# Understanding the Standards- Grade 7

At the seventh-grade level, the student will continue to deliver multimodal presentations individually and in collaborative groups. The student will also interpret information presented in diverse media formats and share responsibility for collaborative work, as both a contributor and a facilitator, while striving for consensus to accomplish goals. The student will continue the study of word origins and roots and begin to distinguish among connotations of words. There is a continued emphasis on text reading and fluency as students continue to read and comprehend complex literary and informational texts. In literary texts, the student will analyze point of view, interpret the author’s style, and compare and contrast texts on similar topics. When reading informational texts, the seventh-grade student will analyze how authors use evidence, facts, and opinions to support points in multiple texts. Reading and writing will continue to be an integrated process wherein the student will use authors and texts read as models when working on techniques in their own writing. The student will continue to write for a variety of audience and purposes, focusing on the development of a clear central idea, tone, and voice. In persuasive writing, the student will be able to clearly state claims using evidence from a text or personal experience as support. The seventh-grade student will be expected to have greater control over the conventions of writing. In research, the student will find, evaluate, and select appropriate resources for an oral, visual, written, or multimodal research product. They will evaluate the validity and authenticity of sources, and will apply research techniques to quote, summarize, and paraphrase findings. These skills are necessary for success in future postsecondary education and workplace environments.

## Foundations for Reading

**See Kindergarten through grade five for the Foundations for Reading standards.**

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| **Foundations for Reading** |
| The Foundations for Reading strand contains the standards and skills related to print concepts, phonological and phonemic awareness, and phonics and word analysis. In middle school, students may be at varying reading levels. Teachers may refer to or utilize the standards in this strand to support differentiated instruction for readers as appropriate. |

### Developing Skilled Readers and Building Reading Stamina

**7.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
3. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**.
4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**.
5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12)**.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

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| **7.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Students need to read a variety of grade-level complex texts to enhance their background knowledge, build their vocabulary, and engage in complex thinking. * Reading comprehension is supported through reading fluency. Fluent readers understand texts because they do not have to focus on individual words. This is achieved through the following:   + Accuracy: This occurs when students correctly identify words on the page, recognizing and decoding them correctly. Accuracy ensures understanding and helps to avoid misunderstandings in meaning and prevent errors.   + Automaticity: This occurs when students recognize words quickly and effortlessly because they do not need to sound them out. Automaticity allows students to focus on comprehension and understanding rather than decoding.   + Appropriate rate: This is the speed at which reading occurs; a reader’s speaking rate has to be suitable for understanding. Reading too quickly may result in missed details and reading too slowly may result in students losing the text’s overall meaning.   + Meaningful expression: This allows students to read with appropriate phrasing and emphasis to reflect meaning, mood, and tone. Students might read with different voices to express character dialogue or adjust expression to match their understanding of the text’s content and/or the author’s message.   + Confirm or self-correct: This occurs when students realize they are not understanding something or have mispronounced a word; they need to be able to take steps to fix the problem: going back to re-read, using context clues, or looking up unfamiliar words. * In seventh grade, students need to be able to read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 6-8 band.   + Students may have differing levels of readiness for grade-level, complex texts. Teachers can adjust instruction to meet varying levels of need through small groups and independent practice, providing additional resources or extensions for students who need them.   + Offering complex texts is important for students to learn new concepts and increase exposure to high level vocabulary, language, and content.   + See the Quantitative and Qualitative Analysis charts for determining text complexity in the Appendix of the 2024 *English Standards of Learning*. * In seventh grade, students need to be able to respond to texts through discussion and or writing, drawing several pieces of evidence and accurately quoting or paraphrasing ideas. This helps students use evidence to explain their ideas and/or convince others to understand their ideas when supporting claims. Students need to be able to give reasons and examples as they support ideas and concepts found within grade-level complex texts.   + Teachers should help students develop textual analysis skills by identifying key themes and literary devices and showing students how to evaluate authorial choices. Model how to locate and interpret evidence that supports ideas.   + Foster meaningful discussions by creating an environment in which students can take risks and feel comfortable sharing perspectives. Demonstrate active listening skills by providing opportunities for students to respond to each other’s ideas. * In seventh grade, students need to be engaging in reading a series of conceptually related texts organized around topics. This helps students build and enhance background knowledge, understanding, and vocabulary. Encourage reading consistently over time, integrating reading activities into classroom practice daily. * Select sets of texts which are interconnected by theme, topic, or subject matter which explore various aspects or perspectives of the same concept.   + Apply knowledge acquired through reading to demonstrate comprehension, make connections, and show deeper understanding of new topics and ideas as introduced in class. * Reading strategies (e.g.., summarizing, predicting, visualizing) can help students tackle a challenging text and support their comprehension.   + Teachers can model strategies by reading and thinking aloud. Teachers should provide opportunities for students to practice using reading strategies independently.   + Students may benefit from teachers providing explicit instruction about using reading strategies and modeling by showing students how to use them.   + Teachers should choose texts that include some challenging sections or passages where students may encounter difficulty and scaffold the reading experience by working through the text together, accessing background knowledge, and highlighting vocabulary and concepts. |

