

Language Arts

Grade 7

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| Standard 1 | READING: Word Recognition, Fluency, and Vocabulary Development | | | | | |
| | <i>Vocabulary and Concept Development</i> | | | | | |
| 7.1.1 | Identify and understand idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry | | | | | |
| | idioms | | | | | |
| | analogies | | | | | |
| | metaphors | | | | | |
| | similes | | | | | |
| 7.1.2 | Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics) | | | | | |
| | Recognize and apply new vocabulary learned from reading | | | | | |
| 7.1.3 | Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text | | | | | |
| | Correctly apply multiple-meaning words | | | | | |
| Standard 2 | READING: Reading Comprehension | | | | | |
| | <i>Structural Features of Informational and Technical Materials</i> | | | | | |
| 7.2.1 | Understand and analyze the differences in structure and purpose between various categories of informational materials, such as: | | | | | |
| | textbooks | | | | | |
| | newspapers | | | | | |
| | instructional manuals | | | | | |
| | technical manuals | | | | | |

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| 7.2.2 | Locate information by using a variety of consumer and public documents | | | | | |
| 7.2.3 | Analyze text that uses the cause-and-effect organizational pattern | | | | | |
| | <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> | | | | | |
| 7.2.4 | Use comprehension monitoring strategies | | | | | |
| | recall details | | | | | |
| | interpret | | | | | |
| | make inferences | | | | | |
| | make predictions | | | | | |
| | draw conclusions | | | | | |
| | distinguish between fact and opinion | | | | | |
| 7.2.5 | Analyze text that uses the compare and contrast pattern | | | | | |
| 7.2.6 | Identify and trace the development of: | | | | | |
| | an author's argument | | | | | |
| | point of view | | | | | |
| | perspective in text | | | | | |
| 7.2.7 | Understand and explain the use of a simple mechanical device by following directions in a technical manual | | | | | |
| 7.2.8 | Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping | | | | | |
| Standard 3 | READING: Literary Response and Analysis | | | | | |
| | <i>Structural Features of Literature</i> | | | | | |
| 7.3.1 | Identify different types (genres) of fiction and | | | | | |

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| | describe the major characteristics of each form | | | | | |
| 7.3.2 | Discuss the purposes and characteristics of different forms of written text, such as: | | | | | |
| | the novel | | | | | |
| | the novella | | | | | |
| | the essay | | | | | |
| | read young adult classic novels | | | | | |
| | <i>Narrative Analysis of Grade-Level-Appropriate Text</i> | | | | | |
| 7.3.3 | Make, confirm, and revise predictions | | | | | |
| 7.3.4 | Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action | | | | | |
| 7.3.5 | Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; | | | | | |
| | the narrator’s description | | | | | |
| | the thoughts, words, and actions of other characters | | | | | |
| 7.3.6 | Identify and analyze themes, such as bravery, loyalty, friendship, and loneliness, which appear in many different works | | | | | |
| 7.3.7 | Contrast points of view, such as first person, third person, limited and omniscient, and subjective and objective, in narrative text and explain how they affect the overall theme of the work | | | | | |
| | first person: the narrator tells the story from the “I” perspective | | | | | |
| | third person: the narrator tells the story from an outside perspective | | | | | |
| | limited narration: the narrator does not know all thoughts of all characters | | | | | |

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| | omniscient narration: the narrator knows all thoughts of all characters | | | | | |
| | subjective: the point of view involves a personal perspective | | | | | |
| | objective: the point of view is from a distanced, informational perspective, as in a news report | | | | | |
| | <i>Literary Criticism</i> | | | | | |
| 7.3.8 | Compare reviews of literary works and | | | | | |
| | determine what influenced the reviewer | | | | | |
| 7.3.9 | Share, review, and recommend books to others | | | | | |
| | give book talks | | | | | |
| | write book reviews | | | | | |
| | create book projects | | | | | |
| | write reading log entries | | | | | |
| 7.3.10 | Self-select books for personal reading pleasure | | | | | |
| Standard 4 | WRITING: Writing Process | | | | | |
| | <i>Organization and Focus</i> | | | | | |
| 7.4.1 | Discuss ideas for writing, | | | | | |
| | keep a list or notebook of ideas | | | | | |
| | use graphic organizers to plan writing | | | | | |
| 7.4.2 | Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas | | | | | |
| | paragraph written work | | | | | |
| | use the five-paragraph essay structure | | | | | |
| 7.4.3 | Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples | | | | | |

