

Grade 7

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking

- 1 Oral language. The student develops oral language through listening, speaking, and discussion 7.1**
 - A** listen actively to interpret a message and ask clarifying questions that build on others' ideas 7.1.A
 - B** follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems 7.1.B
 - C** present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively 7.1.C
 - D** engage in meaningful discourse and provide and accept constructive feedback from others 7.1.D

 - 2 Vocabulary. The student uses newly acquired vocabulary expressively 7.2**
 - A** use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 7.2.A
 - B** use context such as contrast or cause and effect to clarify the meaning of words 7.2.B
 - C** determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent 7.2.C

 - 3 Fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose 7.3**

 - 4 Self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time 7.4**
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**Comprehension skills:
listening, speaking,
reading, writing, and
thinking using multiple
texts**

5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts 7.5

- A establish purpose for reading assigned and self-selected texts 7.5.A
 - B generate questions about text before, during, and after reading to deepen understanding and gain information 7.5.B
 - C make and correct or confirm predictions using text features, characteristics of genre, and structures 7.5.C
 - D create mental images to deepen understanding 7.5.D
 - E make connections to personal experiences, ideas in other texts, and society 7.5.E
 - F make inferences and use evidence to support understanding 7.5.F
 - G evaluate details read to determine key ideas 7.5.G
 - H synthesize information to create new understanding 7.5.H
 - I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down 7.5.I
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**Response skills:
listening, speaking,
reading, writing, and
thinking using multiple
texts**

6 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed 7.6

- A describe personal connections to a variety of sources, including self-selected texts 7.6.A
 - B write responses that demonstrate understanding of texts, including comparing sources within and across genres 7.6.B
 - C use text evidence to support an appropriate response 7.6.C
 - D paraphrase and summarize texts in ways that maintain meaning and logical order 7.6.D
 - E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating 7.6.E
 - F respond using newly acquired vocabulary as appropriate 7.6.F
 - G discuss and write about the explicit or implicit meanings of text 7.6.G
 - H respond orally or in writing with appropriate register, vocabulary, tone, and voice 7.6.H
 - I reflect on and adjust responses as new evidence is presented 7.6.I
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**Multiple genres:
listening, speaking,
reading, writing, and
thinking using multiple
texts**

7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts 7.7

- A infer multiple themes within and across texts using text evidence 7.7.A
 - B analyze how characters' qualities influence events and resolution of the conflict 7.7.B
 - C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot 7.7.C
 - D analyze how the setting influences character and plot development 7.7.D
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**Multiple genres:
listening, speaking,
reading, writing, and
thinking using multiple
texts**

8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts 7.8

- A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction 7.8.A
 - B analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms 7.8.B
 - C analyze how playwrights develop characters through dialogue and staging 7.8.C
 - D analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence, features such as references or acknowledgements, and organizational patterns that support multiple topics, categories, and subcategories 7.8.D
 - E analyze characteristics and structures of argumentative text by: identifying the claim, explaining how the author uses various types of evidence and consideration of alternatives to support the argument, and identifying the intended audience or reader 7.8.E
 - F analyze characteristics of multimodal and digital texts 7.8.F
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Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts

- 9 The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances** 7.9
- A explain the author's purpose and message within a text 7.9.A
 - B analyze how the use of text structure contributes to the author's purpose 7.9.B
 - C analyze the author's use of print and graphic features to achieve specific purposes 7.9.C
 - D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 7.9.D
 - E identify the use of literary devices, including subjective and objective point of view 7.9.E
 - F analyze how the author's use of language contributes to mood, voice, and tone 7.9.F
 - G explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations 7.9.G
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Composition: listening, speaking, reading, writing, and thinking using multiple texts 7.10

10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions

- A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests 7.10.A
- B develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion, and developing an engaging idea reflecting depth of thought with specific facts, details, and examples 7.10.B
- C revise drafts for clarity, development, organization, style, word choice, and sentence variety 7.10.C
- D edit drafts using standard English conventions, including: 7.10.D
 - i complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments 7.10.D.I
 - ii consistent, appropriate use of verb tenses 7.10.D.II
 - iii conjunctive adverbs 7.10.D.III
 - iv prepositions and prepositional phrases and their influence on subject-verb agreement 7.10.D.IV
 - v pronoun-antecedent agreement 7.10.D.V
 - vi subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor 7.10.D.VI
 - vii correct capitalization 7.10.D.VII
 - viii punctuation, including commas to set off words, phrases, and clauses, and semicolons 7.10.D.VIII
 - ix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 7.10.D.IX

E publish written work for appropriate audiences 7.10.E

Composition: listening, speaking, reading, writing, and thinking using multiple texts

11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful 7.11

- A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft 7.11.A
 - B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft 7.11.B
 - C compose multi-paragraph argumentative texts using genre characteristics and craft 7.11.C
 - D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure 7.11.D
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Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes 7.12

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generate student-selected and teacher-guided questions for formal and informal inquiry 7.12.A

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develop and revise a plan 7.12.B

B develop and revise a plan 7.12.B

refine the major research question, if necessary, guided by the answers to a secondary set of questions 7.12.C

C refine the major research question, if necessary, guided by the answers to a secondary set of questions 7.12.C

identify and gather relevant information from a variety of sources 7.12.D

D identify and gather relevant information from a variety of sources 7.12.D

differentiate between primary and secondary sources 7.12.E

E differentiate between primary and secondary sources 7.12.E

synthesize information from a variety of sources 7.12.F

F synthesize information from a variety of sources 7.12.F

differentiate between paraphrasing and plagiarism when using source materials 7.12.G

G differentiate between paraphrasing and plagiarism when using source materials 7.12.G

examine sources for: reliability, credibility, and bias,

H examine sources for: reliability, credibility, and bias, and faulty reasoning such as hyperbole, emotional appeals, and stereotype 7.12.H

**and faulty reasoning
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stereotype** 7.12.H

**display academic
citations and use source
materials
ethically** 7.12.I

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**use an appropriate
mode of delivery,
whether written, oral, or
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