

English Language Arts (ELA)
Grade-Level Expectations: Seventh Grade

Reading and Responding

Standard 1:

1. Develop vocabulary using a variety of strategies, including:
 - use of connotative and denotative meanings
 - use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1)
2. Explain story elements, including:
 - the revelation of character motivation through thoughts, words, and actions
 - plot sequence (e.g., exposition, rising action, climax, falling action, resolution)
 - conflicts (e.g., man vs. man, nature, society, self) and their effect on plot
 - effects of first- and third-person points of view
 - theme development (ELA-1-M2)
3. Interpret literary devices, including:
 - symbolism
 - puns
 - analogies (ELA-1-M2)
4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including:
 - instructional materials
 - essays
 - dramas (ELA-1-M3)
5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4)

Standard 6:

6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2)
8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:
 - fiction (e.g., science fiction/fantasy)
 - nonfiction (e.g., essays, letters)
 - poetry (e.g., lyric, narrative)
 - drama (e.g., short plays) (ELA-6-M3)

Standard 7:

9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - sequencing events and steps in a process
 - summarizing and paraphrasing information
 - identifying stated or implied main ideas and explaining how details support ideas
 - comparing and contrasting literary elements and ideas
 - making inferences and drawing conclusions
 - predicting the outcome of a story or situation
 - identifying literary devices (ELA-7-M1)
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)

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11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)
12. Explain the effects of an author's stated purpose for writing (ELA-7-M3)
13. Identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3)
14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - skimming/scanning (ELA-7-M4)

Writing

Standard 2:

15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
 - established central idea
 - organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic
 - elaboration (e.g., fact, examples, and/or specific details)
 - transitional words and phrases that unify ideas and points
 - overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1)
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
 - word choices (diction) appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality)
 - variety in sentence structure (ELA-2-M2)
18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following:
 - selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)
 - drafting
 - conferencing (e.g., peer and teacher)
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using technology (ELA-2-M3)
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)
20. Use the various modes to write compositions, including:
 - essays based on a stated opinion
 - fictional narratives (ELA-2-M4)

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21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)
22. Write for various purposes, including:
 - letters of complaint supported with complete and accurate information and reasons
 - evaluations of media, such as television, radio, and the arts
 - text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels
 - applications, such as memberships and library cards (ELA-2-M6)

Writing/Proofreading

Standard 3:

23. Use standard English punctuation, including:
 - commas to set off direct quotations, nouns of direct address, and after introductory words or phrases
 - semicolons or colons to separate independent clauses (ELA-3-M2)
24. Write paragraphs and compositions following standard English structure and usage, including:
 - varied sentence structures, including complex sentences
 - antecedents that agree with pronouns in number, person, and gender
 - sentences without double negatives (ELA-3-M3)
25. Apply knowledge of parts of speech in writing, including:
 - infinitives and participles
 - superlative and comparative degrees of adjectives
 - adverbs (ELA-3-M4)
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5)
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Speaking and Listening

Standard 4:

28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
31. State oral directions/procedures for tasks (ELA-4-M2)
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
33. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4)
35. Deliver formal and informal persuasive presentations (ELA-4-M4)
36. Deliver grade-appropriate research-based presentations (ELA-4-M4)
37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5)
38. Participate in group and panel discussions, including:
 - explaining the effectiveness and dynamics of group process
 - applying agreed-upon rules for formal and informal discussions

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- assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Information Resources

Standard 5:

39. Locate and select information using organizational features of grade-appropriate resources, including:
 - complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)
 - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
 - frequently accessed and bookmarked Web addresses
 - features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1)
40. Locate and integrate information from a variety of grade-appropriate resources, including:
 - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
 - electronic sources (e.g., Web sites, databases)
 - other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)
42. Gather and select information using data-gathering strategies/tools, including:
 - surveying
 - interviewing
 - paraphrasing (ELA-5-M3)
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
 - visual representations of data/information
 - graphic organizers (e.g., outlines, timelines, charts, webs)
 - works cited lists and/or bibliographies (ELA-5-M3)
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4)
45. Give credit for borrowed information following acceptable use policy, including:
 - integrating quotations and citations
 - using end notes
 - creating bibliographies and/or works cited lists (ELA-5-M5)
46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)