General Expectations of the ELA Standards A Focus on Results Rather than Means An Integrated Model of Literacy Research and Media Blended into the Standards as a Whole Shared Responsibility for Students' Literacy Development Focus and Coherence in Instruction and Assessment	

Critical Areas of Focus Being Addressed:
- o Reading
- o Writing
- o Language
- o Speaking and Listening

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
Reading Literature **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.	**RL.7.1** **Underpinning Knowledge Learning Targets**: • The student can recognize textual evidence. • The student can recognize inferences.

	Underpinning Reasoning Learning Targets: • The student can analyze text to cite textual evidence that is explicitly stated. • The student can analyze text to cite textual evidence that is inferred. **Underpinning Product Learning Targets:** • The student can use correct MLA format for in-text citations. • The student can use correct MLA format for works cited pages.
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.	**RL.7.2** **Underpinning Knowledge Learning Targets:** • The student can define, understand, and recognize theme, central idea, and summary. • The student can follow the progression of theme in a text. • The student can follow the progression of central idea in a text. **Underpinning Reasoning Learning Targets:** • The student can distinguish between textual facts and opinions.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**RL.7.3** **Underpinning Knowledge Learning Targets:** • The student can identify varied grade-level appropriate literary elements in a text. **Underpinning Reasoning Learning Targets:** • The student can determine the relationships between varied grade-level appropriate elements of literature in text.

Craft and Structure	**RL.7.4**
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.	**Underpinning Knowledge Learning Targets:** • The student can identify words and phrases that have connotative and figurative meaning used in a text. • The student can identify repetitions of sound in a text. **Underpinning Reasoning Learning Targets:** • The student can determine, interpret, clarify, or verify the figurative, literal, and connotative meanings of words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials. • The student can analyze the impact of repetitions of sound on meaning in a text.
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**RL.7.5** **Underpinning Knowledge Learning Targets:** • The student can identify poetic elements of form and structure. • The student can identify dramatic elements of form and structure. • The student can identify the form and structure of various types of poetry and drama. • The student can identify and explain the meaning of a text.
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a	**RL.7.6** **Underpinning Knowledge Learning Targets:** • The student can recognize strategies authors use to develop point of view (characterization, dialogue, etc.) • The student can identify the point of view of a character/narrator in a text. • The student can identify contrasting points of view within a text.

text.	
Integration of Knowledge and Ideas [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).	**RL.7.7** **Underpinning Knowledge Learning Targets:** • The student can identify media techniques/drama conventions used in an audio-visual or multimedia versions of a text. **Underpinning Reasoning Learning Targets:** • The student can determine the similarities between a story/drama/poem and its audio, filmed, staged, or multimedia version by analyzing the effects of techniques unique to each medium. • The student can determine the differences between a story/drama/poem and its audio, filmed, staged, or multimedia version by analyzing the effects of techniques unique to each medium.
[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.	**RL.7.9** **Underpinning Knowledge Learning Targets:** • The student can identify historical fiction and historical accounts. • The student can identify differences and similarities between historical fiction and historical accounts of the same event, time, place, character, etc. •
# Reading Informational Text [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.	**RI.7.1** **Underpinning Knowledge Learning Targets:** • The student can recognize textual evidence. • The student can recognize inferences. **Underpinning Reasoning Learning Targets:**

	• The student can analyze text to cite textual evidence that is explicitly stated. • The student can analyze text to cite textual evidence that is inferred. **Underpinning Product Learning Targets:** • The student can use correct MLA format for in-text citations. • The student can use correct MLA format for works cited pages.
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.	**RI.7.2** **Underpinning Knowledge Learning Targets:** • The student can define and understand central idea. • The student can define and understand summary. • The student can identify supporting details of central idea in a text. **Underpinning Reasoning Learning Targets:** • The student can trace central ideas and supporting details over the course of a text. • The student can distinguish between textual facts and opinions.
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).	**RI.7.3** **Underpinning Knowledge Learning Targets:** • The student can identify key individuals, events, or ideas in an informational text. • The student can sequence the progression of and note the interactions between individuals, events, or ideas in an informational text.
Craft and Structure **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.	**RI.7.4** **Underpinning Knowledge Learning Targets:** • The student can identify words and phrases that have connotative, figurative, and technical meaning used in a

	text.
	• The student can identify the tone of a text.
	Underpinning Reasoning Learning Targets:
	• The student can determine, clarify, or verify the meaning of connotative, figurative, and technical words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.
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.	**RI.7.5**
	Underpinning Knowledge Learning Targets:
	• The student can identify the structure(s) an author uses to organize a text.
	• The student can identify major sections of a text's organization.
	Underpinning Reasoning Learning Targets:
	• The student can trace the development of ideas in an informational text.
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.	**RI.7.6**
	Underpinning Knowledge Learning Targets:
	• The student can identify varied points of view and purposes in informational texts.
	• The student can recognize and understand strategies authors use to convey points of view and purpose in an informational text (repetition, structure, etc.)
	• The student can recognize and understand an author's efforts to distinguish his or her point of view or purpose from that of others.
Integration of Knowledge and Ideas	
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).	**RI.7.7**
	Underpinning Knowledge Learning Targets:
	• The student can identify and summarize information on the same topic or issue presented in different media,

	formats, and texts. • The student can recognize various ways medium can affect the portrayal of subject matter. **Underpinning Reasoning Learning Targets:** • The student can determine similarities and differences in information on the same topic or issue when it is presented in different media, formats, and texts.
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.	**RL.7.8** **Underpinning Knowledge Learning Targets:** • The student can define argument and claim. • The student can identify an argument and claims made in a text. • The student can identify reasons and evidence in a text. **Underpinning Reasoning Learning Targets:** • The student can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims.
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.	**RI.7.9** **Underpinning Knowledge Learning Targets:** • The student can identify differing authors' presentations of key information in two or more texts about the same topic.

