprehension.</i></p>

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## English Language Arts – Second Marking Period

### WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 7TH GRADE



Writing	Speaking and Listening
<p><i>I can produce a strong claim(s)/argument(s).</i></p> <p><i>I can gather and organize reasons and evidence of opposing claims.</i></p> <p><i>I can comprehend the purpose of a concluding statement.</i></p> <p><i>I can compose an appropriate concluding statement.</i></p> <p><i>I can write a thesis statement that previews forthcoming content.</i></p> <p><i>I can use multiple strategies to organize and share information.</i></p> <p><i>I can support the topic with facts, details, quotes, and examples.</i></p> <p><i>I can identify appropriate transitions for informational writing.</i></p> <p><i>I can compose an appropriate concluding statement.</i></p> <p><i>I can develop appropriate writing for task. I can develop appropriate writing for purpose.</i></p> <p><i>I can develop appropriate writing for audience.</i></p> <p><i>I can use planning (prewriting/drafting) strategies.</i></p> <p><i>I can use revision strategies.</i></p> <p><i>I can use editing strategies.</i></p> <p><i>I can revise for a specific purpose and audience.</i></p> <p><i>I can use feedback from teachers and peers.</i></p> <p><i>I can gather relevant information from multiple print sources.</i></p> <p><i>I can gather relevant information from multiple digital sources.</i></p> <p><i>I can use search terms effectively.</i></p> <p><i>I can use pieces of informational texts to support my writing.</i></p> <p><i>I can use pieces from literary texts to support my writing.</i></p>	<p><i>I can track progress towards goals and deadlines.</i></p> <p><i>I can define and apply individual roles associated with group discussion.</i></p> <p><i>I can use purposeful questions to elicit elaboration from group members.</i></p> <p><i>I can respond appropriately to group members with relevant observations.</i></p> <p><i>I can acknowledge others' perspectives and respond appropriately.</i></p> <p><i>I can modify my views based on new information and/or views provided by my peers</i></p> <p><i>I can explain how main ideas and supporting details clarify a topic.</i></p> <p><i>I can identify a speaker's argument.</i></p> <p><i>I can identify and trace a speaker's specific claims.</i></p> <p><i>I can evaluate the validity of a speaker's argument and reasoning.</i></p> <p><i>I can determine if a speaker has sufficient, relevant evidence to support argument.</i></p> <p><i>I can identify and describe facts, details and examples on a subject.</i></p> <p><i>I can appropriately demonstrate command of formal English.</i></p>

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 7TH GRADE**

Reading: Literature	Reading: Informational Text	Language
<p><i><b>I can</b> analyze a text.</i></p> <p><i><b>I can</b> analyze how story elements interact to influence each other.</i></p> <p><i><b>I can</b> interpret the figurative and connotative meaning of words and phrases as they are used in a text.</i></p> <p><i><b>I can</b> identify and analyze figurative language such as simile, metaphor, personification, hyperbole, and idiom.</i></p> <p><i><b>I can</b> identify and analyze connotative language such as denotation, connotation, symbolism, irony, imagery.</i></p> <p><i><b>I can</b> identify and analyze the impact of poetic devices such as alliteration, assonance, consonance, onomatopoeia, rhyme, repetition, rhythm.</i></p> <p><i><b>I can</b> read proficiently many different types of literature (e.g., stories, dramas, and poems) at grade level.</i></p> <p><i><b>I can</b> comprehend proficiently many different types of literature (e.g., stories, dramas, and poems) at grade level.</i></p>	<p><i><b>I can</b> analyze interactions in a text (e.g. between people, ideas, and situations).</i></p> <p><i><b>I can</b> trace the development of an argument and its claims in a text.</i></p> <p><i><b>I can</b> analyze how author's interpretation shapes presentation of key information.</i></p> <p><i><b>I can</b> read proficiently nonfiction texts at grade level.</i></p> <p><i><b>I can</b> comprehend proficiently nonfiction texts at grade level.</i></p>	<p><i><b>I can</b> explain the function of clauses (adjective or adverb).</i></p> <p><i><b>I can</b> use a phrase correctly within a sentence.</i></p> <p><i><b>I can</b> use a clause correctly within a sentence.</i></p> <p><i><b>I can</b> recognize misplaced modifiers.</i></p> <p><i><b>I can</b> spell words commonly found in seventh-grade level text.</i></p> <p><i><b>I can</b> spell homonyms correctly in context.</i></p> <p><i><b>I can</b> use proper grammar and mechanics (appropriate to 7th grade).</i></p> <p><i><b>I can</b> recognize and eliminate wordiness.</i></p> <p><i><b>I can</b> explain figurative language (e.g. literary, biblical and mythological allusion, etc.) in context.</i></p> <p><i><b>I can</b> use grade-appropriate technique to build vocabulary.</i></p> <p><i><b>I can</b> accurately use grade-appropriate vocabulary to demonstrate comprehension.</i></p>

