

# Grade 7

<b>LA.</b>	<b>7.</b>	<b>1.</b>	<b>1.</b>	<b>1</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Grade 7: Reading Process

<b>Fluency</b>		<b>Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.7.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will read grade level text orally or by matching pictures with words and simple phrases using phonemic awareness strategies.		<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- read simple text orally with approximately</li> <li>- adjust reading rate based on purpose and text difficulty.</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- read grade level text orally in a manner that sounds like near-fluent speech</li> <li>- demonstrates ability to adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form, and style with minimal support.</li> </ul>

<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.7.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.7.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.7.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.7.1.6.4	- categorize key vocabulary and identify salient features;		
LA.7.1.6.5	- relate new vocabulary to familiar words;		
LA.7.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.7.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.7.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.7.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.7.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.7.1.6.11	- identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.		
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<b>Vocabulary Development</b>	<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.
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<b>English Language Proficiency Standards</b>
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<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use simple vocabularies by evaluating information presented in a variety of narrative and visual formats</li> <li>- identify and associating pictures and illustrating with the appropriate words;</li> <li>- recognize a variety of text structures, including context clues, multiple meanings and through the use of simple text rich in graphics and illustrations.</li> <li>- maintain a list of newly learned vocabulary words with a corresponding picture or short definition</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- demonstrates the use of basic interpersonal, and academic vocabularies by generating and answering oral and written questions;</li> <li>- determine meaning and increase basic vocabulary using context clues, prefixes, suffixes, root words, multiple meanings, word origins, and word relationships</li> <li>- use a dictionary with definitions or translations to find more information about unfamiliar words</li> <li>- be able to propose synonyms and antonyms to a variety of grade level vocabulary words</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use grade-level interpersonal and academc vocabularies,</li> <li>- identify figurative, idiomatic, and technical meanings of words and phrases in reading, writing, listening, and speaking.</li> <li>- use and understand vocabulary orally and aurally at the near-fluent level;</li> <li>- determine meaning and increase grade level vocabulary using context clues, prefixes, suffixes, root words, multiple meanings (distinguishes denotative and connotative meanings of words), word origins, and word relationships (analogies).</li> <li>- determine meaning of words, parts of speech synonyms and antonyms by using a dictionary, thesaurus and digital tools.</li> </ul>
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<b>Reading Comprehension</b>	<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.7.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.7.1.7.2	- analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
LA.7.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.7.1.7.4	- identify cause-and-effect relationships in text;
LA.7.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.7.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.7.1.7.7	- compare and contrast elements in multiple texts; and

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<b>Reading Comprehension</b>	<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.7.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