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| 7.4.4 | Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts | | | | | |
| | <i>Research and Technology</i> | | | | | |
| 7.4.5 | Identify topics; | | | | | |
| | ask and evaluate questions | | | | | |
| | develop ideas leading to inquiry, investigation, and research | | | | | |
| 7.4.6 | Give credit for both quoted and paraphrased information in a bibliography by using consistent format for citations | | | | | |
| 7.4.7 | Use a computer to create documents by using word-processing skills and publishing programs; | | | | | |
| | develop simple databases and spreadsheets to manage information and prepare reports | | | | | |
| | <i>Evaluation and Revision</i> | | | | | |
| 7.4.8 | Review, evaluate, and revise writing for meaning and clarity | | | | | |
| 7.4.9 | Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors | | | | | |
| 7.4.10 | Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary | | | | | |
| Standard 5 | WRITING: Writing Applications (Different Types of Writing and Their Characteristics) | | | | | |
| 7.5.1 | Write biographical or autobiographical narratives (stories/plays) that: | | | | | |
| | develop a standard plot line, including a beginning, conflict, rising action, climax, denouement (resolution), and point of view | | | | | |
| | develop complex major characters | | | | | |
| | develop minor characters | | | | | |

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| | develop a definite setting | | | | | |
| | use a range of appropriate strategies, such as dialogue | | | | | |
| | suspense | | | | | |
| | naming of specific narrative action, including movement, gestures, and expressions | | | | | |
| 7.5.2 | Demonstrate knowledge of additional writing forms such as poetry, | | | | | |
| | letters | | | | | |
| | short stories | | | | | |
| 7.5.3 | Write responses to literature that: | | | | | |
| | develop interpretations that show careful reading | | | | | |
| | understanding | | | | | |
| | insight | | | | | |
| | organize interpretations around several clear ideas | | | | | |
| | premises | | | | | |
| | images from the literary work | | | | | |
| | justify interpretations through sustained use of examples and evidence from the text | | | | | |
| 7.5.4 | Write research reports that: | | | | | |
| | pose relevant and focused questions about the topic | | | | | |
| | communicate clear and accurate perspectives on the subject | | | | | |
| | include evidence and supporting details compiled through the formal research process, including use of a card catalog | | | | | |
| | <i>Reader's Guide to Periodical Literature</i> | | | | | |
| | computer catalog | | | | | |
| | magazines | | | | | |

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| | newspapers | | | | | |
| | dictionaries | | | | | |
| | other reference books | | | | | |
| | document sources with reference notes and a bibliography | | | | | |
| 7.5.5 | Write persuasive compositions that: | | | | | |
| | state a clear position or perspective in support of a proposition or proposal | | | | | |
| | describe the points in support of the proposition, employing well-articulated evidence and effect emotional appeals | | | | | |
| | anticipate and address reader concerns and counter-arguments | | | | | |
| 7.5.6 | Write summaries of reading materials that: | | | | | |
| | include the main ideas | | | | | |
| | most significant details | | | | | |
| | use the student's own words, except for quotations | | | | | |
| | reflect underlying meaning, not just the superficial details | | | | | |
| 7.5.7 | Use varied word choices to make writing interesting and more precise | | | | | |
| 7.5.8 | Write for different purposes and to a specific audience or person, adjusting style and tone as necessary | | | | | |
| Standard 6 | WRITING: Writing English Language Conventions Students write using Standard English conventions appropriate to the grade level | | | | | |
| | <i>Sentence Structure</i> | | | | | |
| 7.6.1 | Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect | | | | | |

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| | clear: <i>She left the book, which she bought at the bookstore, on the table.</i> | | | | | |
| | unclear: <i>She left the book on the table, which she bought at the bookstore.</i> | | | | | |
| | active voice: <i>The man called the dog.</i> | | | | | |
| | passive voice: <i>The dog was called by the man.</i> | | | | | |
| | Grammar | | | | | |
| 7.6.2 | Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and | | | | | |
| | types and structure of sentences | | | | | |
| 7.6.3 | Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i> , <i>-d</i> , <i>-ed</i> , <i>-n</i> , <i>-en</i> , or <i>-t</i> to the base form of the verb, such as <i>dreaming</i> , <i>chosen</i> , <i>built</i> , and <i>grown</i>) | | | | | |
| 7.6.4 | Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers | | | | | |
| | clear: <i>Chris said to Jacob, "You will become a great musician."</i> | | | | | |
| | confusing: <i>Chris told Jacob that he would become a great musician.</i> | | | | | |
| 7.6.5 | Demonstrate appropriate English usage (such as pronoun reference and subject/verb agreement) | | | | | |
| | Punctuation | | | | | |
| 7.6.6 | Identify and correctly use: | | | | | |
| | hyphens (-) | | | | | |
| | dashes (--) | | | | | |
| | brackets ([]) | | | | | |