## Reading and Vocabulary

**7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.**

### 7.RV.1 Vocabulary Development and Word Analysis

1. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.
2. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.
3. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
4. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
5. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
6. Distinguish among the nuances in the meaning of connotations of words with similar denotations.
7. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.
8. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

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| **7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.** |
| * In order to build vocabulary, students need many exposures to new words in meaningful contexts over an extended period of time. Teachers should provide opportunities and encouragement for students to practice newly acquired vocabulary in reading, discussion, and writing. By integrating newly learned words and phrases into texts via discussions, speaking activities, and writing, students can deepen their understanding of vocabulary and concepts and enhance critical thinking. * General academic vocabulary includes terminology that students are likely to encounter in other subject areas and future study (e.g. analyze, compare, contrast, discuss, evaluate, explain, etc.). * Content-specific vocabulary includes terminology related to the study of English (e.g. character, plot, theme, tone, hyperbole, etc.) as well as words that are specific to other disciplines (e.g., math, science, or history and social sciences). * By understanding how words are made up of common Greek and Latin roots and affixes, students can use their understandings of individual word parts to help them learn new words with similar constructions. For example, if a student knows that mortician contains the Latin root mort, meaning “die, death,” and the suffix -cian, meaning “occupations or jobs,” the word parts can help them remember the meaning of that word, but it can also lead them to predict meanings for other words like immortal (not dying; living forever) and optician(an eye doctor/specialist). * By understanding the relationship between particular words such as synonyms, antonyms, and analogies students can better understand and gain a deeper comprehension of individual words. * Figurative language enriches the reading experience by stimulating imagination and evoking emotions, further encouraging a deeper understanding of a text. By analyzing the construction and meaning of figurative language students should examine how these linguistic devices are used to convey deeper meanings and vivid imagery beyond literal interpretations. * By distinguishing among the nuances in the meaning of connotations of words with similar denotations, students should be able to recognize and understand the differences in words with similar literal meanings. * If students are comfortable using print and digital word-reference materials such as dictionaries, glossaries, and thesauruses, they will be able to use them to clarify meanings and determine pronunciations, word origins, and derivations. This means they need to be able to locate the resource, search for a word, and understand how to find specific information within an entry. |

## Reading Literary Text

**7.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.**

### 7.RL.1 Key Ideas and Plot Details

1. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.
2. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
3. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

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| **7.RL.1 Key Ideas and Plot Details** |
| * Understanding a theme enriches students’ comprehension, understanding, and appreciation of literature and also fosters critical thinking and effective communication skills. * Theme refers to the life lesson, message, or moral that a work of literature conveys. Themes are often universal and reflect various aspects of the human experience. Themes can cover a wide range of topics (e.g., love, family, friendship, perseverance, justice) and can be explicitly stated by the author or implied through the text's characters, events, and symbols.   + In order to analyze and explain a theme, students need to be able to identify the themes of a text and describe how they are presented and developed throughout the text, using evidence to support their observations. * Analyzing central conflict and key elements that impact plot refers to examining how the main problem or struggle within a text, along with various components such as the introduction of characters and setting (exposition), the event that initiates the conflict (initiating event), the events leading up to the climax (rising action), the highest point of tension (climax), the events that follow the climax (falling action), and the conclusion of the conflict (resolution), all work together to shape the outcome of the text.   + Students need to be able to explore how individual plot elements contribute to the development and resolution of the text's central conflict, understand how the plot unfolds, dissect the events that move the text forward, and explain how these events build moving towards the resolution or conclusion of the text. * Different characters, specifically static and dynamic characters, along with the roles of protagonist and antagonist, impact the events that unfold in a plot. Students need to be able to explain the features and roles of these characters.   + A static character is a character who does not grow or change during the course of a story or drama. While these characters may experience plot events and other changes, they keep the same personality and viewpoint that they had at the beginning of the story.   + A dynamic character is a character who experiences significant internal changes or growth as a result of plot events or conflicts in the story. This growth can be immediate, upon reflection after an event, or during the resolution of a conflict. Most often these changes occur subtly as the story progresses.   + A protagonist is the main character or one of the major characters in a story or drama. The protagonist is the character driving the action and is central to the main conflict in the story. The protagonist is usually dynamic, makes choices and takes actions that lead to personal growth.   + An antagonist is a character or force that is working against the protagonist’s goal in a story or drama. |

