

# 7<sup>th</sup> Grade

## Kentucky Academic Standards with Targets



### English Language Arts

**CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 7</b>	<b>Standard #: 1</b>
-----------------------------------	---------------------------------------	-----------------	----------------------

**Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Type:** \_\_\_\_\_ Knowledge      X   Reasoning    \_\_\_\_\_ Performance Skill    \_\_\_\_\_ Product

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• inferences from a text</li> <li>• explicit information from a text</li> </ul> Recognize credible resources/sources	Analyze what a text says explicitly  Formulate inferences from textual material  Cite resources that support analysis of a text		

### English Language Arts

<b>CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 7</b>	<b>Standard #: 2</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize theme and central idea	Determine a theme or central idea of a text		
Identify supporting details	Analyze the development of a theme or central idea over the course of a text		
Development an objective summary	Provide an objective summary of a text		

### English Language Arts

<b>CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 7</b>	<b>Standard #: 3</b>
<b>Standard: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Describe elements of a story or drama	Analyze how a change in one element shapes another		
Identify changes in elements of the story or drama	Analyze how elements of a story or drama interact		
Identify interactions between elements			

**English Language Arts**

<b>CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 7</b>	<b>Standard #: 4</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify: <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• figurative words and phrases</li> <li>• connotative words and phrases</li> </ul> in a text  Identify examples of rhymes and other repetitions of sounds, including alliteration, on a: <ul style="list-style-type: none"> <li>• specific verse or stanza of a poem</li> <li>• section of a story or drama</li> </ul>	Interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text  Analyze the impact of rhymes and other repetitions of sounds, including alliteration, on a: <ul style="list-style-type: none"> <li>• specific verse or stanza of a poem</li> <li>• section of a story or drama</li> </ul>		

### English Language Arts

<b>CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 7</b>	<b>Standard #: 5</b>
<b>Standard: Analyze how a drama's or poem's form or structure contributes to its meaning.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the poetic elements that contribute to form/structure  Identify the form/structure of various types of poetry and drama  Explain the meaning of a poem	Analyze the structure of a drama or poem  Analyze the meaning of a drama or poem  Analyze the relationship between the poem/drama's form and structure		

### English Language Arts

<b>CCR: Assess how point of view or purpose shapes content and style</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Craft &amp; Structure</b>	<b>Grade: 7</b>	<b>Standard #: 6</b>
<b>Standard: Analyze how an author develops and contrasts points of view of different characters or narrators in a text</b>			
<b>Type: _____ Knowledge _____ X Reasoning _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define analysis  Identify strategies author uses to contrast points of view of different characters or narrator	Cite details or examples in a text where the author develops the point of view of various characters or narrators  Compare and contrast points of view of different characters or narrators  Analyze how the author develops points of view of different characters or the narrators  Analyze how the author contrasts different points of view in a single text		

### English Language Arts

<b>CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 7</b>	<b>Standard #: 7</b>
<b>Standard: 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).</b>			
<b>Type: _____ Knowledge    <u>    </u>X<u>    </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify various mediums  Recognize: <ul style="list-style-type: none"> <li>• multimedia versions</li> <li>• film</li> <li>• stage</li> </ul>	Analyze the effects of various medium techniques on written text: <ul style="list-style-type: none"> <li>• stories</li> <li>• dramas</li> <li>• poems</li> </ul> Analyze the effects of various medium techniques on: <ul style="list-style-type: none"> <li>• audio</li> <li>• film</li> <li>• stage</li> <li>• multimedia</li> </ul> Determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia)		

	Determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia		
--	---	--	--

**English Language Arts**

<b>CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster:</b>	<b>Grade: 7</b>	<b>Standard #: 8</b>
<b>Standard: Not applicable to literature</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

### English Language Arts

<b>CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 7</b>	<b>Standard #: 9</b>
<b>Standard: 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>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify a : <ul style="list-style-type: none"> <li>• time</li> <li>• place or</li> <li>• character (person)</li> </ul> that is portrayed in: <ul style="list-style-type: none"> <li>• an historical account</li> <li>• a fictional work</li> </ul>	Compare and contrast historical portrayal of a: <ul style="list-style-type: none"> <li>• time</li> <li>• place or</li> <li>• character (person)</li> </ul> in an historical account to how each are portrayed or altered in a literary work.		

