Jackson County Core Curriculum Collaborative (JC4)	
7th Grade ELA	
Standard	**Learning Targets in Student Friendly Language**
RL.7.1	I can define textual evidence (word for word support) in a narrative text.
RL.7.1	I can recognize and cite explicit (directly from the text) evidence from a narrative text.
RL.7.1	I can make inferences based on evidence from a narrative text to reach logical conclusions.
RL.7.2	I can define and determine the theme or central idea of a narrative text.
RL.7.2	I can follow the development of a theme or central ideas throughout a narrative text.
RL.7.2	I can write a summary of a text, stating the key points of the text without adding my own opinions and feelings.
RL.7.3	I can identify the elements of a story or drama (e.g., plot, character, setting).
RL.7.3	I can explain how the elements of a story of drama interact and affect one another (e.g., how setting might influence a character's actions).
RL.7.4	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, etc).
RL.7.4	I can tell the difference between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).
RL.7.4	I can recognize the difference between denotative meaning (dictionary definition) and connotative meaning (feelings created by words).
RL.7.5	I can analyze the structure of a drama and explain how its parts affect the overall meaning message.
RL.7.5	I can analyze the form/structure of a poem and explain how the poet's choice of the form/structure affects the overall meaning.
RL.7.6	I can analyze how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
RL.7.9	I can analyze how authors use or alter historical facts to develop their own fictional stories.
RL.7.1	I can define textual evidence (word for word support) in an informational text.
RI.7.1	I can recognize and cite explicit (directly from the text) evidence from a text in an informational text.
RI.7.1	I can make inferences based on evidence from an informational text to reach logical conclusions.
RI.7.2	I can define and determine the theme or central idea of an informational text.
RI.7.2	I can find two or more central ideas in an informational text.
RI.7.2	I can create a factual summary of an informational text, stating the key points of the text without adding my own opinions and feelings.
RI.7.3	I can explain how the individuals, events and/or ideas in a text affect one another.
RI.7.4	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, etc).
RI.7.4	I can tell the difference between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).
RI.7.4	I can recognize the difference between denotative meaning (dictionary definition) and connotative meaning (feelings created by words).
RI.7.4	I can recognize words that have technical meaning and understand their purpose in specific texts.
RI.7.4	I can determine why authors choose words and phrases to create an overall mood (tone) for the reader.
RI.7.5	I can explain how authors organize text and how the individual parts of a text (e.g., sections, chapters, appendixes) contribute to the overall development of ideas.
RI.7.6	I can define and identify or infer the author's point of view or purpose in an informational text.
RI.7.6	I can analyze how the author's point of view is similar or different from others.

RI.7.7	I can compare the impact of a text and other multimedia versions of the same subject.
RI.7.8	I can identify the argument and claims made in an informational text.
RI.7.8	I can evaluate the argument and claims made in an informational text.
RI.7.8	I can determine the credibility of the author and his or her purpose.
RI.7.8	I can determine if the evidence is relevant and strong enough to support the claim.
RI.7.9	I can recognize that authors present information differently based on their points of view.
RI.7.9	I can describe how one author's interpretation of a topic can be different from another author's depending on the facts he/she chooses to emphasize.
W.7.1	I can choose a side of an argument and identify reasons that support my choice.
W.7.1	I can support my claim with clear reasons.
W.7.1	I can support my claim with relevant textual evidence found in credible sources.
W.7.1	I can state an opposing claim to strengthen my argument.
W.7.1	I can present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.
W.7.2	I can choose the appropriate organizational structure to introduce my topic.
W.7.2	I can write informative/explanatory text to examine a topic.
W.7.2	I can develop a topic with relevant facts, definitions, concrete details, quotations or other information and examples.
W.7.2	I can inform about or explain my topic through the use of content specific vocabulary.
W.7.2	I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another) and provide a concluding statement/section that supports the information presented.
W.7.3	I can define narrative and describe the basic parts of the plot (exposition, rising action, climax, falling action, and resolution).
W.7.3	I can write a narrative to expand experiences or events.
W.7.3	I can engage the reader by introducing the narrator, characters, setting and the event that starts the story in motion.
W.7.3	I can organize events in a logical sequence.
W.7.3	I can use narrative techniques (e.g. dialogue, pacing and description) to develop my writing.
W.7.3	I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).
W.7.4	I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience.
W.7.4	I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.
W.7.5	I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists).
W.7.5	I can apply revision strategies (reading aloud, adding and deleting details, working with a partner, etc) to my writing.
W.7.5	I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
W.7.5	I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.
W.7.5	I can analyze my writing to determine if my purpose and audience have been fully addressed.
W.7.6	I can use technology to produce and publish my writing.
W.7.6	I can collaborate with peers, teacher and other experts through technology to make my writing better.
W.7.8	I can gather relevant information from many sources.
W.7.8	I can determine whether the information from a source is credible by reviewing who wrote it, when it was written and why it was written.
W.7.8	I can quote the information from a source and cite the source using our citation format.

W.7.8	I can paraphrase information without plagiarizing and cite the source using our citation format.
W.7.8	I can define plagiarism.
W.7.9	I can determine textual evidence that supports my analysis, reflection, and/or research.
W.7.10	I can determine a writing format/style to fit my task, purpose, or audience.
SL.7.1	I can engage in collaborative discussions with partners/groups.
SL.7.1	I can build on other ideas and express mine clearly.
SL.7.1	I can ask questions that expand the discussion.
SL.7.1	I can respond to others' questions and comments.
SL.7.1	I can keep the discussion on topic.
SL.7.1	I can come prepared with key points and textual evidence to contribute to a discussion.
SL.7.2	I can explain how the main ideas and supporting details in diverse media formats make a topic clear when speaking or listening.
SL.7.3	I can identify the side of an argument a speaker presents.
SL.7.3	I can determine the credibility of the author and his or her purpose.
SL.7.3	I can identify claims that are supported by fact and those that are opinions.
SL.7.3	I can evaluate if a speaker's argument is reasonable using evidence he/she provides to support the claim.
SL.7.4	I can support my claims with relevant descriptions, facts, details, and examples that support my main idea.
SL.7.4	I can present information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5	I can clarify information using the appropriate media component or visual display.
SL.7.5	I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal).
L.7.1	I can use phrases and clauses to enhance my writing and/or speaking.
L.7.1	I can choose different sentence structures to show different relationships among ideas.
L.7.1	I can identify and correct misplaced or dangling modifiers in my writing or speaking.
L.7.1	I can show a command of formal English grammar and usage when writing or speaking.
L.7.2	I can determine when to capitalize words.
L.7.2	I can determine when adjectives are coordinate and need to be separated by commas.
L.7.2	I can identify misspelled words and use resources to assist in spelling correctly.
L.7.3	I can choose words, phrases, and clauses that express my ideas precisely and concisely.
L.7.4	I can infer the meaning of unknown words using context clues.
L.7.4	I can use strategies to determine the meaning of unknown and multiple-meaning words.
L.7.4	I can demonstrate a command of how figurative language (eg. simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.), word relationships and nuances (e.g. denotation/connotation) affect word meanings.
L.7.4	I can use reference materials, both print and digital, to find the meaning or pronunciation of a word.
L.7.5	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, etc).
L.7.5	I can tell the difference between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).
L.7.5	I can recognize the difference between denotative meaning (dictionary definition) and connotative meaning (feelings created by words).