



# Worthington Independent School District 518

## Essential Outcomes & Student Learning Targets

Standards define expectations for the educational achievement of all students. The Essential Outcomes listed below were

determined through a process of evaluating standards based on; endurance, leverage, readiness, and "high testing value." A learning target describes the standard from a student's point of view.

Team SMART Goal (Based on a quarter or trimester):

Rationale for SMART Goal (Why did the PLC select this SMART goal?):

Below is a summary of the Essential Outcomes and learning targets for the listed grade/team and subject.

<b>Grade/Team:</b> 7th Grade	<b>Subject:</b> English Learning Targets
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### **Essential Outcomes:** Poetry

LA.7.RL.7.4.4.4 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.

### **Learning Targets:**

I can identify ten types of figurative language in poems of varying style, length, and complexity through highlighting and class discussion.

I can identify the theme of a poem and connect that theme to similar themes in other poems, stories, or dramas.

I can construct an original example of poetry that applies concepts of the LTs.

\*Teacher Notes: Although this Essential Outcome is introduced in the Poetry Unit (September), it is taught throughout the year as we review poetry on Wednesdays and teach drama, fiction, and nonfiction readings.

**Essential Outcomes:** Grammar

LA.7.W.7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Learning Targets:** I can identify and revise a run-on.

I can identify and revise a fragment.

I can identify the parts of a sentence.

I can construct a sentence using correct punctuation.

\*Teacher Notes: Although this Essential Outcome is introduced in our Grammar Unit (September/October), these skills are used and revised throughout the year as we write in the Newspaper Unit, the Christmas Carol Unit, the Short Story Unit, Creative Writing Unit, and the Johnny Tremain Unit.

**Essential Outcomes:** Newspaper

LA.7.W.7.7.2.2.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 aid LA.7.W.7.7.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional

related, focused questions for further research and investigation.

LA.7.W.7.7.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.

LA.7.W.7.7.2.2 Use Writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

**Learning Targets:** I can construct a topic sentence.

I can construct a paragraph.

I can identify the parts of a newspaper article.

I can research and find information on a given subject or subject of my choice and synthesize that information into a coherent article using the five-paragraph format.

I can cite sources for quotations and paraphrased information accurately.

\*Teacher Notes: Although these Essential Outcomes are introduced in the Newspaper Unit, they are also used and reviewed during the Johnny Tremain Unit.

**Essential Outcomes: A Christmas Carol**

LA.7.RL.7.4.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.7.RL.7.4.2.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LA.7.RL.7.4.3.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Learning Targets:**

I can identify and analyze characterization for main characters

I can connect the traits of the main characters to characters from other books, movies, or TV shows and/or real life figures.

I can identify and analyze setting: where and when the story takes place.

I can identify three types of conflict.

I can identify elements of story: basic situation, plot, resolution, climax, theme.

I can identify cause and effect examples and understand the impact they have on the other elements of the story.

I can identify the main events and relate those events to cause and effect lessons.

I can identify the theme(s) in the story A Christmas Carol.

I can identify ten types of figurative language in A Christmas Carol.

I can use an example of figurative language from the text to create a Facebook post from a character.

By designing trading cards, I will analyze character traits.

\*Teacher Notes: Although many of these Essential Outcomes are introduced in the Christmas Carol Unit, as that is our first unit involving fiction, these Essential Outcomes are also taught in our Short Story Unit, our Creative Writing Unit, and our Johnny Tremain Unit.

As can be seen from our Learning Targets in this unit, both theme and figurative language – Essential Outcomes first introduced in the Poetry Unit – are again taught during this unit.

**Essential Outcomes:** Short Stories

LA.7.RL.7.4.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.7.RL.7.4.2.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LA.7.RL.7.4.3.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Learning Targets:**

I can identify and analyze characterization for main characters, using both indirect and direct characterization.

I can connect the traits of the main characters to characters from other books, movies, or TV shows and/or real life figures.