### English Language Arts

<b>CCR: Read and comprehend complex literary and informational text independently and proficiently.</b>			
<b>Strand: Reading Literature</b>	<b>Cluster: Range of Reading and Level of Text Complexity</b>	<b>Grade: 7</b>	<b>Standard: 10</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in literary text: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary	Comprehend independently in literary text: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary		

### English Language Arts

**CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 7</b>	<b>Standard #: 1</b>
---	---------------------------------------	-----------------	----------------------

**Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Type: \_\_\_\_\_ Knowledge      X   Reasoning    \_\_\_\_\_ Performance Skill    \_\_\_\_\_ Product**

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• inferences from a text</li> <li>• explicit information from a text</li> </ul> Recognize credible resources/sources	Analyze several pieces of text to determine what it explicitly says  Formulate inferences from textual material  Cite resources that support analysis of a text		

**English Language Arts**

<b>CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 7</b>	<b>Standard #: 2</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify two or more central ideas of a text  Define and recognize an objective summary	Analyze the development of two or more central ideas over the course of a text  Provide an objective summary of the text		

### English Language Arts

<b>CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Key Ideas and Details</b>	<b>Grade: 7</b>	<b>Standard #: 3</b>
<b>Standard: 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).</b>			
<b>Type: _____ Knowledge    <u>    X    </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas about : <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas</li> </ul> stated in text	Analyze the interactions between : <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas in a text</li> </ul> Discuss how ideas influence events or how individuals influence ideas or events		

### English Language Arts

<b>CCR: Interpret words and phrases as they are used in a text; including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 7</b>	<b>Standard #: 4</b>
<b>Standard: Determine the meanings of words and phrases as they are used in a text, including figurative, connotative, &amp; technical meanings; analyze the impact of a specific word choice on meaning and tone.</b>			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• figurative words and phrases</li> <li>• connotative words and phrases</li> <li>• technical words and phrases</li> </ul> in a text  Identify tone in text	Determine the meanings of words and phrases, including the: <ul style="list-style-type: none"> <li>• figurative</li> <li>• connotative</li> <li>• technical</li> </ul> meanings of words and phrases as they are used in a text  Analyze how meaning and tone are impacted by specific word choice		

### English Language Arts

<b>CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 7</b>	<b>Standard #: 5</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine the text structure: • (e.g., chronology • comparison • cause/effect • problem/solution) the author uses to organize text  Determine how major sections of text contribute to the main idea or to the development of the main idea	Analyze how major: • sentences • paragraphs • chapter or section contribute to the main idea of the text or to the development of the main idea		

**English Language Arts**

<b>CCR: Assess how point of view or purpose shapes the content and style of a text.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Craft and Structure</b>	<b>Grade: 7</b>	<b>Standard #: 6</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Determine the author’s point of view or purpose of a text  Identify details or examples in a text where the author develops his/her point of view or the purpose of the text	Explain how the author conveys his/her point of view throughout the text  Make a distinction between the author’s point of view and those of others mentioned or implied in the text  Contrast how the author distinguishes his/her position from that of others  Support your analysis with examples from the text		

### English Language Arts

<b>CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 7</b>	<b>Standard #: 7</b>
<b>Standard: 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).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize characteristics of: <ul style="list-style-type: none"> <li>• audio</li> <li>• video</li> <li>• multimedia</li> </ul> versions of text	Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia)  Describe differences of various media portrayals of subjects (texts, audio, video, multimedia)  Analyze how the: <ul style="list-style-type: none"> <li>• audio</li> <li>• video</li> <li>• multimedia</li> </ul> version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)		

