Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Seventh Grade Reading OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

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| **OAS**  **Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** | | | |
| **1** | **2** | **3** | **4** |
| 7.2.R.1 | Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. |  |  |  |  |
| 7.2.R.2 | Students will analyze details in literary and nonfiction/informational texts to  distinguish genres. |  |  |  |  |
| 7.2.R.3 | Students will paraphrase main ideas with supporting details in a text. |  |  |  |  |
| 7.3.R.1 | Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade level literary and/or informational texts. |  |  |  |  |
| 7.3.R.2 | Students will evaluate how the point of view and perspective affect grade-level  literary and/or informational text. |  |  |  |  |
| 7.3.R.3 | Students will analyze how key literary elements contribute to the meaning of  the literary work: setting, plot, characters (i.e., protagonist, antagonist), characterization, theme, conflict (i.e., internal and external). |  |  |  |  |
| 7.3.R.4 | Students will evaluate literary devices to support interpretations of literary  texts: simile, metaphor, personification, onomatopoeia, hyperbole, imagery, symbolism, tone, irony. |  |  |  |  |
| 7.3.R.5 | Students will distinguish factual claims from opinions. |  |  |  |  |
| 7.3.R.6 | Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making inferences about texts and use  textual evidence to draw simple logical conclusions. |  |  |  |  |
| 7.3.R.7 | Students will make connections (e.g., thematic links) between and across multiple texts and provide textual evidence to support their inferences. |  |  |  |  |
| 7.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade level  vocabulary to infer meaning of grade-level text. |  |  |  |  |
| 7.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define  and determine the meaning of increasingly complex words. |  |  |  |  |
| 7.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |  |  |  |  |
| 7.4.R.4 | Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words. |  |  |  |  |
| 7.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to  determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words. |  |  |  |  |
| 7.5.R.1 | Students will recognize the correct use of prepositional phrases and dependent clauses. |  |  |  |  |
| 7.5.R.2 | Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |  |  |  |  |

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| 7.5.R.3 | Students will recognize the subject and verb agreement. |  |  |  |  |
| 7.5.R.4 | Students will recognize and correct misplaced and dangling modifiers. |  |  |  |  |
| 7.6.R.1 | Students will use their own viable research questions and thesis statements to find information about a specific topic. |  |  |  |  |
| 7.6.R.2 | Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital). |  |  |  |  |
| 7.6.R.3 | Students will determine the relevance, reliability, and validity of the information gathered. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.