**English Language Proficiency Standards**

<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- predict content and purpose by orally researching his/her relatives or friends from within their own cultural/ethnic background and produce an oral text about his/her findings;</li> <li>- match written language with picture, identify frequently used words by sight and identify printed words with oral equivalents;</li> <li>- use simple outlines in graphic form using words and pictures to clarify or represent a new concept or idea taught in class;</li> <li>- copy, read, and categorize simple sentences that the teacher has provided and orally express meaning in own words;</li> <li>- determine the main idea or essential message from a text drawings or illustrations;</li> <li>- will identify things that are the same or different in a simple authentic text;</li> <li>- orally identify the author's purpose and/or perspective of a passage supplied by the teacher using vocabulary.</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- predict content, describe purpose and organization of a reading selection using his/her own background knowledge</li> <li>- answer orally pre-reading prompts about the reading selection as it relates to the student's previous experiences;</li> <li>- employ basic phonemic awareness, inference, contextual clues, synonyms and antonyms relationships to decode meaning from simple text, such as newspaper article, paragraphs, simple poems, songs, charts and tables or illustrations;</li> <li>- use note taking in written and graphic form to clarify or explain a concept or topic taught in class or reading a text;</li> <li>- copy and read a paragraph that the teacher has written on the board or transparency, and orally express meaning in own words;</li> <li>- determine the main idea or essential message from a text by using words and occasional short phrases;</li> <li>- analyze a variety of organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally how they impact the meaning of text;</li> <li>- create an outline or storyboard with accompanying text that describe the action and main idea of a grade level story</li> <li>- identify the author's purpose and/or perspective of a passage supplied by the teacher and orally express the purpose.</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- make and verify complex predictions of content, purpose, and organization of a reading selection by knowing how to activate background knowledge of the subject;</li> <li>- use context and word structure clues to analyze words and text by knowing how to activate background knowledge of the subject;</li> <li>- use extended questioning techniques, pre-reading strategies; graphic representations; text structure knowledge, cause and effect exercises, chronological classification of events and compare and contrast strategies;</li> <li>- understand a variety of text at a near fluent level by using graphic organizers and note-taking to clarify meaning and recognize organizational patterns;</li> <li>- compare and contrast similar information contained in a variety of text selections;</li> <li>- understand at a near fluent level of a variety of grade-level texts by using uses comprehension strategies, including re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning;</li> <li>- clarify text by checking other sources to repair comprehension when self-monitoring indicates confusion;</li> <li>- determine the main idea or essential message in text through inferring, paraphrasing, summarizing, and identifying relevant details and facts;</li> <li>- analyze a variety of organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally or in writing how they impact the meaning of text;</li> <li>- identify the author's purpose and/or perspective in a variety of text and uses the information to construct meaning.</li> </ul>
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## Grade 7: Literary Analysis

<b>Fiction</b>	<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.7.2.1.1	- identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.7.2.1.2	- locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.7.2.1.3	- locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
LA.7.2.1.4	- identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.7.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.7.2.1.6	- compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
LA.7.2.1.7	- locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis;
LA.7.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.7.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.7.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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<b>Fiction</b>	<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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**English Language Proficiency Standards**

<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select age and grade-level appropriate materials from the library or classroom collection to read for pleasure according to student’s reading level (e.g. AR) after being shown pictures and illustrated book titles from a variety of reading selections that contain a high proportion of illustrations to text,</li> <li>- answer basic questions (who, what, where, when, why) about a grade level text in the student’s own words or with pictures</li> <li>- recognize the basic differences between prose and poetry</li> <li>- identify the basic differences between fiction and non-fiction works</li> <li>- recognize the characteristics of a folktale</li> <li>- recognize the characteristics of a play and short story</li> <li>- identify onomatopoeia in text and what such words represent</li> <li>- identify the basic elements of the elements of plot structure, including setting and character;</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select age and grade-level appropriate materials from the library or classroom collection to read for pleasure according to student’s reading level (e.g. AR) after being shown a variety of age and development level appropriate book titles,</li> <li>- choose a reading selection of the student’s liking and orally explain the reason for the choice;</li> <li>- demonstrate knowledge of the characteristics of various genres by selecting a fiction, non-fiction adapted text or other genre,</li> <li>- identify the elements of plot structure, including setting, character development, problem/resolution, and theme in a simple text,</li> <li>- analyze the effects of sound and graphics to communicate mood and meaning in poetry by making relevant comments about the topic in various read-aloud grade-level appropriate literary text.</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- select grade-level appropriate materials to read for pleasure based on personal preference and reading level of a variety of criteria, including text difficulty, recommendations of others, and knowledge of authors styles, themes, and genres,</li> <li>- orally retell the plots and/or topics of his or her choices;</li> <li>- demonstrate knowledge of the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</li> <li>- use grade-level appropriate literature to create an oral and/or written report reflecting a synthesis of his/her own ideas about the material;</li> <li>- identify and analyze plot structure, including setting, character development, rising action, problem/ resolution, and theme;</li> <li>- analyze the effects of sound, figurative language, alliteration and graphics to communicate mood and meaning in poetry using grade-level appropriate literature</li> </ul>
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<b>Nonfiction</b>	<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:	
LA.7.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);	
LA.7.2.2.2	- use information from the text to state the main idea and/or provide relevant details;	
LA.7.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	
LA.7.2.2.4	- identify the characteristics of a variety of types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and	
LA.7.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- identify basic parts of a book or reference material, including table of contents, glossary</li> <li>- identify the basic uses of reference material and the basic differences between them</li> <li>- use graphic organizers to display information</li> <li>- identify main idea and items in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>- identify organizational text features of books or reference materials</li> <li>- identify where to find information among possible organizational text features</li> <li>- organize information using graphic organizers, including charts, graphs, Venn diagrams</li> <li>- chose non-fiction books to read for pleasure appropriate to age and reading level</li> <li>- use information from the text to state the main idea and/or provide relevant details.</li> </ul>	<ul style="list-style-type: none"> <li>- use with accuracy text features such as table of contents and indices to locate information</li> <li>- organize information using a variety of strategies, such as webbing, paraphrasing, note card writing</li> <li>- choose and read age and grade level appropriate non-fiction materials</li> <li>- identify differences between all different types of non-fiction materials</li> <li>- use information from the text to state the main idea and/or provide relevant details.</li> </ul>

