



Trinity Lutheran School Seventh Grade Language Arts Essential Standards Chart

Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: Seventh Grade	Subject: Language Arts					
Standard Description	Common Core Standards	Proficiency	Prerequisite Skill	Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Written in I Can Statements		What does proficiency look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can cite textual evidence and make inferences based on the text.	RI.7.1 RL.7.1	Students can answer a text-dependent question, using relevant evidence from the text to support the answer and explaining how the evidence is relevant.	-Read with sufficient fluency/accuracy to support comprehension. -Ability to reference the question in the answer. -Ability to cite evidence. -Distinguish between relevant/irrelevant evidence.	Module 1: Unit 1 - lesson 8 Unit 1 - lesson 14	Engage New York Module 1, 2A, 2B, 3, 4A and 4B	Increase rigor -level of text -construct questions that require higher-order thinking skills
I can describe the central idea/find themes and provide	RI.7.2 RL.7.2	Students can objectively summarize the central idea/theme	Distinguish between important versus interesting information.		Engage New York Module 1, 2A, 2B, 3, 4A and 4B	-increase rigor/lexile ranking of the text

an objective summary of the text.		of a text, using only the most important information and/or details that lead to the central idea and/or theme.	-Identify main ideas of sections of text. -Identify lessons/morals within fiction. -Objectively summarize a text.			
I can use word parts and reading clues to help define unknown words.	RI.7.4 RL.7.4 L.7.4	Students can use context clues to define unknown words and word affixes to identify words.	-Knowledge of word roots and affixes -Ability to read fluently		Engage New York Module 1, 2A, 2B, 3, 4A, 4B	-Increase rigor -Select reading passages that contain more difficult words
I can gather relevant information from multiple print and digital resources using search terms effectively; access credibility and accuracy of each source and quote or paraphrase the data of others while avoiding plagiarism.	W.7.8	Students can brainstorm, use technology to locate articles related to the topic, take a stand, use relevant, descriptive details, and leave a strong conclusion.	-Knowledge of using Google or other search engines -Previous knowledge of brainstorming -Understanding how to begin new paragraphs -Understanding how to paraphrase without using plagiarism. Vocabulary: plagiarism		Engage New York Module 1, 2A, 2B, 4A, and 4B	
I can write routinely over an extended time frame or a shorter time frame for a range of discipline specific tasks, purposes, and audiences.	W.7.10	Students can brainstorm, use technology to locate articles related to the topic, take a stand, use relevant, descriptive details, and leave a strong conclusion.	-Knowledge of using Google or other search engines -Previous knowledge of brainstorming -Understanding how to begin new paragraphs -Understanding how to paraphrase		Engage New York Module 1, 2A, 2B, 3, 4A, and 4B	

			without using plagiarism. Vocabulary: plagiarism			
I can analyze how an author develops and contrasts the points of view of different characters in a text.	RL.7.6	Students can write a descriptive paragraph or essay describing a character, his/her traits, and examples from the story/article of when he/she exhibited those traits Students can identify direct/indirect characterization	-Knowledge of character traits -Knowledge of context of the story/article the character/person is in	Module 1: Unit 1 - lesson 8	Engage New York Module 1	-Increase rigor -Write an autobiography with four character traits about themselves and include specific details of how he/she exhibits those traits.OR Create a wanted poster of the main character with details from the story about why this character is wanted.
I can analyze how elements of a story interact.	RI.7.3 RL.7.3	Students can analyze how the plot is developed through setting, characters, and conflict in a story.	-Knowledge of story elements (setting, characters, basic situation, ie - exposition, rising action, climax, falling action, resolution)		Engage New York Module 1 and 2B	-Increase rigor -Read a novel with sophisticated symbolism