### English Language Arts

<b>CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 7</b>	<b>Standard #: 8</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: <ul style="list-style-type: none"> <li>• relevant evidence</li> <li>• sufficient evidence</li> <li>• sound reasoning</li> </ul> Identify argument and claims in a text	Trace the argument and specific claims in a text  Assess: <ul style="list-style-type: none"> <li>• relevance of evidence for specific claims in a text</li> <li>• sufficiency of evidence for specific claims in a text</li> <li>• soundness of the reasoning in a text</li> </ul> Evaluate the argument and specific claims in a text		

### English Language Arts

<b>CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Integration of Knowledge and Ideas</b>	<b>Grade: 7</b>	<b>Standard #: 9</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key information from two or more texts by different authors: <ul style="list-style-type: none"> <li>• emphasizing different evidence or</li> <li>• advancing different interpretations of facts</li> </ul>	Analyze how two or more texts by different authors shape their ideas by: <ul style="list-style-type: none"> <li>• emphasizing different evidence or</li> <li>• advancing different interpretations of facts</li> </ul>		

### English Language Arts

<b>CCR: Read and comprehend complex literary and informational text independently and proficiently.</b>			
<b>Strand: Reading Informational Text</b>	<b>Cluster: Range of Text Complexity</b>	<b>Grade: 7</b>	<b>Standard: 10</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand: <ul style="list-style-type: none"> <li>• key ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary	Comprehend independently: <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary		

**English Language Arts**

<b>CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types and Purposes</b>	<b>Grade: 7</b>	<b>Standard #: 1</b>
<b>Standard: Write arguments to support claims with clear reasons and relevant evidence.</b> <ol style="list-style-type: none"> <li><b>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</b></li> <li><b>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b></li> <li><b>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</b></li> <li><b>Establish and maintain a formal style.</b></li> <li><b>Provide a concluding statement or section that follows from and supports the argument presented.</b></li> </ol>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify accurate, credible sources  Recognize phrases and clauses that create cohesion and clarify relationships  Identify and define: <ul style="list-style-type: none"> <li>• alternate and opposing claims</li> <li>• relevance</li> <li>• evidence</li> </ul>	Determine how to introduce claims and acknowledge alternate or opposing claims  Organize reasons and evidence logically  Determine logical and relevant support for claims Evaluate sources for credibility and accuracy		Produce an argument to support claims, which: <ul style="list-style-type: none"> <li>• introduces claims</li> <li>• acknowledges opposing or alternate claims</li> <li>• is logically organized</li> <li>• supports claims with logical reasoning and relevant evidence</li> <li>• cites credible and accurate sources of information</li> </ul>

<ul style="list-style-type: none"> <li>• argument</li> <li>• cohesion</li> <li>• formal style</li> </ul>	<p>Understand the topic or text</p> <p>Create cohesion and clarify relationships using words, phrases, or clauses</p> <p>Establish and maintain a formal style</p> <p>Plan a concluding statement or section that follows from and supports the argument</p>		<ul style="list-style-type: none"> <li>• uses words, phrases, and clauses to create cohesion and clarify relationships</li> <li>• establishes and maintains a formal style</li> <li>• provides an appropriate concluding statement that follows from and supports the argument presented</li> </ul>
--	--	--	---

## English Language Arts

<b>CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types and Purposes</b>	<b>Grade: 7</b>	<b>Standard #: 2</b>
<p><b>Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform or explain about the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>			
<p>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u>  X  </u> Product</p>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify a topic	Determine which strategy is most effective to further develop a topic including strategies such as: <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul>		Write an informative/explanatory text to: <ul style="list-style-type: none"> <li>• examine a topic</li> <li>• convey ideas</li> <li>• concepts and information</li> </ul> through: <ul style="list-style-type: none"> <li>• text selection</li> <li>• organization</li> <li>• analysis of relevant content</li> </ul>