## Grade 7: Writing Process

<b>Prewriting</b>		<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.7.3.1.1	- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;		
LA.7.3.1.2	- making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and		
LA.7.3.1.3	- using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will prewrite by:		<i>Intermediate:</i> The student will prewrite by:	<i>Advanced:</i> The student will prewrite by:
<ul style="list-style-type: none"> <li>- planning and generating ideas for writing drafts appropriate to the topic, audience and purpose</li> <li>- creating a graphic organizer based on information from brainstorming</li> <li>- using note taking and storyboarding to organize ideas</li> </ul>		<ul style="list-style-type: none"> <li>- generating ideas for writing drafts appropriate to the topic, audience and purpose by creating a semantic web.</li> <li>- developing a plan that addresses main ideas and logical sequence using strategies such as outlining and storyboarding to organize ideas</li> </ul>	<ul style="list-style-type: none"> <li>- generating ideas for writing drafts appropriate to the topic, audience and purpose by creating a semantic web.</li> <li>- developing a plan that addresses main ideas and logical sequence using strategies such as outlining and storyboarding to organize ideas</li> <li>- developing a personal organizational style through the use of research techniques and sources</li> </ul>

<b>Drafting</b>		<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.7.3.2.1	- developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;		
LA.7.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.7.3.2.3	- analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.		
<b>English Language Proficiency Standards</b>			
<p><i>Beginning:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> <li>- using graphic organizers to organize information into a logical sequence including supporting details</li> <li>- developing word choices and voice appropriate to the selected tone and mood.</li> <li>- focusing mainly on content rather than grammar and spelling.</li> </ul>	<p><i>Intermediate:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> <li>- developing main ideas from primary and organizing information in a logical sequence including descriptive language and supporting details</li> <li>- enhancing clarity by combining or deleting sentences</li> <li>- using appropriate word choice and voice to set the mood and tone for the intended audience or purpose</li> </ul>	<p>Advanced: The student will draft writing by:</p> <ul style="list-style-type: none"> <li>- using legible cursive or word processing by choosing the appropriate point of view for the mode,</li> <li>- analyzing language craft techniques including, denotation, connotation, abstract and concrete word choice, and symbolic language in exemplary professional writing, and effective craft techniques to reinforce voice by writing a report, after teacher directed practice and peer tutoring, on a given topic using electronic data and word processing software application including information presented as a graph or chart.</li> <li>- identifying various language techniques of professional authors and recognizing how voice reinforces writing.</li> </ul>	

