



**READING:  
LITERARY AND  
INFORMATIONAL TEXT**

**\_\_ I can cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1, RI.7.1)**

- I can recognize textual evidence.
- I can recognize inferences.
- I can analyze text to cite textual evidence that is explicitly stated.
- I can analyze text to cite textual evidence that is inferred.
- I can use correct MLA format for in-text citations and works cited pages.

**\_\_ I can determine the theme and/or central idea(s) of a text and analyze their development. (RL.7.2, RI.7.2)**

- \_\_ I can objectively summarize a text.**
- I can define, understand, and recognize theme, central idea(s), and summary.
- I can identify supporting details of theme or central idea(s) in a text.
- I can trace the progression of theme, central idea(s), and/or supporting details over the course of a text.
- I can distinguish between textual facts and opinions.

**Key Ideas and Details**

**\_\_ I can analyze how elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)**

- I can identify varied grade-level appropriate literary elements in a text.
- I can determine the relationships between varied grade-level appropriate elements of literature in a text.

**\_\_ I can analyze the interactions between individuals, events, or ideas in an informational text (e.g., how ideas influence individuals). (RI.7.3)**

- I can identify key individuals, events, or ideas in an informational text.
- I can sequence the progression of and note the interactions between individuals, events, or ideas in an informational text.

**\_\_ I can determine figurative, literal, connotative, and technical meanings of words and phrases based on how they are used in a text. (RL.7.4, RI.7.4)**

**\_\_ I can analyze the impact of specific word choice (diction) on meaning and tone.**

**\_\_ I can analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a particular part of a poem or story (e.g., stanza). (RL)**

- I can identify words and phrases that have connotative, figurative, and technical meaning used in a text.
- I can identify tone in a text.
- I can identify repetitions of sound in a text. (RL)
- I can determine, interpret, clarify, or verify the figurative, literal, connotative, and technical meanings of words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.
- I can analyze the impact of repetitions of sound on meaning in a text. (RL only)

**\_\_ I can analyze how a drama’s and/or a poem’s form and structure contribute to its meaning. (RL.7.5)**

- I can identify dramatic (e.g., soliloquy, aside) and poetic elements (e.g., quatrain, rhyme scheme) of form and structure.
- I can identify the form and structure of various types of poetry and drama (e.g. lyric, ballad, Shakespearean tragedy).

**\_\_ I can analyze the structure an author uses to organize a text. (RI.7.5)**

**\_\_ I can analyze how major sections of a text’s organization contribute to the whole and to the development of the ideas.**

- I can identify the structure(s) an author uses to organize a text.
- I can identify major sections of a text’s organization.
- I can trace the development of ideas in an informational text.

**\_\_ I can determine an author’s point of view or purpose in a text. (RL.7.6, RI.7.6)**

**\_\_ I can analyze how the author distinguishes his or her position from that of others.**

**\_\_ I can analyze how an author develops and contrasts the point of view of characters and/or narrators. (RI only)**

- I can identify varied and contrasting points of view (author, character, narrator, etc.) and purposes in a text.
- I can recognize and understand strategies authors use to convey (repetition, structure, etc.), develop (characterization, dialogue, etc.), and distinguish points of view and purpose.

**Craft and Structure**

**\_\_ I can compare and contrast a text, written story, drama, or poem to an audio, video, filmed, staged, or multimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) and the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (RL.7.7, RI.7.7)**

- I can identify and summarize information on the same topic, issue, or literary work presented in different media, formats, and texts.
- I can determine the similarities and differences in information on the same topic, issue, or literary work (story, drama, poem) when it is presented in different media, formats, and texts, including through analysis of effects of techniques unique to each medium.
- I can identify varied media techniques/drama conventions used in an audio-visual or multimedia version of a text.
- I can recognize various ways medium can affect the portrayal of subject matter.

**Integration of Knowledge and Ideas**

**\_\_ I can trace the argument and specific claims made in a text. (RI.7.8)**

**\_\_ I can evaluate an argument by determining if claims are supported by sound reasoning with relevant and sufficient evidence.**

- I can define argument and claim.
- I can identify an argument and claims made in a text.
- I can identify reasons and evidence in a text.
- I can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims.

**\_\_ I can compare and contrast historical fiction and historical accounts of the same event, time, place, character, etc. to understand how authors use or alter history. (RI.7.9)**

- I can identify historical fiction and historical accounts.
- I can determine similarities and differences between historical fiction and historical accounts of the same event, time, place, character, etc.

**\_\_ I can compare and contrast two or more authors’ presentations of key ideas on the same topic. (RI.7.9)**

**\_\_ I can analyze how two or more authors shape their presentations of the same topic by emphasizing different evidence or advancing different interpretations of fact concerning key information.**

- I can identify differing authors’ presentations of key information in two or more texts about the same topic.

**Range of Reading and Level of Text Complexity**

**\_\_ I can independently read and comprehend complex literature, literary nonfiction, and informational texts at the seventh grade level. (RL.7.10, RI.7.10)**

**\_\_ I can independently read and comprehend complex literature, literary nonfiction, and informational texts at the eighth grade level, with scaffolding as needed.**

- I can identify grade-level texts.
- I can identify texts on my reading level (i.e. Lexile level).
- I can monitor my own comprehension.