



Grade 7 Reading Standards & Student Learning Targets

*The highlighted standards and student learning targets are assessed for mastery on the report card. All other standards are introduced to students at this grade level.

Literature: Fiction

| CCSS: | Standard: | Student Learning Targets: |
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| 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. | <ul style="list-style-type: none">I can cite several pieces of text-based evidence to support an analysis of informational text. |
| RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | <ul style="list-style-type: none">I can determine a theme or the central ideas literary text.I can analyze the development of a theme or central idea throughout a literary text.I can objectively summarize literary text. |
| RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | <ul style="list-style-type: none">I can analyze the interaction of literary elements of a story or drama. |
| 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. | <ul style="list-style-type: none">I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry, story or drama. |
| RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | <ul style="list-style-type: none">I can analyze how a drama's or poem's form or structure contributes to its meaning. |
| RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | <ul style="list-style-type: none">I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. |
| RL.7.7 | Compare and contrast a 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). | <ul style="list-style-type: none">I can compare and contrast different media versions of a literary text (written vs. audio vs. film vs. staged, etc.).I can analyze the impact of the techniques unique to each medium. |
| RL.7.8 | (Not applicable to literature) | <ul style="list-style-type: none"> |
| 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. | <ul style="list-style-type: none">I can compare and contrast a fictional and historical account of a time, place or character.I can analyze how authors of fiction use or alter history based on my comparison of a fictional and historical |

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| | | account of the same time, place or character. |
| 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. | <ul style="list-style-type: none"> • I can read grade level literary texts proficiently and independently. • I can read above grade level texts with scaffolding and support. |

Informational Text: Nonfiction

| CCSS: | Standard: | Student Learning Targets: |
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| RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational 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. | <ul style="list-style-type: none"> • I can determine a theme or the central ideas informational text. • I can analyze the development of a theme or central idea throughout the text. • I can objectively summarize informational text. |
| 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). | <ul style="list-style-type: none"> • I can analyze the interactions between individuals, events and ideas in a text. |
| 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. | <ul style="list-style-type: none"> • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). • I can analyze the impact of word choice on meaning and tone. |
| 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. | <ul style="list-style-type: none"> • I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). |
| 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. | <ul style="list-style-type: none"> • I can determine an author's point of view or purpose in informational text. • I can analyze how the author distinguishes his/her position from others'. |
| 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). | <ul style="list-style-type: none"> • I can compare and contrast different media versions of informational text (written vs. audio vs. film vs. staged, etc.). • I can analyze impact of the techniques unique to each medium. |
| 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. | <ul style="list-style-type: none"> • I can identify the argument and specific claims in a text. • I can evaluate the argument and specific claims in a text for sound |

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| | | reasoning and relevant, sufficient evidence. |
| 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. | <ul style="list-style-type: none"> • I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. |
| 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. | <ul style="list-style-type: none"> • I can read grade-level informational texts proficiently and independently. • I can read above grade level texts with scaffolding and support. |