<p>Identify and recognize:</p> <ul style="list-style-type: none"> <li>• definition</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> <li>• strategies</li> <li>• text features (graphics, charts, tables, multimedia)</li> </ul> <p>Select appropriate:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• examples</li> </ul> <p>Recognize and select appropriate transitions to create cohesion and clarify relationships</p> <p>Identify domain specific vocabulary and precise vocabulary</p> <p>Recognize formal style</p> <p>Identify an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented</p>	<p>Determine when to include:</p> <ul style="list-style-type: none"> <li>• formatting,</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>to aid comprehension</p> <p>Determine how to organize:</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• concepts</li> <li>• information</li> </ul> <p>Develop the topic, using:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Select appropriate transitions to create cohesion and clarify relationships</p> <p>Determine precise language and domain specific vocabulary</p> <p>Establish and maintain a formal style for a selected topic</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented</p>		<p>Introduce, preview, and develop a topic with:</p> <ul style="list-style-type: none"> <li>• relevant fact</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Organize:</p> <ul style="list-style-type: none"> <li>• Ideas</li> <li>• concepts</li> <li>• information</li> </ul> <p>Use strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>when useful in aiding comprehension</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text</p>
---	--	--	--

			Establish and maintain a formal style  Provide a supportive, concluding statement or section that follows from the information or explanation presented
--	--	--	---

## English Language Arts

<b>CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>			
<b>Strand: Writing</b>	<b>Cluster: Text Types &amp; Purposes</b>	<b>Grade: 7</b>	<b>Standard #: 3</b>
<b>Standard: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ X _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define point of view  Identify various points of view in a narrative	Use a variety of techniques to engage the reader and establish context and point of view  Use dialogue, pacing, description to develop events and characters		Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> <li>• engages the reader</li> <li>• establishes a context and point of view</li> </ul>

<p>Identify how authors use:</p> <ul style="list-style-type: none"> <li>• precise words/phrases</li> <li>• description</li> <li>• sensory details</li> </ul> <p>to help readers visualize or sense the action of a narrative</p>	<p>Use a variety of transitions to move events along and to signal shifts in a narrative</p> <p>Develop conclusions that reflect on the events of a narrative</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences and events</p> <p>Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters</p>		<ul style="list-style-type: none"> <li>• uses techniques such as dialogue, pacing and description to develop experiences, events, characters</li> <li>• uses a variety of transitions to convey sequence and signal shifts</li> <li>• uses appropriate precise, descriptive sensory language</li> <li>• leads to a reflective conclusion</li> </ul>
--	--	--	---

**English Language Arts**

<b>CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>			
<b>Strand: Writing</b>	<b>Cluster: Product and Distribution of Writing</b>	<b>Grade: 7</b>	<b>Standard #: 4</b>
<b>Standard: 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.)</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____X_____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
(The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)	<p>Analyze the reason for writing a piece to decide on :</p> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> <p>Determine suitable:</p> <ul style="list-style-type: none"> <li>• idea development strategies</li> <li>• organization</li> <li>• style</li> </ul> <p>appropriate to task purpose and audience</p> <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)</p>	(The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)	<p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> <li>• idea development</li> <li>• organization</li> <li>• style</li> </ul> <p>appropriate to task, purpose and audience</p> <p>(Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>

### English Language Arts

<b>CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production and Distribution of Writing</b>	<b>Grade: 7</b>	<b>Standard: 5</b>
<b>Standard: 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 a command of Language standards 1-3 up to and including grade 7 on page 52).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> <p>Recognize how well to focus on:</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> </ul>	<p>With some guidance and support from peers and adults, student develop and strengthen writing by:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> <li>• trying a new approach</li> </ul> <p>Determine how well the focus of :</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> </ul> <p>have been addressed</p>		

Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 7 on page 52)			
---	--	--	--

### English Language Arts

<b>CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>			
<b>Strand: Writing</b>	<b>Cluster: Production &amp; Distribution of Writing</b>	<b>Grade: 7</b>	<b>Standard #: 6</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify publishing and collaborative options that use technology  Explain how to: <ul style="list-style-type: none"> <li>• cite sources</li> <li>• create hyperlinks</li> </ul> Know how to collaborate effectively for an intended purpose	Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience  Determine the best technology options for communicating and collaborating with others for an intended purpose	Use technology, including the Internet to: <ul style="list-style-type: none"> <li>• produce</li> <li>• revise</li> <li>• edit</li> <li>• publish writing</li> </ul> Use technology to link to and cite sources  Use technology to interact and collaborate with others for an intended purpose	

