

LANGUAGE ARTS

Grade 7

I = Introduce the material to the student.

P = Practice material that has been introduced.

M = Mastery of the material that is expected of the student.

R = Reinforce mastered skills by reviewing them.

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Objectives	Q1	Q2	Q3	Q4
1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	P	P	P	P
2. Word Origins				
a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. <i>Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagna (Italian), sauerkraut (German), and déjà vu (French).</i>	P	P	P	P
b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary. <i>Example: Analyze the roots, prefixes, and suffixes of subject-area words such as telescope, geography, and quadrant.</i>	P	P	P	P
3. Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.				
a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>the apple of his eye</i> or <i>beat around the bush</i> .		P	P	P
b. Analogies: comparisons of the similar aspects of two different things		P	P	P

c. Metaphors: implies comparisons, such as, <i>The street light was my security guard.</i>		P	P	P
d. Similes: comparisons that use <i>like</i> or <i>as</i> , such as <i>A gentle summer breeze feels like a soft cotton sheet.</i>		P	P	P

Standard 2: Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.

Objectives	Q1	Q2	Q3	Q4
1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.	P	P	P	P
2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).	P	P	P	P
3. Increase silent reading speed and comprehension through daily, independent reading.	P	P	P	P
4. Read silently for increased periods of time.	P	P	P	P
5. Use punctuation as a cue for pausing and characterization while reading.	P	P	P	P

Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

Objectives	Q1	Q2	Q3	Q4
1. Literal Understanding				
a. Apply pre-reading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.	P	P	P	P
• Determine the purpose for reading such as to be informed, entertained, or persuaded.				
• Preview the material and use prior knowledge to make connections between text and personal experience.				

b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).	P	P	P	P
c. Show understanding by asking questions and supporting answers with literal information from text.	P	P	P	P
2. Inference and Interpretation				
a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.	P	P	P	P
b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.	P	P	P	P
3. Summary and Generalization				
a. Summarize the main idea and how it is supported with specific details.	P	P	P	P
b. Recall major points in the text and make and revise predictions.	P	P	P	P
c. Recognize the importance and relevance of details on the development of the plot.	P	P	P	P
d. Support reasonable statements by reference to relevant aspects of text and examples.	P	P	P	P
4. Analysis and Evaluation				
a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.	I	P	P	P
b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.		I	P	P
c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.	I	P	P	P
d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.			I	P
e. Distinguish between stated fact, reasoned judgment, and opinion in text.			I	P

5. Monitoring and Correction Strategies				
a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.	P	P	P	P
b. Make, confirm, and revise predictions when reading.	P	P	P	P
c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	P	P	P	

Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

Objectives	Q1	Q2	Q3	Q4
1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.				
a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	P	P	P	P
b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	P	P	P	P
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.				
a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.	P	P	P	P
b. Identify and explain techniques of direct and indirect characterization in fiction.	I	P	P	P
c. Describe how the author's perspective, argument, or point of view affects the text.	I	P	P	P
d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).			I	P
3. Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.				

a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.		I	P	P
b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.			I	P
c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).			I	P
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.				
a. Analyze and evaluate works of literature and the historical context in which they were written.		I	P	P
b. Analyze and evaluate literature from various cultures to broaden cultural awareness.		P	P	P
c. Compare similar characters, settings, and themes from varied literary traditions.	I	P	P	P

Standard 5: Research and Information - The student will conduct research and organize information.

Objectives	Q1	Q2	Q3	Q4
1. Accessing Information - Select the best source for a given purpose.				
a. Use card catalogs and computer databases to locate sources for research topics.	P	P	P	P
b. Access a variety of primary and secondary sources to locate information relevant to research questions.			I	P
c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).			I	P
d. Use organizational strategies as an aid to comprehend increasingly difficult content material.			I	P
e. Note instances of persuasion, propaganda, and faulty reasoning in text.			I	P
f. Use reference features of printed text, such as citations,			I	P

endnotes, and bibliographies to locate relevant information about a topic.				
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.				
a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).	P	P	P	P
b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.		I	P	P
c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.		I	P	P
d. Determine the appropriateness of an information source for a research topic.			I	P
e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.			I	P

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers, progressing through the stages of the writing process. Work independently and in self-directed work teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

Objectives	Q1	Q2	Q3	Q4
1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	P	P	P	P
2. Use details, examples, reasons, and evidence to develop an idea.	P	P	P	P
3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	P	P	P	P
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	P	P	P	P
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	P	P	P	P
6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	P	P	P	P

Standard 2. Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 7, write narrative (story), expository (informative), persuasive, reflective, and descriptive texts of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level-appropriate reading material. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Objectives	Q1	Q2	Q3	Q4
1. Write biographical or autobiographical narratives (stories) that:				
a. identify a real person, living or not, who has had a special influence on other people.	I	P	P	P
b. provide a sequence of factual events and communicate the significance of the events to the person.	I	P	P	P
c. isolate specific scenes and incidents in times and places		I	P	P