### 7.RL.2 Craft and Style

1. Analyze how elements of authors’ styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry.
2. Analyze how the elements of an author’s style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.
3. Explain how an author develops the points of view of different characters in a text (e.g.,first-person, third-person limited, third-person omniscient) and how they affect the reader’s interpretation of a text.

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| **7.RL.2 Craft and Style** |
| * Examining author’s style allows readers to be able to increase comprehension, gain appreciation of the writer’s craft, and think critically about a text.   + Author’s style refers to the way an author writes, including the choice of words, sentence structure, and literary devices.   + To analyze the elements of an author’s style, students can examine how different aspects of an author's writing style, such as their word choice, use of dialogue, narrative form, voice, rhyme, rhythm, and sound devices, contribute to the overall meaning and impact of their work, whether it be prose or poetry. * Word choice refers to how an author selects and arranges the words used in a literary text. Word choice conveys the author’s voice and tone (attitude toward the subject). Students need to be able to understand how authors use words in a text:   + When analyzing an author’s word choice, students need to be able to consider the specific words the author uses and why those words were selected and how they convey the author's message or create a particular mood or tone.   + When analyzing dialogue, students need to be able to describe how characters speak to each other, including what their speech reveals about their personalities, relationships with others, and how their speech relates to the theme of the text.   + Sentence structure relates to the form or organization of a text (e.g., prose or poetry). For prose, sentence structure may come in the form of paragraphs, chapters, or sections. In poetry, structure could include the arrangement of lines, stanzas, or the overall format of the poem.   + When analyzing an author’s use of figurative language, students need to be able to examine how authors use metaphors, similes, symbols, etc. to develop the tone of a text.   + Imagery is the use of language in a way that creates a vivid and emotional appeal to one or more of the five senses. When analyzing an author’s use of imagery, students need to be able to examine how authors use vivid descriptions that appeal to the five senses and how the imagery affects the overall tone of the text.   + Sound devices are any of the techniques an author uses to manipulate the sound of language in order to convey or reinforce meaning and tone. * To explain how an author uses different points of view (e.g. first-person, third-person limited, and third-person omniscient) to present the viewpoints of characters in a text, students need to be able to analyze how the author's choice of narrative perspective shapes the reader's understanding of the characters and the overall meaning of the text. Students need to understand and explain how these perspectives influence the reader's interpretation of the text.   + A point of view can influence how characters are developed and the reader’s overall experience and engagement with the text.   + As authors choose a point of view or multiple points of view, the plot, structure, sequence of events, and reading experience are influenced. Authors make point of view decisions in order to control how information is revealed to the reader. |

### 7.RL.3 Integration of Concepts

1. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
2. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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| **7.RL.3 Integration of Concepts** |
| * Different elements of stories and dramas, such as setting, characters and plot, often interact with and influence each other; specifically, when it comes to how the setting may influence characters and plot development.   + For example, settings in stories or dramas play a role in shaping characters and moving the plot forward. This might involve examining how characters are influenced by their surroundings, how the setting sets the tone or atmosphere of the narrative, and how the plot is influenced by the specific characteristics of the setting. * In order to compare and contrast texts in different forms or genres, students need to be able to analyze and examine works of literature that address various concepts, topics within related concepts, or that have varying styles. It is important to compare and contrast texts in different forms to experience/distinguish/view varying literary devices, to find commonalities in themes across genres, and to gain insight (through fiction or nonfiction) of certain historical events. For example, students might compare a short story to a poem, or a historical novel to a fantasy story.   + As students compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) they must also consider how different genres approach similar themes and topics.     - It is important for students to examine a variety of genres in order to increase exposure to a variety of techniques, themes, and ideas. It also encourages students to evaluate the effectiveness of authors’ choices and the purpose of certain genres/texts. As students analyze a variety of texts, they can also gain an appreciation for literary diversity. |

## Reading Informational Text

**7.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### 7.RI.1 Key Ideas and Confirming Details

1. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.
2. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.
3. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.

