

7.RL.1

I can find several pieces of textual evidence to support my ideas about the text.

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7.RL.2

I can determine the theme of a text and analyze how it is developed.

I can give an unbiased summary of a text.

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7.RL.3

I can analyze how elements of a story or drama, such as setting, characters, or plot, interact.

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7.RL.1

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

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7.RL.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.

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7.RL.3

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

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7.RI.1

I can find several pieces of textual evidence to support my ideas about a text.

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7.RI.2

I can analyze how two or more central ideas are developed over the course of a text.

I can give an unbiased summary of a text.

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7.RI.3

I can analyze how individuals, events, and ideas interact in informational text.

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7.RI.1

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

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7.RI.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.

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7.RI.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).

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I can write an argument with clear reasons and relevant evidence.

I can write an organized and logical argument that acknowledges alternate or opposing claims.

I can support my claims or argument using logical reasoning and evidence from credible sources.

7.W.1

Write arguments to support claims with clear reasons and relevant evidence.

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7.W.1a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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7.W.1b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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I can engage in different types of collaborative discussions on seventh-grade topics, texts, and issues.

I can be prepared for collaborative discussion by reading or researching the required material in advance and use my preparation to refer to evidence and reflect on ideas under discussion.

I can follow rules for discussions, track progress toward goals and deadlines, and define my role and the roles of others in a discussion.

7.SL.I

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.

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7.SL.Ia

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.

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7.SL.Ib

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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7.L.1

I can demonstrate a seventh-grade level of command of standard English grammar and usage when writing and speaking.

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7.L.1a

I can explain the function of phrases and clauses in general and in specific sentences.

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7.L.1b

I can use a variety of simple, compound, and complex sentences to signal differing relationships among ideas.

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Explain the function of phrases and clauses in general and their function in specific sentences.

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Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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