

English 7

GLCE Code	GLCE in detail	Skills	Unit	Assessment
R.WS.07.01*	Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context	<input type="checkbox"/> I can define and identify nouns. <input type="checkbox"/> I can define, identify, and tell the difference between common and proper nouns. <input type="checkbox"/> I can form the plurals of nouns correctly. <input type="checkbox"/> I can form the possessives of nouns correctly. <input type="checkbox"/> I can define and identify pronouns. <input type="checkbox"/> I can define and identify an action verb. <input type="checkbox"/> I can define and identify a state of being verb. <input type="checkbox"/> I can define and identify adjectives. <input type="checkbox"/> I can use comparative and superlative adjectives correctly. <input type="checkbox"/> I can define and identify adverbs. <input type="checkbox"/> I can use comparative and superlative adverbs correctly. <input type="checkbox"/> I can define and identify prepositions. <input type="checkbox"/> I can identify prepositions. <input type="checkbox"/> I can define and identify conjunction. <input type="checkbox"/> I can define and identify	<ul style="list-style-type: none"> • Parts of Speech 	<ul style="list-style-type: none"> * Test * Poster

		<p>interjections.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know the meaning of many prefixes and can use them to understand new words. <input type="checkbox"/> I know the meaning of many suffixes and can use them to understand new words. <input type="checkbox"/> I know the meaning of many root words and can use them to understand new words. <input type="checkbox"/> I can use the context of a word to figure out what it means. 		
R.WS.07.02*	Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication	<ul style="list-style-type: none"> <input type="checkbox"/> I can define and identify a metaphor. <input type="checkbox"/> I can define and identify a simile. <input type="checkbox"/> I can define and identify an idiom. <input type="checkbox"/> I can define and identify an analogy. <input type="checkbox"/> I can tell the meaning of and use root words to figure out the meaning of unfamiliar words. <input type="checkbox"/> I can tell the meaning of and use prefixes to figure out the meaning of unfamiliar words. <input type="checkbox"/> I can tell the meaning of and use suffixes to figure out the meaning of unfamiliar words. <input type="checkbox"/> I can divide a word into syllables to help figure out 	*Figures of Speech *Poetry Unit	* Unit Test * Poetry Anthology

		<p>the meaning of an unfamiliar word.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know what makes up a complete sentence. <input type="checkbox"/> I can tell is a sentence is a complete sentence, a run-on sentence, or a fragment. <input type="checkbox"/> I can find the subject in a sentence. <input type="checkbox"/> I can find the predicate in a sentence. <input type="checkbox"/> I can tell what a phrase is in a sentence. <input type="checkbox"/> I can tell what a clause is in a sentence. <input type="checkbox"/> I can tell the difference between a phrase and a clause. 		
R.WS.07.06*	Fluently read beginning grade-level text and increasing demanding texts as the year proceeds		•	
R.WS.07.07*	In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources	<ul style="list-style-type: none"> <input type="checkbox"/> I can figure out the meaning of a word based on how it's used. <input type="checkbox"/> I can use reference materials (textbooks, PowerPoint presentations, notes, dictionary, online resources) to help me decode words. 		
R.NT.07.05*	Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	<ul style="list-style-type: none"> <input type="checkbox"/> I can use the information I have read in one or more texts or articles in order to discuss in class. 		

		<input type="checkbox"/> I can use the information I have read in one or more texts or articles in order to illustrate what I have learned or discovered. <input type="checkbox"/> I can take the information I have read from one or more texts or articles and make a connection to it in my own life. <input type="checkbox"/> I can take the information I have read from one or more texts or articles and show that I get it. <input type="checkbox"/> I can compare my life experiences to that of the major character(s).		
R.CM.07.01*	Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	<input type="checkbox"/> I can connect what I know, understand, and experience to the lessons and point of view in what I read, and then talk about it. <input type="checkbox"/> I can connect that I know, understand, and experience to the lessons and point of view in what I read, and then write about it.		
R.CM.07.02*	Retell through concise summarization grade-level narrative and informational text.	<input type="checkbox"/> I can summarize clearly and briefly the action and events in a short story or novel. <input type="checkbox"/> I can summarize clearly and briefly the important		