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## English Language Arts – Third Marking Period

### WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 7TH GRADE



Speaking and Listening	Writing
<p><i>I can track progress towards goals and deadlines.</i></p> <p><i>I can acknowledge others' perspectives and respond appropriately.</i></p> <p><i>I can modify my views based on new information and/or views provided by my peers</i></p> <p><i>I can understand and explain information presented in various media and formats.</i></p> <p><i>I can explain how main ideas and supporting details clarify a topic.</i></p> <p><i>I can identify and trace a speaker's specific claims.</i></p> <p><i>I can evaluate the validity of a speaker's argument and reasoning.</i></p> <p><i>I can determine if a speaker has sufficient, relevant evidence to support argument.</i></p> <p><i>I can present findings and my own opinion.</i></p> <p><i>I can emphasize key points of my argument or research in a focused, clear way.</i></p> <p><i>I can use elements of public speaking appropriately: eye contact, volume, and pronunciation while speaking to a group.</i></p> <p><i>I can explain how specific ideas clarify a topic.</i></p> <p><i>I can use various formats of visual and multimedia components to explain information.</i></p> <p><i>I can emphasize the important points of my argument or research in a focused, clear way.</i></p> <p><i>I can appropriately demonstrate command of formal English.</i></p> <p><i>I can present my ideas with careful consideration of context and task.</i></p>	<p><i>I can locate sources.</i></p> <p><i>I can determine accuracy and credibility of sources.</i></p> <p><i>I can show my understanding of the topic or text.</i></p> <p><i>I can use evidence from sources to support a claim.</i></p> <p><i>I can define and identify a formal writing style.</i></p> <p><i>I can use purposeful transitions.</i></p> <p><i>I can use descriptive vocabulary and sensory language.</i></p> <p><i>I can develop appropriate writing for task. I can develop appropriate writing for purpose.</i></p> <p><i>I can develop appropriate writing for audience.</i></p> <p><i>I can use planning (prewriting/drafting) strategies.</i></p> <p><i>I can use revision strategies.</i></p> <p><i>I can use editing strategies.</i></p> <p><i>I can revise for a specific purpose and audience.</i></p> <p><i>I can use feedback from teachers and peers.</i></p> <p><i>I can use several sources to answer a question.</i></p> <p><i>I can compose focused questions for additional research and investigation.</i></p> <p><i>I can gather relevant information from multiple digital sources.</i></p> <p><i>I can use search terms effectively.</i></p> <p><i>I can use pieces from literary texts to support my writing.</i></p>