### English Language Arts

<b>CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 7</b>	<b>Standard #: 7</b>
<b>Standard: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</b>			
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Use reliable sources of information	Select appropriate sources of information to answer a question		
Implement appropriate inquiry methods to conduct a short research project	Determine relevant and irrelevant information from sources to answer a question		
	Formulate focused questions from sources of information for further research and investigation		
	Conduct steps for research to answer a question		
	Generate additional related, focused questions for further research and investigation		

	Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation		
--	--	--	--

**English Language Arts**

<b>CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 7</b>	<b>Standard #: 8</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Use effective search terms  Recognize: <ul style="list-style-type: none"> <li>• standard formats for citations</li> <li>• credibility</li> <li>• accuracy</li> </ul> Follow standard citation format	Assess the credibility and accuracy of sources  Quote or paraphrase the data and conclusions of others avoiding plagiarism		

### English Language Arts

<b>CCR: Draw evidence from literary or informational texts to support analysis, reflection, and research</b>			
<b>Strand: Writing</b>	<b>Cluster: Research to Build and Present Knowledge</b>	<b>Grade: 7</b>	<b>Standard #: 9</b>
<b>Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> <b>a. Apply grade 7 reading standards to literature. (e.g. Compare and contrast a ...)</b> <b>b. Apply grade 7 reading standards to informational texts. (e.g. Trace and evaluate...)</b>			
<b>Type: _____ Knowledge    <u>    X    </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research  Cite textual evidence to support analysis of what the text says explicitly	Draw evidence from key ideas and details as support for research  Analyze key ideas and details in a text as evidence for support understanding of text  Reflect on key ideas and details in a text as evidence for support understanding of text  Draw upon key ideas and details as support for research.		

### English Language Arts

<b>CCR: 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 tasks, purposes, and audiences.</b>			
<b>Strand: Writing</b>	<b>Cluster: Range of Writing</b>	<b>Grade: 7</b>	<b>Standard #: 10</b>
<b>Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>			
Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> <li>• audience</li> <li>• topic</li> <li>• purpose</li> </ul> Identify appropriate organizational structure for various types of writing	Determine when to write for either extended and/or shorter time frames based upon: <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> <li>• task</li> </ul> Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience	Write for various: <ul style="list-style-type: none"> <li>• audiences</li> <li>• purposes</li> <li>• tasks</li> </ul> for a shortened time frame (a single setting or a day or two)  Write for various: <ul style="list-style-type: none"> <li>• audiences</li> <li>• purposes</li> <li>• tasks</li> </ul> within an extended time frame (time for research, reflection and revision)	

## English Language Arts

<b>CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.</b>			
<b>Strand: Speaking &amp; Listening</b>	<b>Cluster: Comprehension &amp; Collaboration</b>	<b>Grade: 7</b>	<b>Standard #: 1</b>
<b>Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</b> <ol style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas from reading material or research	Reflect on discussion topics using evidence from the text and/or research	Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts	
Describe components of a collegial discussion and planning	Track progress toward specific goals and deadlines, defining individual roles as needed	Demonstrate collegial rules during discussion	
Recognize key ideas and new information posed during discussions	Justify ideas and responses shared with evidence from text or research and modify when warranted	Articulate personal ideas clearly	

	<p>Evaluate new information posed and form personal opinion</p> <p>Interpret other’s opinions</p> <p>Formulate comments, questions, and responses based on evidence from the text or topic</p>	<p>Pose relevant questions that elicit elaboration on the topic or text</p> <p>Respond to questions and comments with relevant details, bringing discussion back on topic as needed</p> <p>Acknowledge new information posed and respond to change viewpoints as needed</p>	
--	--	---	--

### English Language Arts

<b>CCR: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Comprehension and Collaboration</b>	<b>Grade: 7</b>	<b>Standard #: 2</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify main details and supporting details that contribute to the: <ul style="list-style-type: none"> <li>• topic</li> <li>• text or</li> <li>• issue of study</li> </ul> of various media formats	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)  Explain how the ideas clarify the: <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue under study</li> </ul>		