		information in a non-fiction text.		
R.CM.07.03*	Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusion, making inferences and synthesizing.	<input type="checkbox"/> I can piece information together to make an educated guess. <input type="checkbox"/> I can identify what an inference is. <input type="checkbox"/> I can describe and explain the theme (universal truth) in one or more stories, novels, poems, etc. <input type="checkbox"/> I can explain what may happen due by drawing conclusions from what I have read. <input type="checkbox"/> I can put ideas together from several texts and figure out what is going to happen.		
R.CM.07.04*	Apply significant knowledge from grade-level science, social studies and mathematics texts.	<input type="checkbox"/> I can use what I have read and learned in science. <input type="checkbox"/> I can use what I have read and learned in social studies. <input type="checkbox"/> I can use what I have read and learned in math.		
R.CS.07.01*	Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.			
R.MT.07.01*	Self-monitor comprehension when reading or listening to text by automatically applying and discuss the strategies used by mature readers to increase comprehension			

	including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listen again if uncertain about meaning, inferring, summarizing and engaging in interpretive discussions.			
R.MT.07.02*	Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills			
R.NT.07.03*	Analyze the role of antagonists, protagonists, internal and external conflicts and abstract themes.	<input type="checkbox"/> I can explain the difference between the antagonist and the protagonist and how they act in a story, novel, or play. <input type="checkbox"/> I can identify the theme of a story, novel or poem. <input type="checkbox"/> I can identify the conflicts and/or problems in a story, both through the action of the story and through what the characters are thinking.		
R.NT.07.04*	Analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration	<input type="checkbox"/> I can identify the theme of a text. <input type="checkbox"/> I can identify the antagonist/protagonist of a story. <input type="checkbox"/> I can give examples of overstatement, understatement and exaggeration in a text.		
R.NT.06.03*	Analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.	<input type="checkbox"/> I can figure out who the minor and major characters are by how the author uses dialogue. <input type="checkbox"/> I can understand how the		

		<p>author uses dialogue to keep the action of the story moving and build to the climax.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can analyze dialogue to understand a character's personality and motives. <input type="checkbox"/> I can analyze dialogue to discover the theme of a story, novel, or poem. 		
R.NT.06.04*	Analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.	<ul style="list-style-type: none"> <input type="checkbox"/> I can define plot in a story or novel. <input type="checkbox"/> I can define and explain what imagery is and how an author uses it in a story, novel, or poem. <input type="checkbox"/> I can define and give examples of mood and how an author uses it in a story, novel, or poem. <input type="checkbox"/> I can define and explain what understatement is and how an author uses it in a story, poem, or novel. 		
R.AT.07.01*	Be enthusiastic about reading; do substantial reading and writing on their own.	<ul style="list-style-type: none"> <input type="checkbox"/> I like to read. <input type="checkbox"/> I like to write. <input type="checkbox"/> I read outside of class even when I don't have an assignment. <input type="checkbox"/> I write outside of class even when I don't have an assignment. 		

L.CN.08.01*	Analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches, presentations.	<input type="checkbox"/> I can figure out the main idea of what I hear or see in a speech or presentation. <input type="checkbox"/> I can identify the important details when listening to or viewing a speech or presentation <input type="checkbox"/> I can tell the difference between fact and opinion when I am listening to or viewing a speech or presentation. <input type="checkbox"/> I can define and identify bias in a speech or presentation that I am listening to or watching. <input type="checkbox"/> I can define and give examples of propaganda in a speech or presentation that I am listening to or watching. <input type="checkbox"/> I can pick out the basic arguments and main points of a speaker or presentation that I am listening to or watching. <input type="checkbox"/> I can identify the information a speaker or presentation uses to support their point of view.		
L.RP.06.01*	Listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.	<input type="checkbox"/> I can define and identify genres in literature. <input type="checkbox"/> I can listen in order to take notes and figure out what is the important information to know. <input type="checkbox"/> I can ask good questions that		