<b>Revising</b>	<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:	
LA.7.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	
LA.7.3.3.2	- creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;	
LA.7.3.3.3	- creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	
LA.7.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will revise by:	<i>Intermediate:</i> The student will revise by:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- checking for clarity on simple sentences regarding a topic or a theme prompted by the teacher.</li> <li>- Developing relationships among ideas with assistance</li> </ul>	<ul style="list-style-type: none"> <li>- developing ideas and content and logical organization through supporting details</li> <li>- modifying sentence structure and word choices using resources and reference material</li> <li>- applying appropriate tools or strategies to evaluate and refine the draft, including peer/teacher review, checklists, and rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>- revise by evaluating the draft for the development of ideas and content, logical organization and relationships among ideas,</li> <li>- creating clarity by rearranging words, paragraphs and sentence structure,</li> <li>- creating interest by using participles and participial phrases and</li> <li>- applying appropriate tools or strategies to evaluate and refine the draft, including peer/teacher review, checklist, and rubrics.</li> </ul>

<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.
	The student will edit for correct use of:	
LA.7.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	
LA.7.3.4.2	- capitalization, including regional names (e.g., East Coast), historical events and documents;	
LA.7.3.4.3	- punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;	
LA.7.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and	
LA.7.3.4.5	- consistency in verb tense in simple, compound, and complex sentences.	
<b>English Language Proficiency Standards</b>		
<p><i>Beginning:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- basic grade level words in English</li> <li>- use correct capital letters and end punctuation</li> </ul>	<p><i>Intermediate:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- using peer or teacher assisted editing</li> <li>- using a proofreading guide or checklist</li> <li>- using a draft for basic grammar and language convention, including correct spelling of basic grade level words, capitalization, including historical events and documents, geographic names and places, and the major words in titles of books, plays, movies, and television programs, punctuation of basic sentence structures, use of the colon in introductory lists, the semicolon in compound sentences, and the dash for additional emphasis or information;</li> <li>- improving consistency in correct verb tense usage in simple, and compound sentences.</li> </ul>	<p>Advanced: The student will edit writing by:</p> <ul style="list-style-type: none"> <li>- using peer editing</li> <li>- using a proofreading guide or checklist</li> <li>- editing a draft for grammar and language conventions, including correct spelling; capitalization, including historical events and documents, geographic names and places, and the major words in titles of books, plays, movies, and television programs); punctuation of sentence structures, including participles/ participle phrases within a sentence; use of the colon in introductory lists, the semicolon in compound sentences, and the dash for additional emphasis or information; correct use of regular and irregular verbs and correct pronoun agreement</li> <li>- improving consistency in correct verb tense usage in simple compound and complex sentences.</li> </ul>

<b>Publishing</b>		<b>Standard:</b> The student will write a final product for the intended audience.	
	The student will:		
LA.7.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.7.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and		
LA.7.3.5.3	- share the writing with the intended audience.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will: <ul style="list-style-type: none"> <li>- produce basic final documents, using appropriate technology,</li> <li>- use elements of spacing and design for graphics to enhance the appearance of the document</li> <li>- share the writing with the intended audience.</li> </ul>		<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- produce final documents, including: narrative and expressive; informative and persuasive; and technical papers using appropriate technology and</li> <li>- use elements of spacing and design for graphics to enhance the appearance of the document</li> <li>- share the writing with the intended audience.</li> </ul>	
		<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- produce final documents at a near fluent level, using appropriate technology,</li> <li>- produce narrative and expressive; informative and persuasive; technical papers; research reports; and critiques of literature and media summaries.</li> <li>- use elements of spacing and design for graphics to enhance the appearance of the document</li> <li>- share the writing with the intended audience.</li> </ul>	