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 7TH GRADE**

Reading: Literature	Reading: Informational Text	Language
<p><i><b>I can</b> determine the structure of a drama such as a soliloquy and analyze how the structure contributes to its meaning.</i></p> <p><i><b>I can</b> determine the structure of a poem such as a sonnet and analyze how the structure contributes to its meaning.</i></p> <p><i><b>I can</b> compare and contrast a fictional and historical account of the same period.</i></p> <p><i><b>I can</b> explain how an author uses history in a fictional text.</i></p> <p><i><b>I can</b> explain how an author alters history for a fictional text.</i></p> <p><i><b>I can</b> read proficiently many different types of literature (e.g., stories, dramas, and poems) at grade level.</i></p> <p><i><b>I can</b> comprehend proficiently many different types of literature (e.g., stories, dramas, and poems) at grade level.</i></p>	<p><i><b>I can</b> analyze each medium’s depiction of the subject matter (e.g., how the delivery of a speech affects the impact of the words).</i></p> <p><i><b>I can</b> compare and contrast a written text to an audiovisual/multimedia presentation of the same work.</i></p> <p><i><b>I can</b> assess whether textual support used for an argument is valid (relevant, viable, etc.).</i></p> <p><i><b>I can</b> determine if support used for an argument is sufficient to support claims in a text.</i></p> <p><i><b>I can</b> evaluate an argument and its claims in a text, determining if the reasoning is sound.</i></p> <p><i><b>I can</b> compare how two or more authors present the same information.</i></p> <p><i><b>I can</b> analyze different emphases of evidence and interpretations of fact.</i></p> <p><i><b>I can</b> read proficiently nonfiction texts at grade level.</i></p> <p><i><b>I can</b> comprehend proficiently nonfiction texts at grade level.</i></p>	<p><i><b>I can</b> correct misplaced modifiers.</i></p> <p><i><b>I can</b> spell words commonly found in seventh-grade level text.</i></p> <p><i><b>I can</b> use proper grammar and mechanics (appropriate to 7<sup>th</sup> grade).</i></p> <p><i><b>I can</b> explain figurative language (e.g. literary, biblical and mythological allusion, etc.) in context.</i></p> <p><i><b>I can</b> distinguish among the connotations of words that have the same denotation.</i></p> <p><i><b>I can</b> distinguish among degrees of synonyms to make the best word choice.</i></p> <p><i><b>I can</b> use grade-appropriate technique to build vocabulary.</i></p> <p><i><b>I can</b> accurately use grade-appropriate vocabulary to demonstrate comprehension.</i></p>

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English Language Arts – Fourth Marking Period

## WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 7TH GRADE



Speaking and Listening	Writing
<p><i>I can understand and explain information presented in various media and formats.</i></p> <p><i>I can explain how main ideas and supporting details clarify a topic.</i></p> <p><i>I can evaluate the validity of a speaker's argument and reasoning.</i></p> <p><i>I can determine if a speaker has sufficient, relevant evidence to support argument.</i></p> <p><i>I can present findings and my own opinion.</i></p> <p><i>I can emphasize key points of my argument or research in a focused, clear way.</i></p> <p><i>I can use elements of public speaking appropriately: eye contact, volume, and pronunciation while speaking to a group.</i></p> <p><i>I can create and use visual and multimedia components to demonstrate understanding.</i></p> <p><i>I can use various formats of visual and multimedia components to explain information.</i></p> <p><i>I can present my opinions and research orally.</i></p> <p><i>I can emphasize the important points of my argument or research in a focused, clear way.</i></p> <p><i>I can appropriately demonstrate command of formal English.</i></p> <p><i>I can present my ideas with careful consideration of context and task.</i></p>	<p><i>I can define and identify appropriate transitions for an argument.</i></p> <p><i>I can use purposeful transitions to strengthen my argument.</i></p> <p><i>I can use a formal style of writing throughout the piece.</i></p> <p><i>I can use charts, pictures, headings, and multimedia to help inform the reader.</i></p> <p><i>I can recognize a formal style.</i></p> <p><i>I can use a formal style throughout the piece.</i></p> <p><i>I can develop appropriate writing for task. I can develop appropriate writing for purpose.</i></p> <p><i>I can develop appropriate writing for audience.</i></p> <p><i>I can use planning (prewriting/drafting) strategies.</i></p> <p><i>I can use revision strategies.</i></p> <p><i>I can use editing strategies.</i></p> <p><i>I can revise for a specific purpose and audience.</i></p> <p><i>I can use feedback from teachers and peers.</i></p> <p><i>I can use technology to publish writing.</i></p> <p><i>I can use technology to link to and cite sources.</i></p> <p><i>I can use technology to collaborate with others</i></p> <p><i>I can conduct a short research project to answer a question.</i></p> <p><i>I can gather relevant information from multiple digital sources.</i></p> <p><i>I can use search terms effectively.</i></p> <p><i>I can cite sources using the correct format.</i></p> <p><i>I can use pieces from literary texts to support my writing.</i></p>