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| **7.RI.1 Key Ideas and Confirming Details** |
| * When creating a main idea statement students need to be able to summarize the main point or message of a text by breaking it down into main parts to include key facts, events, and details.   + Students may outline how various events or concepts work together within a text to the develop the main idea in order to create a concise statement that will summarize the concepts of a text. * In order to analyze how an author unfolds a perspective or series of ideas or events in various informational texts, students examine how the author presents their viewpoint or ideas and how they develop and build upon each idea presented. Students need to be able to demonstrate understanding of the message the author is trying to convey.   + When using historical texts, students can examine how an author interprets and presents historical texts and evaluate the types of evidence the author uses (e.g., documents, letters, textbooks, or eyewitness accounts).   + When using scientific texts, students can evaluate an author’s perspective by examining any evidence an author presents (e.g., data, credible sources, visual aids) in a text.   + When using technical texts, students can evaluate the evidence from the author to support his or her perspective. This evidence could include data, experiments, observations, or references to other studies. * When students trace an argument, they follow an author’s reasoning by identifying the main claim (thesis statement or argument) and how that main claim is supported with specific claims, sub-arguments, and/or counterclaims. * In focusing on describing how a key individual, event, or idea is introduced, illustrated, and elaborated within a text, students will better understand the writer’s craft of making their points in historical, scientific, or technical texts.   + Noticing and considering how authors use different forms of elaboration (e.g., examples, anecdotes, statistics, and quotations from experts) will lead students to a better understanding of each text and build toward analysis of an author’s perspective.   + This examination of elaboration also allows students to think like writers, developing specific moves that they can emulate in their own writing when trying to illustrate and elaborate ideas. * Considering how an argument is constructed and elaborated allows a reader to better understand the argument and its effectiveness. When students trace an argument, they determine what the writer is arguing (thesis statement or main claim) and how that argument is supported with specific claims. |

### 7.RI.2 Craft and Style

1. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension.
2. Analyze how an author’s word choice, organizational pattern, and language structure impact the author’s purpose and support the reader’s comprehension.
3. Analyze how an author’s purpose(s) reflects the author’s perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text.

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| 7.RI.2 Craft and Style |
| * An author utilizes various techniques, formats, and design elements in order to help a reader better understand a text. Text features (e.g., boldface and italics; font color; underlining; indentation; sidebars; illustrations; graphics; photographs; headings; subheadings; footnotes; and annotations) are all used to emphasize key points and highlight important information.   + Analyzing how an author uses text features to enhance comprehension requires students to take note of how an author uses formatting within a text to improve the reader’s comprehension and effectively communicate an intended message. * Authors use certain elements when they write in order to aid in the reader’s comprehension of a text. These elements include word choice, organizational patterns, and language structure. Students need to be able to recognize how these elements impact the author’s purpose as well as the reader’s comprehension.   + An author’s use of word choice refers to the specific words an author uses to convey meaning, tone, emotions, and actions as related to the purpose of a text.   + Students can examine how an author's organizational pattern influences both the author's purpose in writing the text and the reader's ability to understand it.   + Students can examine whether the organizational pattern that the author uses is aligned with the purpose of the text.   + An author’s use of language structure refers to the way sentences are constructed and used in a text and how devices are used to influence a reader or invoke an emotional response to a text.   + When reading a text, authors write in specific ways to capture their point of view or their argument.     - Analyzing an author’s purpose and point of view is a skill that helps the reader interpret the hidden meanings within texts. Understanding an author’s point of view allows the reader to dig deeper into the motivations and intentions behind their words. |

### 7.RI.3 Integration of Concepts

1. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.
2. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.

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| **7.RI.3 Integration of Concepts** |
| * Analyzing ideas within and between selections contributes to the development and meaning of ideas and aids in comprehension and critical thinking. When readers analyze ideas within and between selections, they examine themes, concepts, or messages and look for similarities, differences, and relationships among the ideas presented in the texts.   + Students can consider ideas within and between texts, including how specific sentences, paragraphs, or sections contribute to the development of ideas, by exploring a topic via a complex text set.   + To examine ideas within and between selections, students can compare and contrast ideas, describing similar or differing claims and determining how ideas are built within one text or across multiple texts. * Comparing and contrasting how different authors approach the same topic encourages critical thinking, helps a reader understand complex topics and helps a reader recognize an author’s bias.   + When students compare and contrast how to author’s write about the same thing, students can examine similarities and differences in facts, opinions, and reasons that each author presents on a topic. |

