

7th Grade ELA								
Module	Unit 1		Module	Unit 2		Module	Unit 3	
Unit Name	Journeys and Survival		Unit Name	Identity and Transformation: Then and Now		Unit Name	Screen Time and the Developing Brain	
Domain	Reading Literature / Narrative Writing		Domain	Reading Literature and Informational Text / Argument and Informative Writing		Domain	Informational Text / Research and Argument Writing	
Days	51		Days	51		Days	51	
Testing Dates			Testing Dates			Testing Dates		
Standards	Power Standards (Assessed)	I Can Statements	Standards	Power Standards (Assessed)	I Can Statements	Standards	Power Standards (Assessed)	I Can Statements
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.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.	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.	I can analyze what the text says explicitly. I can provide textual evidence that supports my inferences of the text.	RI7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide several pieces of textual evidence that supports my analysis of what the text says explicitly. I can provide several pieces of textual evidence that supports my inferences of the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text. I can provide an objective summary of the text.	I can determine the theme or central idea of a text. I can analyze how it is developed over the course of the text. I can provide an objective summary of the text.	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	I can analyze how the elements of a story or drama interact.	RI7.2	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.	I can determine two or more central ideas in a text. I can analyze their development over the course of the text. I can provide an objective summary of the text.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide several pieces of textual evidence that supports my analysis of what the text says explicitly. I can provide several pieces of textual evidence that supports my inferences of the text.	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.	I can analyze the structure an author uses to organize a text. I can analyze how the major sections contribute to both the whole of the text and to the development of the ideas.
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.	I can compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period as a way to understand how authors use or alter history when writing fiction.	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).	I can 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.7.6	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.	I can determine an author's point of view or purpose in a text. I can analyze how the author distinguishes their position from that of others.
RI7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide several pieces of textual evidence that supports my analysis of what the text says explicitly. I can provide several pieces of textual evidence that supports my inferences of the text.	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.	I can analyze the structure an author uses to organize a text. I can analyze how the major sections contribute to both the whole of the text and to the development of the 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).	I can compare and contrast a text to an audio, video, or multimedia version. I can analyze each medium's portrayal of the subject (e.g., how the delivery of a speech impacts the words).
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can write an informative text to examine a topic and communicate ideas, concepts, and information by choosing, organizing, and analyzing relevant content.	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can write an informative text to examine a topic and communicate ideas, concepts, and information by choosing, organizing, and analyzing relevant content.	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.	I can trace and evaluate an argument and it's specific claims in a text. I can assess whether the reasoning is sound. I can assess whether the evidence is relevant and sufficient to support the claims.
W.7.2.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.	I can introduce a topic by previewing what is to come, organize ideas, concepts, and information by using strategies such as definition, classification, comparison/contrast, and cause/effect. I can include formatting (e.g., headings), graphics (e.g., charts and tables), and multimedia when it will help comprehension.	W.7.2.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.	I can introduce a topic by previewing what is to come, organize ideas, concepts, and information by using strategies such as definition, classification, comparison/contrast, and cause/effect. I can include formatting (e.g., headings), graphics (e.g., charts and tables), and multimedia when it will help comprehension.	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.	I can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or giving different interpretations of facts.
W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.7.4	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.)	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	I can use appropriate transitions to create a cohesive whole and make clear the relationships among ideas and concepts.	W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and domain-specific vocabulary to inform about or explain the topic.	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.	I can conduct short research projects to answer a question. I can draw on several sources and generate additional questions to focus further research and investigation.
W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and domain-specific vocabulary to inform about or explain the topic.	W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	I can provide a concluding statement or section that fits in with and supports the information or explanation presented.	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.	I can effectively engage in different collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners. I can build on others ideas and express my own ideas clearly.
W.7.2.E	Establish and maintain a formal style.	I can use a formal style of writing.	W.7.4	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.)	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	SL.7.1.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.	I can come to discussions prepared by having read or researched the material. I can use that preparation by referring to evidence on the topic, text, or issue so that I can probe and reflect on the ideas under discussion.
W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	I can provide a concluding statement or section that fits in with and supports the information or explanation I presented.	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 here.)	I can use guidance and support from my peers and adults to develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. I can focus on how well purpose and audience have been addressed.	SL.7.1.E	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	I can understand other perspectives and cultures. I can communicate effectively with people from diverse backgrounds.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	I can write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	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.	I can use technology to produce and publish writing. I can use technology to link to and cite sources. I can use technology to interact and collaborate with others.	SL.7.2	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.	I can analyze the main ideas and supporting details presented in diverse media and formats. I can explain how the ideas clarify a topic, text, or issue.
W.7.3.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.	I can engage and orient the reader by establishing a context, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically.	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.	I can conduct short research projects to answer a question. I can draw on several sources and generate additional questions to focus further research and investigation.	SL.7.3	Debate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	I can evaluate a speaker's argument and specific claims. I can evaluate the soundness of the reasoning. I can evaluate the relevance and sufficiency of the evidence.