Writing

<u>W.7.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

    a. 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.
    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

<u>W.7.4</u> 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.)

W.7.3
Underpinning Knowledge Learning Targets:
- The student can define, identify, and use elements of prose (style, theme, tone . . .), elements of plot (conflict, climax, protagonist . . .), and narrative techniques (dialogue, flashback, pacing . . .).
- The student can define, identify, and use transitional words, phrases, and clauses to connect sequences of events, shifts in time, and changes in settings.
- The student can define, identify, and use grade-level appropriate vocabulary and figurative language to capture action and convey experiences and/or events.

Underpinning Reasoning Learning Targets:
- The student can engage and orient the reader by establishing a context, providing a point of view, and introducing a narrator and/or characters.
- The student can organize an event sequence that unfolds naturally and logically.
- The student can provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4
Underpinning Knowledge Learning Targets:
- The student can identify and understand varied writing tasks, purposes, and audiences.
- The student can identify and understand varied methods of writing development, organization, and style.

Underpinning Reasoning Learning Targets:
- The student can determine the writing task, purpose, and audience.
- The student can match varied methods of development, organization, and style of writing to varied tasks, purposes, and audiences.

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)

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.

W.7.5
Underpinning Knowledge Learning Targets:
- The student can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.

Underpinning Reasoning Learning Targets:
- The student can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing.
- The student can determine the writing purpose and audience.

Underpinning Skill Targets:
- The student can demonstrate command of grade-level language standards (L.7.1-3).

W.7.6
Underpinning Knowledge Learning Targets:
- The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating with others and formatting/producing/publishing writing.
- The student can understand and use MLA formatting for page set-up, in-text citations, and works cited pages.

Underpinning Skill Learning Targets:
- The student can download, save, upload, attach, and link varied formats of files and sources

Research to Build and Present Knowledge

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.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

    a. Apply *grade 7 Reading standards* 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").

    b. Apply *grade 7 Reading standards* 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").

Range of Writing

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.

W.7.7

Underpinning Knowledge Learning Targets:
- The student can identify information pertinent to an inquiry gained through researching several sources.

Underpinning Reasoning Learning Targets:
- The student can integrate information pertinent to an inquiry gained through researching several sources.

Underpinning Skill Learning Targets: The student can demonstrate proficient use of research skills.

W.7.9

Underpinning Knowledge Learning Targets:
- The student can identify evidence in literary and informational texts that supports analysis, reflection, and research.

Underpinning Reasoning Learning Targets:
- The student can analyze literary and informational texts.
- The student can engage in analysis, reflection, and research.

W.7.10

Underpinning Knowledge Learning Targets:
- The student can identify tasks, purposes, and audience for shorter and extended time frame writings.

Underpinning Reasoning Learning Targets:
- The student can reflect on and revise his/her own writing.

Underpinning Skill Learning Targets:

- The student can research proficiently.

Underpinning Product Learning Targets:
- The student can produce writings appropriate for shorter and extended time frames in a variety of text types.

Speaking and Listening

Comprehension and Collaboration

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.

   a. 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.
   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. 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.
   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.1

Underpinning Knowledge Learning Targets:
- The student can identify and use key evidence from readings, research, and other speakers in collaborative discussions.
- The student can recognize, define, and follow rules, roles, goals, and deadlines for collegial discussions.

Underpinning Reasoning Learning Targets:
- The student can refer to relevant, prepared textual material in a collaborative discussion to probe, connect, or reflect on the ideas under discussion.
- The student can distinguish between formal and informal speaking styles and use formal style in collegial discussions.
- The student can acknowledge other's new information or views and modify his/her own view in a collaborative discussion.

Underpinning Skill Learning Targets:
- The student can pose and respond to questions with elaboration and detail by making comments that contribute to or bring the discussion back to the topic, text, or issue under discussion.

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.	**SL.7.3** **Underpinning Knowledge Learning Targets:** • The student can define and identify an argument and claims made in a speech. • The student can identify reasons and evidence in a speech. **Underpinning Reasoning Learning Targets:** • The student can trace the argument and specific claims in a speech. • The student can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims in a speech.
Presentation of Knowledge and Ideas **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.	**SL.7.4** **Underpinning Knowledge Learning Targets:** • The student can recognize and use strategies and techniques for presenting claims/findings, organizing them logically, and supporting them with descriptions, facts, details, and examples in oral presentations. **Underpinning Reasoning Learning Targets:** • The student can determine appropriate eye contact, volume, and pronunciations in diverse speaking environments. • The student can distinguish between formal and informal speaking styles and use formal style in academic settings.
Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."