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| | semicolons (;) | | | | | |
| 7.6.7 | Demonstrate the correct use of quotation marks | | | | | |
| 7.6.8 | Demonstrate the use of commas with subordinate clauses and other applications | | | | | |
| | <i>Capitalization</i> | | | | | |
| 7.6.9 | Use correct capitalization | | | | | |
| | <i>Spelling</i> | | | | | |
| 7.6.10 | Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes) | | | | | |
| 7.6.11 | Spell correctly grade-appropriate commonly misspelled words | | | | | |
| Standard 7 | LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications | | | | | |
| | <i>Comprehension</i> | | | | | |
| 7.7.1 | Ask questions to elicit information, including evidence to support the speaker’s claims and conclusions | | | | | |
| 7.7.2 | Determine the speaker’s attitude toward the subject | | | | | |
| | <i>Organization and Delivery of Oral Communication</i> | | | | | |
| 7.7.3 | Organize information to achieve particular purposes and to appeal to the background and interests of the audience | | | | | |
| 7.7.4 | Arrange supporting details, reasons, descriptions, and examples effectively | | | | | |
| 7.7.5 | Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations | | | | | |
| | <i>Analysis and Evaluation of Oral and Media Communications</i> | | | | | |

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| 7.7.6 | Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener | | | | | |
| 7.7.7 | Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects | | | | | |
| | <i>Speaking Applications</i> | | | | | |
| 7.7.8 | Deliver narrative (story) presentations that: | | | | | |
| | establish a context, | | | | | |
| | standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), | | | | | |
| | and point of view | | | | | |
| | describe major and minor characters and a definite setting | | | | | |
| | use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions | | | | | |
| 7.7.9 | Deliver oral summaries of articles and books that: | | | | | |
| | include the main ideas and the most significant details | | | | | |
| | state ideas in own words, except for when quoted directly from sources | | | | | |
| | demonstrate a complete understanding of sources, not just superficial details | | | | | |
| 7.7.10 | Deliver research presentations that: | | | | | |
| | pose relevant and concise questions about the topic | | | | | |
| | provide accurate information on the topic | | | | | |

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| | include evidence generated through the formal research process including the use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , computer databases, magazines, newspapers, and dictionaries | | | | | |
| | cite reference sources appropriately | | | | | |
| 7.7.11 | Deliver persuasive presentations that: | | | | | |
| | state a clear position in support of an argument or proposal | | | | | |
| | describe the points in support of the proposal and include supporting evidence | | | | | |
| 7.7.12 | Demonstrate effective use of visual aids with presentation when appropriate | | | | | |
| 7.7.13 | Demonstrate knowledge of correct, polite, listening behavior | | | | | |
| Standard 9 | INTERRELATEDNESS OF LANGUAGE, LITERATURE, AND CULTURE | | | | | |
| 7.8.1 | Demonstrate knowledge of other cultures | | | | | |
| | explore other cultures through reading | | | | | |
| | writing | | | | | |
| | speaking | | | | | |
| | recognize differences in language, such as: | | | | | |
| | dialects | | | | | |
| | colloquialisms | | | | | |
| | usage | | | | | |
| 7.8.2 | Exhibit knowledge of literature representative of varied cultures | | | | | |
| | integrate social studies themes into language arts through literary selections | | | | | |
| Standard 9 | ORGANIZATIONAL AND STUDY SKILLS | | | | | |

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| 7.9.1 | Demonstrate ability to record, manage, complete, and hand in short- and long-term projects and meet deadlines | | | | | |
| | keep portfolios | | | | | |
| | journals | | | | | |
| | classroom folders | | | | | |
| 7.9.2 | Show ability to prepare for assignments, gather and organize materials, prioritize tasks, and complete learning activities | | | | | |
| | maintain agenda books and English folders | | | | | |
| | prioritize classroom assignments for completion | | | | | |