



SAN JUAN DEL SUR DAY SCHOOL

GRADE 7 LANGUAGE ARTS LEARNING OUTCOMES



Reading - Foundational Skills

Phonics and Word Recognition	I can use combined knowledge of all letter sound correspondences, syllabication patterns and morphology (roots & affixes) to read unfamiliar multisyllabic words both in and out of context.
Reading Fluency	I can fluently read books at my level with accuracy, appropriate rate, and expression.
	I can read with sufficient accuracy and fluency to support comprehension, using context to know if I am reading accurately and can self-correct when necessary.

Reading - Literature

Key Ideas & Details	I can cite several pieces of evidence from a text when explaining what the text says explicitly and when drawing inferences from the text.
	I can determine a theme or central idea of a text from its details, and analyze its development over the course of the text.
	I can analyze how particular elements of a story interact (e.g., how setting shapes the characters or plot).
	I can objectively summarize a fiction text in my own words, distinct from personal opinions or judgements.
Craft and Structure	I can figure out the meanings of words or phrases in stories by thinking about how they are used, including figurative and connotative meanings.
	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 section of a story.
	I can describe how an author develops and contrasts different characters' points of view, including those from diverse cultures.
	I can analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Integration of Knowledge and Ideas	I can connect a certain topic to something in my life.
	I can compare and contrast the experience of reading a story or poem to listening to an audio, video, or live version of the text, and explain the difference between what I perceive during both readings, and analyze the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
	I can 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.
Range of Reading and Level of Text Complexity	By the end of year, I can independently read and comprehend grades 6-8 stories and poem proficiently.
	I can read a variety of diverse texts to understand multiple perspectives and viewpoints.
	I can choose an appropriate text for personal enjoyment, interest, and academic tasks.

Reading - Informational Text

Key Ideas & Details	I can cite several pieces of evidence from a text to support the analysis what the text says explicitly, and when drawing inferences from the text.
	I can determine two or more central ideas in a text and analyze their development over the course of the text.
	I can objectively summarize an informational text in my own words, distinct from personal opinions or judgements.
	I can analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	I can figure out the meanings of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings.
	I can analyze the impact of a specific word choice on meaning and tone.
	I can 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 determine an author's point of view or purpose in a nonfiction text and analyze how the author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas	I can 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 trace and evaluate an 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 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.
Range of Reading and Level of Text Complexity	By the end of year, I can read and comprehend grade 6-8 nonfiction texts, proficiently.
	I can choose an appropriate nonfiction text for personal enjoyment, interest, and academic tasks.



SAN JUAN DEL SUR DAY SCHOOL
GRADE 7 LANGUAGE ARTS LEARNING OUTCOMES



Writing	
Text Type & Purposes - Opinion	I can write arguments to support claims with clear reasons and relevant evidence.
	I can introduce claims, acknowledge the alternate or opposing claims, and organize the reasons and evidence logically.
	I can support my claims by giving clear reasons and evidence supported by facts from accurate, credible sources, demonstrating an understanding of the topic or text.
	I can use words, clauses, and phrases to clarify the relationships among the claims, reasons, and evidence.
	I can establish and maintain a formal style.
	I can write a conclusion statement or section that supports the argument presented.
Text Type & Purposes - Informative/Explanatory	I can write an informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	I can introduce a topic clearly in a statement or paragraph that provides a "road map" of the key topics or details.
	I can 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 develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	I can use appropriate transitions to clarify the relationships among ideas and concepts.
	I can use precise language and domain-specific vocabulary to inform about or explain the topic.
	I can establish and maintain a formal style.
	I can write a conclusion statement or paragraph that is relevant to the topic, information, or explanation I presented.
Text Type & Purposes - Narrative	I can write narratives and creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences.
	I can engage and orient the reader by establishing a context and point of view, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically.
	I can use literary and narrative techniques such as dialogue, description, pacing, rhythm, rhyme, transitional words, and sensory details to develop characters, experiences, and events precisely.
	I can use a variety of transitional words, phrases, and clauses to manage the sequence of events or shifts in setting.
	Use precise words and phrases, descriptive details, figurative and sensory language to capture the action convey experiences and events.
	I can use a varied words to introduce dialogue instead of "said" that provide more detail (e.g. whispered, grunted, replied).
	I can write conclusions (endings) to my stories that provide a sense of closure (when appropriate to the genre).
Writing Process - Production and Distribution of Writing	I can produce clear, coherent, and organized writing in which the development and organization are appropriate to the task, purpose, and audience.
	I can use the writing process to plan, draft, revise, and edit my writing, focusing on how well purpose and audience have been addressed, with the help of peers and adults.
	I can use technology, including the internet, to create and publish my writing, including the citation of sources.
	I can use appropriate keyboarding skills to type at least two pages of my writing in a single sitting.
	I can use technology, including the internet, to communicate and collaborate with others.
Research to Build and Present Knowledge	I can conduct short research projects to answer a question and/or help me learn more about a topic through investigation of different aspects of a topic.
	I can gather relevant information from multiple print and digital sources, assessing the credibility of each source.
	I can generate additional related, focused questions for further research or investigation.
	I can quote and paraphrase information from sources, avoiding plagiarism by following a standard format for citation information.
	I can cite evidence from literary or informational texts to support my analysis, research, or reflection.
Range of Writing	I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or day or two) for a range of tasks, purposes, and audiences.
	I can independently select writing topics and formats for personal enjoyment, interest, and academic tasks.