I can identify and analyze setting: where and when the story takes place.

I can identify types of conflict and analyze the outcome of major conflict in a story.

I can identify elements of story: basic situation, plot, resolution, climax, theme.

I can identify cause and effect examples and critique the impact they have on the story.

I can identify the main events and connect those events to cause and effect lessons.

I can identify ten types of figurative language in short stories and relate specific examples to development of character and/or setting.

I can identify the theme(s) in a short story and connect those themes to situations in other books, TV shows, movies, or poems and/or situations I have experienced in real life.

I will design an iMovie or digital Portfolio applying my knowledge of the LTs.

I will differentiate my knowledge through online discussions and prove my points citing evidence from the text and my prior knowledge.

\*Teacher Notes: Many of these Essential Outcomes were introduced in A Christmas Carol Unit, but as we read and analyze our short stories, we go more in depth with many of them. These Essential Outcomes are also reviewed in our Creative Writing Unit and Johnny Tremain Unit.

**Essential Outcomes:** Nonfiction

LA.7.RI.7.5.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.7.RI.7.5.2.2: 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.

LA.7.RI.7.5.3.3: 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).

LA.7.RI.7.5.4.4: 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.

**Learning Targets:**

I can identify cause and effect examples and assess the impact(s) they have on the remainder of the plot.

I can connect the theme(s) between 2 or more nonfiction examples and cite evidence in order to compare/contrast the themes across selections.

I can construct a paragraph using topic sentences and evidence cited from the text to create a summary for the selection.

I can interpret text vocabulary using context clues and connecting prior knowledge.

\*Teacher Notes: These EOs are connected through our non-fiction unit as well as our *Johnny Tremain* unit. We incorporate writing standards as well as literary standards to complete this EO.

**Essential Outcomes:** Creative Writing

LA.7.W.7.2.2 Use Writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

**Learning Targets:**

I can create characterization for main characters, using both direct and indirect characterization techniques.

I can create setting: where and when.

I can create different types of conflict based on my characters' and plot line's needs.

I can develop a story using the elements of story: basic situation, plot, resolution, climax, theme.

I can formulate a plan for my story through brainstorming and drafting, as well as applying my knowledge of plot, character, and conflict.

I can revise my own and other students creative writing, focusing on character and plot development.

I can develop original figurative language to build setting and character.

In this unit, students must synthesize what they have learned about character, conflict, and plot, combined with their own creativity and imagination, to create an original story.

\*Teacher Notes: These skills will also be used in the Johnny Tremain Unit when students are expected to develop a time period persona to write newspaper articles supporting their side of the American Revolution.

**Essential Outcomes:** Johnny Tremain

LA.7.RL.7.4.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.7.RL.7.4.2.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LA.7.RL.7.4.3.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LA.7.RI.7.5.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Learning Targets:**

I can construct and connect characterization behaviors for main characters.

I can draw conclusions about setting and the impact it has on the conflict within the story.

I can critique three types of conflict within chapters and how it relates/impacts cause/effect.

I can analyze elements of story (basic situation, plot, resolution, climax, theme) and time period details to construct newspaper articles using the five paragraph format. (Standard Bundling: I can construct sentences, topic sentences, and paragraphs.)

I can analyze and connect cause and effect examples with the impact they have in future chapters.

I can draw conclusions about the main events in a chapter and relate those events to cause and effect lessons.

I can demonstrate my understanding of background content, American Revolutionary War, by applying this knowledge to enable me to construct articles that reflect both my understanding of AR War and novel elements.

I can identify the ten types of figurative language covered within the year. I will be able to formulate what the figurative language adds to the story and the purpose of the author's use.

I can identify the main themes of the novel *Johnny Tremain* and cite evidence from the text to support these themes while connecting prior themes discussed throughout the year and my independent reading.

\*Teacher Notes: This is culmination of the year project. All standards apply to this final unit as students demonstrate their overall knowledge of the EOs and LTs.