		will help me to understand the information I need to know.		
R.IT.07.01*	Analyze the structure, elements, features, styles, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography	<input type="checkbox"/> I can read a persuasive essay and understand how it is put together and why the author wrote in the way he/she did. <input type="checkbox"/> I can read a research report and understand how it is put together and why the author wrote in the way he/she did. <input type="checkbox"/> I can read a brochure and understand how it is put together and why the author wrote in the way he/she did. <input type="checkbox"/> I can read a letter, email, postcard, etc. and understand how it is put together and why the author wrote in the way he/she did. <input type="checkbox"/> I can read a biography or autobiography and understand how it is put together and why the author wrote in the way he/she did.	*Writing a research paper *Persuasive essay *Autobiography	
R.IT.07.02*	Analyze organizational text patterns including sequential, compare/contrast, and cause/effect	<input type="checkbox"/> I can state five facts of text in sequential order. <input type="checkbox"/> I can compare and contrast two or more ideas. <input type="checkbox"/> I can identify the cause and effect relationship within a text.	*Novel series *Short story elements *Cross-curricular research: historical person or event	

R.IT.07.03*	Explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key and supporting ideas	<input type="checkbox"/> I can identify and state the purpose of a metaphor. <input type="checkbox"/> I can identify and state the purpose of a simile. <input type="checkbox"/> I can identify and the state the purpose of a caption. <input type="checkbox"/> I can identify and state the purpose of a diagram. <input type="checkbox"/> I can explain why a writer chose a certain way to help me understand main ideas and supporting ideas.		
R.IT.07.04*	Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding	<input type="checkbox"/> I can find evidence in a text or texts to prove my point, make a connection, show that I understand, or reflect. <input type="checkbox"/> I can join in a discussion after reading a text or texts to prove my point, make a connection, show that I understand, or reflect. <input type="checkbox"/> I can make an illustration after reading a text or texts to prove my point, make a connection, show that I understand, or reflect. <input type="checkbox"/> I can write in response to a text or texts to prove my point, make a connection, show that I understand, or reflect.		
R.CM.07.01	Connect personal knowledge, experiences, and	<input type="checkbox"/> I can make three text-to-self	*Writing from	*Speech and

	understanding of the world to themes and perspectives in text through oral and written responses	connections after reading a text.	experience	debate *Perspective writing
R.CM.07.02	Retell through concise summarization grade-level narrative and informational text	<input type="checkbox"/> I can retell three major events.	*Novel series *Short story elements	*Comp. tests.
R.CM.07.03	Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing	<input type="checkbox"/> I can piece information together to make an educated guess.	*Novel series *Cross curricular extension projects.	
R.CM.07.04	Apply significant knowledge from grade-level science, social studies, and mathematical texts	<input type="checkbox"/> I can follow the steps of a lab. <input type="checkbox"/> I can set up a story problem as an equation. <input type="checkbox"/> I can provide an educated response on assessments.		
R.CS.07.01	Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to asses their own writing and the writing of others	<input type="checkbox"/> I can assess my writing using a six plus one traits rubric.	*Writing process	* Self, peer, & teacher evaluations using rubric.
S.DS.07.02*	Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.			
S.DS.07.03*	Discuss written narratives that include a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, expressions).			
W.GN.07.01	Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices	<input type="checkbox"/> I can write a fiction story of my own choosing. <input type="checkbox"/> I can write a fiction story that uses appropriate conventions	*Writing a short story	* Rubric