## Foundations for Writing

**See Kindergarten through grade five for the Foundations for Writing standards.**

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| **Foundations for Writing** |
| The Foundations for Writing strand contains the standards and skills related to handwriting and spelling. In middle school, students may be at varying writing levels. Teachers may refer to or utilize the standards in this strand to support differentiated instruction for writers as appropriate. |

## Writing

**7.W The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.**

### 7.W.1 Modes and Purposes for Writing

1. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.
2. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.
3. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.
4. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

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| **7.W.1 Modes and Purposes for Writing** |
| * By writing in response to grade level content and texts, seventh grade students continue to develop writing skills by writing narrative, expository, persuasive, and reflective compositions. This will allow them to develop communication and critical thinking skills while deepening their knowledge of the various types and purposes for writing.   + In seventh grade, students write narratives that entertain, share a personal experience, or alter an existing story by developing characters, plot, and experiences. This allows students to develop creativity and communication skills while improving their understanding of narrative texts. Narratives may follow a chronological sequence and can include dialogue as well as other plot elements (e.g., conflict, characters, setting, point of view, theme).   + Students write expository texts to examine a concept, focusing on explaining ideas and information logically using text structures (e.g., description, comparison, etc.) to create an organized composition. When writing expository texts, students need to be able to understand the importance of using evidence from credible sources (e.g., textbooks, articles, statistics, etc.) and understand how to utilize structures and patterns of expository writing to inform a reader about a topic.   + In seventh grade, students write persuasive texts, including media messages, that attempt to convince readers to adopt a specific viewpoint or take a particular action. As students develop their persuasive writing skills, they focus on defining clear claims and supporting them with clear reasons and evidence in a logical sequence. Persuasive texts include speeches, advertisements, proposals, editorials, argumentative essays, or reviews.   + Students should also write reflective texts in response to reading in order to demonstrate their thinking. While students write, they should analyze their thoughts, feelings and insights about what they have experienced or from a text they have read, using evidence from the text to support their reflections. As students write reflective responses to texts, they gain the ability to express themselves and to explain their thinking. |

### 7.W.2 Organization and Composition

1. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
2. Composing a thesis statement that states a position or explains the purpose.
3. Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.
4. Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).
5. Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.
6. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
7. Expanding and embedding ideas to create sentence variety.
8. Providing a concluding statement or section.

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| **7.W.2 Organization and Composition** |
| * As students generate and organize ideas using the writing process (e.g., planning, drafting, revising, editing), they learn to develop and organize their ideas. Students should be given a variety of opportunities to plan (e.g., outline, brainstorm), draft (e.g., compose a written first draft anticipating mistakes and corrections), revise (e.g., add, remove, or rearrange ideas), and edit (e.g., proofread for grammar, punctuation, and spelling). * Students need to be able to state a position that will clearly articulate their position and then explain the purpose of the writing. * Students need to be able to develop a central idea and organize their content in a logical sequence, while maintaining the appropriate structure and style for the given topic and intended audience and purpose. * Students need to be able to provide explanations to support their positions, back up their explanations with precise evidence, clarifying why the evidence (facts, details, examples) is relevant, and conclude their evidence by defending and summarizing the main points of their writing. * Students need to be able to use transitions to help maintain clarity and cohesiveness within paragraphs.  For example, transitional words or phrases that aid in this cohesiveness could include, but are not limited to, “in addition,” “furthermore,” and “moreover.” * Students need to be able to use transitions in paragraphs that link one idea to another idea. For example, transitional words or phrases that aid in this cohesiveness include, but are not limited to, “on the other hand,” “however,” and “besides.” * Students need to be able to use vivid and precise vocabulary to develop voice and tone. Students also need to be able to include figurative language, sensory and descriptive words, and tone in their writing to enhance the meaning of their text and to engage the reader. * Students need to be able to use simple, complex and compound sentence structures to create sentence variety. They also need to know how to include varying phrases and clauses within their sentences. * When concluding a text, students can summarize the key ideas from their writing. They can reinforce the thesis statement, without restating it word for word verbatim. Students can also reflect on the main points of the text while offering possible insights that extend beyond the main points.   + Students need to be able to provide closure to a text. They can end with a closing statement that could be a thought-provoking question or a call to action. |

### 7.W.3 Usage and Mechanics

1. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
2. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