W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	I can use precise words and phrases, relevant descriptive details, and sensory language to capture the action and to convey experiences and events.	W.7.8	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.	I can gather relevant information from multiple print and digital sources, using effective search terms. I can assess the credibility and accuracy of each source. I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. I can follow a standard format for citation.	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.	I can present claims and findings, emphasizing the most important points, in a focused, coherent manner with relevant descriptions, facts, details, and examples. I can use appropriate eye contact, adequate volume, and clear pronunciation.
W.7.4	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.)	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	I can include multimedia components and visual displays in my presentations to clarify my claims and findings and to emphasize the most important points.
W.7.8	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.	I can gather relevant information from multiple print and digital sources, using effective search terms. I can assess the credibility and accuracy of each source. I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. I can follow a standard format for citation.	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show my command of standard English grammar and usage when writing or speaking.	SL.7.6	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 here for specific expectations.)	I can adapt my speech to the context and/or task, showing an understanding of formal English when appropriate.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show my command of standard English capitalization, punctuation, and spelling when writing.	L.7.4.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.	I can consult reference materials (general and specialized), both print and digital, to find the pronunciation of a word, determine its precise meaning, or identify its part of speech.
W.7.9.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").	I can compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period as a way to understand how authors of fiction use or alter history.	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.7.4.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).	I can verify my initial understanding of the meaning of a word or phrase (by checking the meaning in context or in a dictionary).

W.7.9.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").	I can trace and evaluate an argument and it's specific claims in a text. I can assess whether the reasoning is sound. I can assess whether the evidence is relevant and sufficient to support the claims.	L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing from a range of strategies.	L.7.6	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.	I can learn and use academic and domain-specific words and phrases. I can gather vocabulary knowledge when a word or phrase is important to comprehension or expression.	
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show my command of standard English grammar and usage when writing or speaking.	L.7.6	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.	I can learn and use academic and domain-specific words and phrases. I can gather vocabulary knowledge when a word or phrase is important to comprehension or expression.		#N/A	#N/A	
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show my command of standard English capitalization, punctuation, and spelling when writing.		#N/A	#N/A		#N/A	#N/A	
L.7.6	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.	I can learn and use academic and domain-specific words and phrases. I can gather vocabulary knowledge when a word or phrase is important to comprehension or expression.		#N/A	#N/A		#N/A	#N/A	
	Standards	Supporting Standards	I Can Statements	Standards	Supporting Standards	I Can Statements	Standards	Supporting Standards	I Can Statements
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.	I can determine the meaning of words and phrases as they are used in a text. I can determine the figurative and connotative meaning of words. I can analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem, or a section of a story or drama.	RL.7.10	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.	By the end of the year, I can read and understand grade level literature.	RL.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.	I can determine the meaning of words and phrases within a text. I can determine the figurative, connotative, and technical meaning of words. I can analyze how specific word choices impacts the meaning and tone of a text.	
RL.7.10	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.	By the end of the year, I can read and understand grade level literature.	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.	I can determine two or more central ideas in a text. I can analyze their development over the course of the text. I can provide an objective summary of the text.	RI.7.10	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.	By the end of the year, I can read and understand grade level nonfiction text.	
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.	I can determine two or more central ideas in a text. I can analyze their development over the course of the text. I can provide an objective summary of the text.	RI.7.10	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.	By the end of the year, I can read and understand grade level nonfiction text.	W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	I can introduce my claim(s), acknowledge opposing claim(s), and organize the reasons and evidence logically.	
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.	I can determine the meaning of words and phrases within a text. I can determine the figurative, connotative, and technical meaning of words. I can analyze how specific word choices impacts the meaning and tone of a text.	W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	I can write an argument to support my claim with clear reasons and relevant evidence.	W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	I can support my claim(s) with logical reasoning and relevant evidence. I can use accurate and credible sources. I can demonstrate an understanding of the topic or text through my selection of evidence.	
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.	I can determine an author's point of view or purpose in a text. I can analyze how the author distinguishes their position from that of others.	W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	I can introduce my claim(s), acknowledge opposing claim(s), and organize the reasons and evidence logically.	W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	I can use words, phrases, and clauses to create a cohesive whole and clarify the relationships among claim(s), reasons, and evidence.	
RI.7.10	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.	By the end of the year, I can read and understand grade level nonfiction text.	W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	I can support my claim(s) with logical reasoning and relevant evidence. I can use accurate and credible sources. I can demonstrate an understanding of the topic or text through my selection of evidence.	W.7.1.D	Establish and maintain a formal style.	I can use a formal style of writing.	
W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	I can use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	I can use words, phrases, and clauses to create a cohesive whole and clarify the relationships among claim(s), reasons, and evidence.	W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	I can provide a concluding statement or section that fits in with and supports my argument.	
W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I can use a variety of transition words, phrases, and clauses to communicate sequence and signal when time frames or settings are shifting.	W.7.1.D	Establish and maintain a formal style.	I can use a formal style of writing.	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 here.)	I can use guidance and support from my peers and adults to develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. I can focus on how well purpose and audience have been addressed.	
