

## Seventh Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RL 1-1
	2	I can determine the theme of a text.	RL 2-1
	2	I can analyze the development of the theme throughout a text.	RL 2-2
	2	I can give an objective summary of a text.	RL 2-3
	3	I can analyze how elements of a story interact (setting affect characters, etc.).	RL 3-1
	4	I can determine the figurative and connotative meaning of words and phrases based on	RL 4-1
		how they are used in a text.	
	4	I can analyze the impact of rhyme or repetition of sound on a particular part of a text.	RL 4-2
	5	I can analyze how the form or structure of a text contributes to its meaning.	RL 5-1
	6	I can analyze how an author develops and/or contrast the point of view of a narrator or	RL 6-1
		text's character.	
	7	I can compare and contrast a written text to its audio, staged, or multimedia version.	RL 7-1
	7	I can analyze the affects of techniques that are unique to portraying various types of	RL 7-2
		media (see above).	

	8	Not applicable to literature.	
	9	I can compare and contrast a fictional portrayal of an event to an historical account of the same event to understand how authors of fiction use history in their writing.	RL 9-1
	10	I can read and comprehend literature at the seventh grade level.	RL 10-1
Reading:	1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RI 1-1
Informational Text	2	I can determine two or more central ideas and analyze their development over the course of the text.	RI 2-1
	2	I can give an objective summary of the text.	RI 2-2
	3	I can analyze interactions between individuals, events, or ideas in a text.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 7 text.	RI 4-1
	4	I can analyze how the words the author chooses affects the meaning or tone of the text.	RI 4-2
	5	I can analyze the structure an author uses to organize text.	RI 5-1
	5	I can explain how major sections of a text contribute to the development of the whole.	RI 5-2
	6	I can determine the author's point of view in a text.	RI 6-1
	6	I can determine the author's purpose for writing a text.	RI 6-2
	6	I can explain how an author distinguishes his/her position from another author.	RI 6-3
	7	I can compare and contrast a text to an audio or multimedia version.	RI 7-1
	7	I can analyze how a particular medium affects how a subject is portrayed.	RI 7-2
	8	I can trace and evaluate the argument and claims in a text.	RI 8-1
	8	I can assess whether an author's reasoning is sound and whether he has enough evidence to support the claims he makes.	RI 8-2
9	I can analyze differences in two or more authors' presentations on the same topic.	RI 9-1	

	10	I can read and comprehend informational text appropriate for seventh grade.	RI 10-1
Writing	1	I can write an argument with clear reasons and relevant evidence, where I:	W 1-1
		a - introduce claims, acknowledge opposing claims, and organize the reasons/evidence clearly,	
		b - support claims with logical and relevant reasons, use credible sources and demonstrate understanding of the topic,	
		c - use words, phrases, and clauses to create cohesion and clarify relationships,	
		d - establish and maintain a formal style, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines a topic and convey ideas, where I:	W 2-1
		a - introduce a topic, organize ideas with appropriate structure, include formatting and graphics when useful,	
		b - use facts, definitions, details, and quotations, or other examples to develop the topic,	
		c - use appropriate transitions to create cohesion and clarify relationships,	
		d - use precise language and vocabulary to explain about the topic,	
		e - establish and maintain a formal style, and	
		f - provide a concluding statement or section.	
	3	I can write a real or imagined narrative with descriptive details and effective technique,	W 3-1
		where I:	
		a - establish a context and point of view, introduce a narrator and/or characters, and organize a logical event sequence,	
		b - use dialogue, descriptions, and pacing to develop events and characters,	
		c - use transitional words, phrases, and clauses to convey sequence and signal shifts,	
		d - use precise words and phrases and sensory details and language to convey experiences	

		and events, and	
		e - provide a conclusion that follows the form and reflects on the narrated events.	
	4	I can produce clear, coherent writing in which the development, organization, and style are appropriate for seventh grade tasks, purposes, and audiences.	W 4-1
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1
	5	I can try new approaches and focus on addressing my purpose and audience in my writing.	W 5-2
	6	I can use technology to produce and publish my work, and link to sources.	W 6-1
	6	I can use the Internet to interact and collaborate with my peers on writing projects.	W 6-2
	7	I can conduct short research projects, that use several sources to answer a specific question.	W 7-1
	7	I can generate additional focused questions, if needed, during my research.	W 7-2
	8	I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources.	W 8-1
	8	I can quote or paraphrase information found for my finished work.	W 8-2
	8	I can follow a standard format for citation in my work.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in my writing.	W9b-1
	10	I can write for a range of time, tasks, purposes, and audiences.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.	SL 1b-1
	1c	I can ask questions to respond to others, elicit elaboration, or bring the discussion back to	SL 1c-1

		the topic.	
	1d	I can acknowledge new ideas expressed in discussion and modify my views if needed.	SL 1d-1
	2	I can analyze the main idea/supporting details in information presented in diverse formats	SL 2-1
		explain how the information clarifies the topic under study.	
	3	I can identify a speaker's argument and specific claims.	SL 3-1
	3	I can evaluate the soundness of reasoning and relevance of evidence presented.	SL 3-2
	4	I can present important findings in a coherent manner using descriptions, facts, details, and	SL 4-1
		examples.	
	4	I can use appropriate eye contact, adequate volume, and clear pronunciation.	SL 4-2
	5	I can include multimedia projects or visual displays when they will be helpful in clarifying	SL 5-1
		and emphasizing information.	
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
	6	I can demonstrate a command of formal English when appropriate.	SL 6-2
Language	1a	I can explain the function of phrases and clauses.	L 1a-1
	1b	I can choose among various types of sentences to show different relationship among ideas.	L 1b-1
	1c	I can use phrases and clauses appropriately in a sentence.	L 1c-1
	2a	I can use a comma to separate coordinate adjectives.	L 2a-1
	2b	I can spell correctly.	L 2b-1
	3a	I can choose language to express ideas in a precise and concise manner.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can use common Greek and Latin affixes and roots to figure out word meanings.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, or part of speech of a	L 4c-1
		word.	

	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5b	I can use the relationships between words to better understand each word's meaning.	L 5b-1
	5c	I can distinguish among connotations and denotations of words.	L 5c-1
	6	I can use vocabulary appropriate to seventh grade topics.	L 6-1
	6	I can use resources to gather word knowledge when needing a word important for	L 6-2
		comprehension and/or expression.	