		to the genre.		
W.GN.07.02	Write a research report using a wide variety of resources that includes appropriate organizational patterns, descriptive language and informational text features	<input type="checkbox"/> I can locate appropriate information for a report. <input type="checkbox"/> I can write an introduction for a research report. <input type="checkbox"/> I can write three supporting paragraphs for a research report. <input type="checkbox"/> I can write a conclusion for a research report.	*Writing a research report	* Rubric
W.GN.07.03*	Formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.			
W.PR.07.01	Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece	<input type="checkbox"/> I can identify the audience of my writing.	*Persuasive and/or perspective writing.	*Rubric
W.PR.07.02	Apply a variety of pre-writing strategies for both narrative and informational writing	<input type="checkbox"/> I can create an outline. <input type="checkbox"/> I can create a web. <input type="checkbox"/> I can create a story map.	*Writing *Cross-curricular *Introductory project	*Rubric
W.PR.07.04	Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions	<input type="checkbox"/> I can write an appropriate title for my writing. <input type="checkbox"/> I can start a new paragraph to introduce a new idea.	*Selecting title based on main idea *Supporting ideas with facts *Organizational writing	
W.PR.07.03	Revise drafts to reflect different perspectives for multiple	<input type="checkbox"/> I can re-read my writing and	*Writing process:	

	purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent	<p>identify items that are off topic.</p> <input type="checkbox"/> I can add details to ensure that my writing is clear. <input type="checkbox"/> I can change words to make my writing more descriptive.	edit, revise *Masterpiece sentences	
W.PR.07.05	Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups	<input type="checkbox"/> I can capitalize the first word of each sentence. <input type="checkbox"/> I can capitalize all proper nouns. <input type="checkbox"/> I can use appropriate end marks. <input type="checkbox"/> I can identify subject/verb errors.		
W.PR.08.03*	Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.			
W.PS.07.01	Exhibit personal style and voice to enhance the written message in both narrative and informational writing	<input type="checkbox"/> I can use interesting vocabulary in my writing. <input type="checkbox"/> I can vary the word choice within my writing. <input type="checkbox"/> I can use similes in my writing. <input type="checkbox"/> I can use metaphors in my writing. <input type="checkbox"/> I can use personification in my writing.	<ul style="list-style-type: none"> • 6+1 writing traits • Figures of speech • Poetry 	*Anthology *Booklets *Masterpiece sentences *Unit tests/projects.
W.GR.07.01	In the context of writing, correctly use style conventions and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural	<input type="checkbox"/> I can write a compound sentence using conjunctions. <input type="checkbox"/> I can write a complex sentence using words such as because, although, while.	* Sentence & paragraph structure * Grammar *Caught Ya	*Rubrics *Unit tests *Rewards *Commonly misspelled

	possessive forms; and indefinite pronoun referents	<input type="checkbox"/> I can write using verb tenses consistently.	*Parts of speech	words test
W.SP.07.01	In the context of writing, correctly spell the derivatives of bases and affixes	<input type="checkbox"/> I can identify misspelled words. <input type="checkbox"/> I can use resources to help me spell correctly.	*Writing process: editing	*Rewards: Encoding *Language: Encoding
W.HW.07.01	Write neat and legible compositions	<input type="checkbox"/> I can write so others can read my writing. <input type="checkbox"/> I can use tools to help me with my writing.		
L.RP.07.01*	Listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias	<input type="checkbox"/> I can listen to a speaker or presentation and figure out if a speaker is biased, what his/her bias is, and what I think about it. <input type="checkbox"/> I can view a presentation and figure out if a speaker is biased, what his/her bias is, and what I think about it.		
L.RP.07.05*	Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.	<input type="checkbox"/> I can view and/or listen to a variety of texts and discuss, make an illustration, or write in order to ask and answer questions. <input type="checkbox"/> I can view and/or listen to a variety of texts and discuss, make an illustration, or write in order to figure out the lesson to learn. <input type="checkbox"/> I can view and/or listen to a variety of texts and discuss,		

		make an illustration, or write in order to give my opinion or figure out a solution.		
L.RP.07.06*	Evaluate the credibility of a speaker by determining whether the speaker's point of view is based or not.	<input type="checkbox"/> I can decide whether a speaker has a bias or not and then decide if I should believe him/her or not.		
L.RP.07.07*	Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.			
L.RP.08.07*	Interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.			