W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.	I can provide a conclusion that fits with or reflects on the narrated experiences or events.	W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	I can provide a concluding statement or section that fits in with and supports my argument.	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	
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 here.)	I can use guidance and support from my peers and adults to develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. I can focus on how well purpose and audience have been addressed.	W.7.9.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").	I can compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period as a way to understand how authors of fiction use or alter history.	W.7.9.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").	I can compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period as a way to understand how authors of fiction use or alter history.	
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.	I can write over extended time frames (research, reflection, and revision) and shorter time frames (single day or two) for a range of specific tasks, purposes, and audiences.	W.7.9.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").	I can trace and evaluate an argument and it's specific claims in a text. I can assess whether the reasoning is sound. I can assess whether the evidence is relevant and sufficient to support the claims.	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.	I can write over extended time frames (research, reflection, and revision) and shorter time frames (single day or two) for a range of specific tasks, purposes, and audiences.	
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.	I can effectively engage in different collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners. I can build on others ideas and express my own ideas clearly.	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.	I can write over extended time frames (research, reflection, and revision) and shorter time frames (single day or two) for a range of specific tasks, purposes, and audiences.	L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing from a range of strategies.	
SL.7.1.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.	I can come to discussions prepared by having read or researched the material. I can use that preparation by referring to evidence on the topic, text, or issue so that I can probe and reflect on the ideas under discussion.	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.	I can effectively engage in different collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners. I can build on others ideas and express my own ideas clearly.	L.7.4.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.	I can use context as a clue to the meaning of a word or phrase.	
SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	I can follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.	SL.7.1.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 so that I can probe and reflect on ideas under discussion.	I can come to discussions prepared by having read or researched the material. I can use that preparation by referring to evidence on the topic, text, or issue so that I can probe and reflect on the ideas under discussion.	L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	
SL.7.1.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.	I can pose questions that invite elaboration. I can respond to others' questions and comments with comments and ideas that keep the discussion on topic.	SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	I can follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.		#N/A	#N/A	
SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.	I can acknowledge when others express new information. I can change my own views when necessary.	SL.7.1.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.	I can pose questions that invite elaboration. I can respond to others' questions and comments with comments and ideas that keep the discussion on topic.		#N/A	#N/A	
SL.7.2	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.	I can analyze the main ideas and supporting details presented in diverse media and formats. I can explain how the ideas clarify a topic, text, or issue.	SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.	I can acknowledge when others express new information. I can change my own views when necessary.		#N/A	#N/A	
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.	I can present claims and findings, emphasizing the most important points, in a focused, coherent manner with relevant descriptions, facts, details, and examples. I can use appropriate eye contact, adequate volume, and clear pronunciation.	SL.7.2	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.	I can analyze the main ideas and supporting details presented in diverse media and formats. I can explain how the ideas clarify a topic, text, or issue.		#N/A	#N/A	
L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.	I can explain the function of phrases in clauses in general and their function in specific sentences.	L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.	I can explain the function of phrases in clauses in general and their function in specific sentences.		#N/A	#N/A	

L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	I can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	I can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	#N/A	#N/A
L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	I can place phrases and clauses within a sentence. I can recognize and correct misplaced and dangling modifiers.	L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	I can place phrases and clauses within a sentence. I can recognize and correct misplaced and dangling modifiers.	#N/A	#N/A
L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	I can use a comma to separate coordinate adjectives.	L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	I can use a comma to separate coordinate adjectives.	#N/A	#N/A
L.7.2.B	Spell correctly.	I can spell correctly.	L.7.2.B	Spell correctly.	I can spell correctly.	#N/A	#N/A
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	I can choose language that expresses my ideas precisely and concisely. I can recognize and eliminate wordiness and redundancy.	#N/A	#N/A
L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	I can choose language that expresses my ideas precisely and concisely. I can recognize and eliminate wordiness and redundancy.	L.7.4.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.	I can use context as a clue to the meaning of a word or phrase.	#N/A	#N/A
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing from a range of strategies.	L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	#N/A	#N/A
L.7.4.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.	I can use context as a clue to the meaning of a word or phrase.	L.7.4.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.	I can consult reference materials (general and specialized), both print and digital, to find the pronunciation of a word, determine its precise meaning, or identify its part of speech.	#N/A	#N/A
L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	L.7.4.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).	I can verify my initial understanding of the meaning of a word or phrase (by checking the meaning in context or in a dictionary).	#N/A	#N/A
L.7.4.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.	I can consult reference materials (general and specialized), both print and digital, to find the pronunciation of a word, determine its precise meaning, or identify its part of speech.		#N/A	#N/A	#N/A	#N/A
L.7.4.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).	I can verify my initial understanding of the meaning of a word or phrase (by checking the meaning in context or in a dictionary).		#N/A	#N/A	#N/A	#N/A
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can show my understanding of figurative language, word relationships, and nuances in word meanings.		#N/A	#N/A	#N/A	#N/A
L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	I can interpret figures of speech (e.g. literary, biblical, and mythological allusions) in context.		#N/A	#N/A	#N/A	#N/A
L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	I can use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		#N/A	#N/A	#N/A	#N/A
L.7.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	I can recognize the differences among the connotations (associations) of words with similar denotations (definitions).		#N/A	#N/A	#N/A	#N/A