### English Language Arts

<b>CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Comprehension and Collaboration</b>	<b>Grade: 7</b>	<b>Standard #: 3</b>
<b>Standard: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> _____ Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define and identify: <ul style="list-style-type: none"> <li>• sound reasoning</li> <li>• arguments</li> <li>• reasons</li> <li>• relevant evidence</li> <li>• sufficient evidence</li> <li>• claims</li> </ul>	Delineate a speaker’s argument and specific claims  Evaluate the: <ul style="list-style-type: none"> <li>• soundness of the speaker’s reasoning</li> <li>• relevance and sufficiency of the speaker’s evidence</li> </ul>		

### English Language Arts

<b>CCR: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of Knowledge &amp; Ideas</b>	<b>Grade: 7</b>	<b>Standard #: 4</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify claims/findings  Identify salient points  Identify: <ul style="list-style-type: none"> <li>• appropriate eye contact</li> <li>• adequate volume clear</li> <li>• pronunciation</li> </ul>	Determine salient points and pertinent: <ul style="list-style-type: none"> <li>• descriptions</li> <li>• facts</li> <li>• details</li> <li>• examples</li> </ul> Sequence the following in a focused, coherent manner: <ul style="list-style-type: none"> <li>• claims</li> <li>• findings</li> <li>• salient points</li> <li>• pertinent descriptions</li> <li>• facts</li> <li>• details and examples</li> </ul>	Present claims and findings  Emphasize salient points  Present information in a focused, coherent manner, including: <ul style="list-style-type: none"> <li>• pertinent descriptions</li> <li>• facts</li> <li>• details</li> <li>• examples</li> </ul> Demonstrate: <ul style="list-style-type: none"> <li>• appropriate eye contact</li> <li>• adequate volume</li> <li>• clear pronunciation</li> </ul>	

### English Language Arts

<b>CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>			
<b>Strand: Speaking &amp; Listening</b>	<b>Cluster: Presentation of Knowledge and Ideas</b>	<b>Grade: 7</b>	<b>Standard #: 5</b>
<b>Standard: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b>			
Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize: <ul style="list-style-type: none"> <li>• claims</li> <li>• findings</li> <li>• salient points</li> </ul>	Determine which multimedia components/visual display options best emphasize and clarify the information	Use multimedia components/visual displays in a presentation to: <ul style="list-style-type: none"> <li>• clarify claims and findings</li> <li>• emphasize salient points.</li> </ul>	

### English Language Arts

<b>CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>			
<b>Strand: Speaking and Listening</b>	<b>Cluster: Presentation of Knowledge and Ideas</b>	<b>Grade: 7</b>	<b>Standard #: 6</b>
<b>Standard: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Describe:</p> <ul style="list-style-type: none"> <li>• formal and informal settings</li> <li>• qualities of formal speech</li> <li>• qualities of informal speech</li> </ul> <p>(The underpinning knowledge targets are found in Language Standards 1 and 3)</p>	<p>Determine if formal or informal speech is appropriate in the context of a given situation</p>	<p>Adapt speech to a given context or task when speaking</p> <p>Demonstrate correct use of formal, standard English when speaking</p>	

### English Language Arts

<b>CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>			
<b>Strand: Language</b>	<b>Cluster: Conventions of Standard English</b>	<b>Grade: 7</b>	<b>Standard #: 1</b>
<b>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>a. Explain the function of phrases and clauses in general and their function in specific sentences.</b> <b>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b> <b>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</b>			
<b>Type: _____ Knowledge _____ Reasoning <u>  X  </u> Performance Skill _____ Product</b>			

#### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize: <ul style="list-style-type: none"> <li>• phrases</li> <li>• clauses</li> </ul> Identify: <ul style="list-style-type: none"> <li>• compound-complex sentences</li> <li>• misplaced modifiers</li> <li>• dangling modifiers</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing:  Explain the function of phrases and clauses in general and in specific sentences  Choose the best type of sentence for signaling relationships among ideas  Correct misplaced and dangling modifiers	Demonstrate command of the conventions of standard English grammar and usage when speaking:  Choose phrases and clauses correctly in speaking  Select and combine sentences to show relationships between/among speaking  Correct misplaced and dangling modifiers	