## Grade 7: Writing Applications

<b>Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.
	The student will:	
LA.7.4.1.1	<ul style="list-style-type: none"> <li>- write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and</li> </ul>	
LA.7.4.1.2	<ul style="list-style-type: none"> <li>- write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.</li> </ul>	
<b>English Language Proficiency Standards</b>		
<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- identify the beginning, middle, and end of a grade level text</li> <li>- identify characters and setting</li> <li>- identify the basic elements of a poem and the differences between poetry and prose</li> <li>- compose a narrative on a topic appropriate to age and language level containing a defined beginning, middle, and ending</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- identify narrative plot devices (rising action, conflict)</li> <li>- write narratives that contains identifiable plot devices</li> <li>- write narratives that contain figurative language, dialogue, or other linguistic devices</li> <li>- write narratives that contain definite settings and characters</li> <li>- write poetry that shows rhyme and/or meter</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- correctly use figurative language, such as similes and metaphors, in writing,</li> <li>- write text that contains major plot elements</li> <li>- write text that contains dialogue, figurative language, personification, and other linguistic devices</li> <li>- write poetry that uses rhyme and/or rhythm, and meter</li> </ul>

<b>Informative</b>		<b>Standard:</b> The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:	
LA.7.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	
LA.7.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	
LA.7.4.2.3	- write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	
LA.7.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	
LA.7.4.2.5	- write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- mark locations on a map according to given directions</li> <li>- write basic correspondence</li> <li>- write simple essays that include a topic sentence, details, and a conclusion</li> <li>- take guided notes from teacher during lecture or from a book</li> </ul>	<ul style="list-style-type: none"> <li>- follow oral directions, marking locations on a map</li> <li>- give directions according to destination</li> <li>- write correspondence according to purpose following prescribed format with correct headings</li> <li>- write essays that explain or narrate that have a definite thesis statement, body paragraphs, and conclusion</li> <li>- use organizational strategies to arrange information</li> <li>- take notes and record during lectures or from movies and reading material</li> </ul>	<ul style="list-style-type: none"> <li>- give and follow directions either with or without a map</li> <li>- can create a map based on given directions</li> <li>- write correspondence according to purpose following prescribed format with correct headings</li> <li>- write essays containing a thesis statement with introduction, body, supporting details and conclusion paragraphs</li> <li>- take notes during a lecture, movie, or from reading material</li> <li>- use organizational aids to arrange and record information</li> <li>- write essays in a variety of informational/expository forms, including procedures experiments assembly instructions.</li> </ul>

<b>Persuasive</b>		<b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.7.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and		
LA.7.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will explain orally the value of an object or place and why someone else should value the object or place using appropriate vocabulary	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- write essays that contain a topic sentence or controlling idea and include supporting details or arguments for the validity of the proposed idea</li> <li>- use common persuasive techniques including varied word choice repetition, and emotional appeal</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- write essays that contain effective persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony)</li> <li>- write text that develops a controlling idea and supporting argument for the validity of the proposed idea.</li> </ul>	

## Grade 7: Communication

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<b>Penmanship</b>		<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.	
LA.7.5.1.1	The student will use fluent and legible handwriting skills.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will write by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences.	<i>Intermediate:</i> The student will write simple sentences in legible print that used common words and that is appropriate to age, developmental and language proficiency levels	<i>Advanced:</i> The student will demonstrate ability to use fluent and legible handwriting skills with minimal assistance.	

<b>Listening and Speaking</b>		<b>Standard:</b> The student effectively applies listening and speaking strategies.	
	The student will:		
LA.7.5.2.1	- use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;		
LA.7.5.2.2	- analyze persuasive techniques in both formal and informal speech; and		
LA.7.5.2.3	- organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	
<ul style="list-style-type: none"> <li>- listen and gain information by following simple directions or commands about school activities and classroom procedures;</li> <li>- after listening to a story, respond to the story by drawing pictures and explain the drawings at the appropriate grade level, developmental and language proficiency levels and in terms of details that were understood, including sequence of events.</li> </ul>		<ul style="list-style-type: none"> <li>- listen and gain information by following simple directions or commands about school activities and classroom procedures;</li> <li>- after listening to a story, respond to the story by orally giving details, and explain the drawings at the appropriate grade level, developmental and language proficiency levels and in terms of details that were understood, including sequence of events.</li> </ul>	
		<i>Advanced:</i> The student will:	
		<ul style="list-style-type: none"> <li>- use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic by following and giving directions or commands about school activities, classroom procedures, and classroom rules;</li> <li>- after listening to a story, organize and effectively deliver a speech to inform and/or persuade, demonstrating appropriate body language, eye contact and gestures by asking classmates what would happen if the elements of the story had occurred in a different order or sequence.</li> </ul>	

