

## English Language Arts – Grade 7

<b><i>Reading Literature</i></b>		
1	Analyze what a text says explicitly. Formulate inferences from textual material. Cite resources that support analysis of a text.	
2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the character or plot).	
4	Interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text. Analyze the impact of rhymes and other repetitions of sounds, including alliteration, on a: specific verse or stanza of a poem, section of a story or drama.	
5	Analyze how a drama’s or poem’s form or structure contributes to its meaning.	
6	Analyze how an author develops and contrasts points of view of different characters or narrators in a text.	
7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
9	Compare and contrast historical portrayal of a: time, place or character (person) in an historical account to how each are portrayed or altered in a literary work.	
10	By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b><i>Reading Informational Text</i></b>		
1	Analyze several pieces of text to determine what it explicitly says. Formulate inference from textual material. Cite resources that support analysis of a text.	
2	Determine two or more central ideas in a text and analyze their development over the course of the text; provided an objective summary of the text.	
3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
4	Determine the meanings of words and phrases, including the: figurative, connotative, technical meanings of words and phrases as they are used in a text. Analyze how meaning and tone are impacted by specific word choice.	
5	Analyze the structure an author used to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
6	Explain how the author conveys his/her point of view throughout the text. Make a distinction between the author’s point of view and those of others mentioned or implied in the text. Contrast how the author distinguishes his/her position from that of others. Support your analysis with examples from the text.	
7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
9	Analyze how two or more texts by different authors shape their ideas by: emphasizing different evidence or, advancing different interpretations of facts.	
10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed, at the high end of the range.	

<b>Writing</b>		
1	Write arguments to support claims with clear reasons and relevant evidence. A) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic, or text. C) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D) Establish and maintain a formal style. E) Provide a concluding statement or section that follows from and supports the argument presented.	
2	Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison / contrast, and cause/effect; including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. B) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D) Use precise language and domain-specific vocabulary to inform or explain about the topic. E) Establish and maintain a formal style. F) Provide a concluding statement or section that follows from and supports the information or explanation presented.	
3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. A) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and / or characters. C) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E) Provide a conclusion that follows from and reflects on the narrated experiences or events.	
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
5	With some guidance and support from peers and adults, develop and strengthen writing by: planning, revising, editing, rewriting, trying a new approach. Determine how well the focus of: audience, purpose, have been addressed.	
7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase plagiarism and following a standard format for citation.	
9	Draw evidence from literacy or informational texts to support analysis, reflection, and research. A) Apply grade 7 reading standards to literature. (e.g., Compare and contrast a ...). B) Apply grade 7 reading standards to informational texts. (e.g. Trace and evaluate ...).	
10	Determine when to write for either extended and/or shorter time frames based upon: audience, purpose, task. Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience.	
<b>Speaking &amp; Listening</b>		
1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D) Acknowledge new information expressed by others and, when warranted, modify their own views.	
2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	

	<b><i>Speaking &amp; Listening (continued)</i></b>	
3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
6	Determine if formal or informal speech is appropriate in the context of a given situation.	
	<b><i>Language</i></b>	
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A) Explain the function of phrases and clauses in general and their function in specific sentences. B) Choose amount simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C) Place phrase and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old (,) green shirt</i> ). B) Spell correctly.	
3	Use knowledge of language and its conventions when writing, speaking, reading or listening. A) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. A) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ). C) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).	
6	Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words. Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. Select appropriate resources to aid in gathering vocabulary knowledge.	
*	<b><i>Standards #'s not listed will be addressed by ancillary staff members (technology, academic support, etc.).</i></b>	