### English Language Arts

<b>CCR: : Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.</b>			
<b>Strand: Language</b>	<b>Cluster: Conventions of standard English</b>	<b>Grade: 7</b>	<b>Standard #: 2</b>
<b>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>a. 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>).</b> <b>b. Spell correctly.</b>			
<b>Type: <u>  X  </u> Knowledge <u>          </u> Reasoning <u>          </u> Performance Skill <u>          </u> Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct: <ul style="list-style-type: none"> <li>• capitalization</li> <li>• punctuation</li> <li>• spelling</li> </ul> when writing  Use a comma to separate coordinate adjectives  Know that coordinate adjectives describe the same word or term  Recall and apply spelling rules  Identify and correct misspelled words			

### English Language Arts

<b>CCR: Apply knowledge of language to understand how language functions in a different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>			
<b>Strand: Language</b>	<b>Cluster: Knowledge of Language</b>	<b>Grade: 7</b>	<b>Standard #: 3</b>
<b>Standard: Use knowledge of language and its conventions when writing, speaking, reading or listening.</b>			
<b>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b>			
<b>Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize the conventions of language for: <ul style="list-style-type: none"> <li>• writing</li> <li>• speaking</li> <li>• reading</li> <li>• listening</li> </ul> Recognize <ul style="list-style-type: none"> <li>• precise language</li> <li>• concise language</li> </ul>	Apply knowledge of language when: <ul style="list-style-type: none"> <li>• writing</li> <li>• reading</li> <li>• listening</li> </ul> Apply knowledge of language conventions when: <ul style="list-style-type: none"> <li>• writing</li> <li>• reading</li> <li>• listening</li> </ul> Use precise and concise language in order to eliminate wordiness and redundancy when writing	Use knowledge of language when speaking  Use knowledge of language conventions when speaking  Use precise and concise language in order to eliminate wordiness and redundancy when speaking	

**English Language Arts**

<b>CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 7</b>	<b>Standard #: 4</b>
<p><b>Standard: 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.</b></p> <ul style="list-style-type: none"> <li><b>a. 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.</b></li> <li><b>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</b></li> <li><b>c. 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.</b></li> <li><b>d. 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).</b></li> </ul>			
<p><b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b></p>			

**Learning Targets**

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

<b>Knowledge Target</b>	<b>Reasoning Target</b>	<b>Performance Skill Target</b>	<b>Product Target</b>
Identify: <ul style="list-style-type: none"> <li>• multiple-meaning words and phrases</li> <li>• grade appropriate roots and affixes</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: <ul style="list-style-type: none"> <li>• using context (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a sentence) as a clue to word meaning</li> </ul>		

<p>Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to:</p> <ul style="list-style-type: none"> <li>• find pronunciation,</li> <li>• determine or clarify precise meaning</li> <li>• identify a word’s part of speech</li> </ul> <p>Recognize strategies for finding meanings of unknown words</p>	<ul style="list-style-type: none"> <li>• using Greek and Latin affixes and roots as clues to word meaning</li> </ul> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p>		
---	---	--	--

### English Language Arts

<b>CCR: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 7</b>	<b>Standard #: 5</b>
<b>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> <b>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</b> <b>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b> <b>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Interpret figurative language (e.g. literary, biblical, and mythical allusions)	Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context		
Know the different types of relationships of words (e.g. synonym/antonym, analogy)	Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity		
Recognize the meaning of the terms connotation (associations) and denotation (definitions)	Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty)		

### English Language Arts

<b>CCR: Acquire and use accurately general academic and domain -specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>			
<b>Strand: Language</b>	<b>Cluster: Vocabulary Acquisition and Use</b>	<b>Grade: 7</b>	<b>Standard: 6</b>
<b>Standard: 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.</b>			
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>			

### Learning Targets

**What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify general academic and domain-specific words and phrases that are grade appropriate  Gather vocabulary knowledge when considering words and phrases important to comprehension or expression	Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words  Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression  Select appropriate resources to aid in gathering vocabulary knowledge		