## Grade 7: Information and Media Literacy

<b>Informational Text</b>		<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.7.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.7.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and		
LA.7.6.1.3	- create a technical manual or solve a problem.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- give an appropriate caption or title to a picture</li> <li>- draw an appropriate picture that matches a caption or title</li> <li>- explain orally how the student arrived at the picture or caption</li> </ul>		<ul style="list-style-type: none"> <li>- identify how text aids help in finding information</li> <li>- identify which text aids would be most appropriate to display certain information</li> <li>- answer questions from text using text aids</li> </ul>	<ul style="list-style-type: none"> <li>- draw text aids to help a reader understand text</li> <li>- identify which text aids are most appropriate for the information provided</li> <li>- explain how the student used text aids to find information</li> </ul>

<b>Research Process</b>		<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.7.6.2.1	- select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;		
LA.7.6.2.2	- assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;		
LA.7.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and		
LA.7.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will: <ul style="list-style-type: none"> <li>- write a simple text based on a topic provided by a teacher</li> <li>- use teacher assigned research material</li> <li>- include illustrations to clarify meaning</li> </ul>	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- research a topic of either the student's or teacher's choice</li> <li>- organize, ideas that include a focused topic, relevant and appropriate facts and logical sequence</li> <li>- write a paper using available resources in student's own words, listing the sources used</li> <li>- describe the kinds of print violations and why it is important to cite sources</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- research a topic of the student's choice</li> <li>- develop a plan for writing which includes a focused topic relevant and appropriate facts, logical sequence, and concluding statement</li> <li>- write a paper in student's own words, citing sources used</li> <li>- understand the consequences of slander, libel, plagiarism, and copyright infringement with assistance from peer or teacher.</li> </ul>	

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.7.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;		
LA.7.6.3.2	- demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and		
LA.7.6.3.3	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- identify different types of media and what the advantages / disadvantages are of each</li> <li>- identify what print and nonprint advertising is trying to sell</li> </ul>		<ul style="list-style-type: none"> <li>- distinguish ways that production elements affect communication by identifying examples of familiar media that contain information for specific purposes.</li> <li>- identify the different types of propaganda used in advertising</li> </ul>	<ul style="list-style-type: none"> <li>- distinguish ways that production elements (for example, graphics, color, motion, sound, and digital technology) affect communication across the media by pairing pictures or symbols with words as a reference to complete a task.</li> <li>- identify the different types of propaganda used in advertising</li> <li>- develop ads that reflect different propaganda types</li> </ul>
<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.7.6.4.1	- select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.7.6.4.2	- evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will demonstrate the ability to access and use simple information such as pictures and graphics from electronic sources such as audio-visual, telecommunications, computers, multimedia, interactive technology.		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
		<ul style="list-style-type: none"> <li>- demonstrate the ability to use word processing skills through use of clip art, charts, and tables</li> <li>- demonstrate the ability to evaluate media messages including attempts to manipulate the language,</li> <li>- report to the class in written or oral form using information obtained through use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate knowledge and ability to use technology through use of clip art, charts, and tables</li> <li>- prepare and presenting an oral or written report or project which requires the use of visuals, multimedia, props, and technology.</li> <li>- apply digital tools (e.g., word processing, web, tools, graphics organizers) to publications and presentation.</li> </ul>