SAN JUAN DEL SUR DAY SCHOOL

GRADE 7 LANGUAGE ARTS LEARNING OUTCOMES



Speaking & Listening

Comprehension & Collaboration		I can come to discussions prepared to share my ideas because I have read or studied required material.
		I can engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues.
		I can refer to evidence I have prepared or researched on the topic, text, or issue to probe and reflect on ideas discussed.
		I can build on others' ideas and express my own ideas clearly.
		I can follow agreed-upon rules for discussion, set and track progress toward specific goals and deadlines, and define individual roles as needed.
		I can cooperate, mediate, and problem solve to make decisions appropriate for productive group discussions.
		I can pose questions that elicit elaboration and respond to others' questions with relevant observations and ideas that bring the discussion back on topic as needed.
		I can acknowledge new information expressed by others and, when warranted, modify my own or others' views.
		I can analyze the main ideas presented visually, orally, or quantitatively, and explain how the ideas clarify the topic, text, or issue being discussed.
		I can understand or summarize a speaker's argument, claims, and intended audience, and recognize claims that are supported by evidence and reasons from those that are not.
	I can follow multi-step oral directions.	

Presentation & Knowledge of Ideas		I can report on a topic, present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.
		I can use appropriate eye contact, adequate volume, and clear pronunciation.
		I can adapt my speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.
		I can create and include engaging multimedia components and visual displays in presentations.

Media Literacy		I can understand, analyze, and use different types of print, digital, and multimodal media.
		I can make informed judgements about messages promoted in the mass media (e.g. film, tv, magazines, ads, newspapers).
		Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
		I can evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements).
		I can recognize ethical standards and use safe practices in social and personal media communications and understand the consequences of personal choices.
		I can create an individual or collaborative multimedia work for a specific purpose with assistance (inform, share experiences, persuade, entertain), publish the work, and share it with an audience.
		I can demonstrate understanding of copyright, principles of Fair Use, Creative Commons licenses, and the effect of genre on conventions of attribution and citation.

Language

Conventions of Standard English	Punctuation		I can demonstrate command of the conventions of standard English capitalization and punctuation when writing.	
			I can use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).	
	Sentence Structure	Spelling		I can spell correctly and use tools to check the spelling of words (e.g. dictionary, spell-check, peer-editing).
				I can explain the function of phrases and clauses in general and their function in specific sentences.
			I can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
			I can place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
Linguistic Expression		I can recognize variations from standard English in my own and others' writing and speaking.		
		I can identify and use strategies to improve expression in conventional language.		

Knowledge of Language		I can use knowledge of language and its conventions when writing, speaking, reading, or listening.
		I can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition & Use		I can 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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
		I can use print and computer dictionaries and thesauruses to help me find the pronunciation, precise meanings, or part of speech of words, and verify my preliminary determination of the words.
		I can interpret figures of speech (e.g. literary and mythological allusions) in context.
		I can use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words.
		I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
		I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
		I can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.