<p>significant to defining the person's influence.</p> <p>d. use anecdotes or describe with specific details the sights, sounds, and smells of a scene, and the specific actions, moments, gestures, and feelings of the person; use interior monologue (what a person says silently to self) to show the person's qualities and beliefs.</p> <p>e. presents action segment to accommodate changes in time and mood. <i>Example: After reading a biography or an autobiography of someone who has had special influence on others, use the structure to compose an autobiography of your own.</i></p>			I	P
<p>2. Write research reports that:</p> <p>a. include relevant and focused questions about the topic.</p> <p>b. communicate clear and accurate perspectives on the subject.</p> <p>c. include evidence and supporting details compiled through the formal research process, including use of a card catalog, computer catalog, magazines, newspapers, dictionaries, and other reference books.</p> <p>d. document sources with reference notes and a bibliography. <i>Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.</i></p>			I	P
<p>3. Write persuasive/argumentative compositions that:</p> <p>a. state a clear position or perspective in support of a proposition or proposal.</p> <p>b. describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.</p> <p>c. identify and address reader concerns and counterarguments. <i>Example: In preparation for an upcoming student election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).</i></p>			I	P
<p>4. Write reflective papers that accomplish one of these purposes:</p> <p>a. describe personal learning growth and changes in perspective.</p>	P	P	P	P

b.express the individual’s insight into conditions or situations.	P	P	P	P
c.compare a scene from a work of fiction with a lesson learned from experience.	P	P	P	P
d.complete a self-evaluation on a class performance. <i>Example: Write a reflective paper interpreting how personal circumstances and background shape interactions with text.</i>	P	P	P	P
5. Use appropriate essay test-taking and time-writing strategies that:				
a.address and analyze the question (prompt).			I	P
b.use organizational methods required by the prompt.			I	P
6. Write responses to literature that:				
a.develop interpretations that show careful reading, understanding, and insight.	I	P	P	P
b.organize the interpretation around several clear ideas, premises, or images for the literary work.	I	P	P	P
c.justify interpretation through sustained use of examples and evidence from the text. <i>Example: After reading a novel, write a paper describing the different ways the characters in the novel speak (using slang words or regional dialect) and analyze how this enhances or detracts from the book.</i>	I	P	P	P
7. Write summaries of reading material that:				
a.include the main ideas and most significant details.		I	P	P
b.use the student’s own words, except quotations.		I	P	P
c.reflect underlying meaning, not just the superficial details. <i>Example: Demonstrate comprehension of the main idea and details of a subject-specific text and write a summary of a text read from another content area. Make the summary clear enough that it would provide another student with the important information from the chapter.</i>			I	P
8. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. <i>Example: Write stories and reports showing a variety of word</i>	P	P	P	P

<i>choices, or review a favorite book or film.</i>				
9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	P	P	P	P
10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	P	P	P	P

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.

Objectives	Q1	Q2	Q3	Q4
1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.				
a. Recognize the principal parts of regular and irregular verbs.	P	P	P	P
b. Use the principal parts of verbs to form verb tenses.	P	P	P	P
c. Make subjects and verbs agree.	P	P	P	P
d. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, and predicate adjectives.	P	P	P	P
e. Use nominative, objective, and possessive pronouns correctly.	P	P	P	P
f. Make pronouns agree with their antecedents.	P	P	P	P
g. Use correct pronoun reference.	P	P	P	P
h. Correctly form and use the comparative and superlative forms of adjectives.	P	P	P	P
i. Use prepositional phrases to elaborate written ideas.	P	P	P	P
j. Identify appositives and appositive phrases.	P	P	P	P
k. Correctly use conjunctions.	P	P	P	P
l. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	P	P	P	P
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.				

<p>a. Apply the capitalization rules appropriately in writing.</p> <p>b. Punctuate correctly in writing, including:</p> <ul style="list-style-type: none"> • end punctuation. • commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases. • quotation marks. • apostrophes in contractions and possessives. • conventions of letter writing. <p>c. Distinguish correct spelling of commonly misspelled words and homonyms.</p>	P	P	P	P
<p>3. Sentence Structure - Demonstrate appropriate sentence structure in writing.</p> <p>a. Correct sentence run-ons and fragments.</p> <p>b. Correct dangling and misplaced modifiers.</p> <p>c. Differentiate between dependent and independent clauses.</p> <p>d. Write simple, compound, and complex sentences.</p>	P	P	P	P

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.

Standard 1: Listening - The student will listen for information and for pleasure.

Objectives	Q1	Q2	Q3	Q4
1. Identify the major ideas and supporting evidence in informative and persuasive messages.				I
2. Listen in order to identify and discuss topic, purpose, and perspective.				I
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).				I
4. Evaluate the spoken message in terms of content, credibility, and delivery.				I

Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.

Objectives	Q1	Q2	Q3	Q4
1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.				I
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.				I
3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).				I
4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).				I

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.

Objectives	Q1	Q2	Q3	Q4
1. Interpret a variety of messages conveyed by visual images.				P
2. Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).				P

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.

Objectives	Q1	Q2	Q3	Q4
1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).				P
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).				P
3. Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.				P

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

Objectives	Q1	Q2	Q3	Q4
1. Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.				P
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.				P