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| **7.W.3 Usage and Mechanics** |
| * *Revision* is a crucial process that enables the writer to refine their work so that the message is clear, cohesive, organized, and free of grammatical errors. When revising, students can improve the quality of their work by using precise and vivid vocabulary and varying sentence structures. * In seventh grade, students continue to master the concepts of grammar, punctuation, and language use. Understanding these concepts is important because it helps students effectively communicate an intended message and enhances the quality of their writing.   + Clarity of content- how easily a reader can understand the message and/or information in a written text. In order to have clarity of content, students can present ideas and information in a clear and straightforward manner.   + Word choice-the specific selection of words and phrases in writing that helps to convey a specific message and/or tone.   + Sentence variety-to different sentence types (e.g., simple, compound, complex). Sentence variety creates interest and rhythm in writing and helps to effectively engage the reader.   + Transitions between paragraphs-to how connections among various paragraphs can support coherence. Transitions among paragraphs help readers follow ideas and meaning in written texts. * In seventh grade, students should have opportunities to self-and-peer edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.  Understanding these concepts is important in order for students to improve writing mechanics and effectively communicate through writing. Students also improve critical thinking and attention to detail.   + As students self- and peer-edit, they should find and correct errors in mechanics, grammar, punctuation, and usage. For example, students may find and correct errors in capitalization, spelling, punctuation, sentence structure, and/or paragraph structure. |

## Language Usage

**7.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### 7.LU.1 Grammar

1. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.
2. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.
3. Use specific adjectives and adverbs to enhance speech and writing.
4. Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing.
5. Maintain consistent verb tense across paragraphs in writing.

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| **7.LU.1 Grammar** |
| * In seventh grade, students must use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. These concepts are essential to speaking and writing effectively as students improve clarity and sophistication of communication. Language usage emphasizes the importance of vocabulary, rules of syntax, sentence structure and the students’ ability to apply the rules and conventions of Standard English. It is essential for clarity in both spoken and written communication. * Correct use of grammar is crucial in speaking and writing because it enables the students to effectively communicate and engage the listener and reader.   + Students can use different types of sentences (simple, compound, complex, and compound-complex sentences) by using a variety of sentence structures in order to have clarity in their speaking and writing.     - A complex sentence has one independent clause and at least one dependent clause which cannot stand alone as a complete sentence typically using a subordinating conjunction (e.g., since, while, although, etc.).     - A compound-complex sentence has two independent clauses and at least one dependent clause which cannot stand alone as a complete sentence typically using a subordinating conjunction (e.g., since, while, although, etc.)   + Students ensure that pronouns, whether singular or plural or in any form (indefinite, reflexive or relative), agree in number with their antecedents and correctly use them in their speaking and writing. * Students can use descriptive wording with nouns, verbs, and adjectives when speaking and writing. Using adjectives and adverbs enables the students’ speaking and writing to be more vivid and engaging. * Students structure phrases and clauses logically within a sentence, ensuring that the subjects and verbs agree in tense and number to improve meaning, reader/listener interest, and style in writing.   + Students demonstrate the ability to maintain consistency in verb tense throughout their speaking and writing. Consistent verb tense ensures clarity and coherence and helps avoid confusion within the writing. |

### 7.LU.2 Mechanics

1. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.
2. Use and punctuate dialogue and direct quotations appropriately in writing.
3. Recognize and consistently spell frequently used words accurately.
4. Consult reference materials to check and correct spelling.

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| **7.LU.2 Mechanics** |
| * Correct use of mechanics in writing enables students to provide clarity and coherence, in written and spoken communication. * Students demonstrate the ability to construct complete sentences, ensuring that punctuation, including the correct use of commas (avoiding comma splices, with coordinating conjunctions, and to set off introductory phrases or clauses) is effectively used to avoid run-ons. Constructing complete sentences with proper punctuation is important to ensure clarity and coherence. * Students use quotation marks correctly when incorporating dialogue in their writing and when referencing a direct quote from someone else’s words or writing. * Recognizing and spelling frequently used words correctly refers to the ability to identify and spell frequently used words in writing. In seventh grade, students should consistently spell frequently used words correctly in order to enhance their writing and eliminate misunderstandings.   + Correct spelling helps the reader to comprehend the text. * To check and/or correct spelling, students may consult digital and print reference materials (e.g., dictionary, thesaurus, etc.). Correctly spelling words is important for writing because it allows for accuracy and supports students’ attention to detail. |

## Communication and Multimodal Literacies

**7.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 7.C.1 Communication, Listening, and Collaboration

1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
2. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
3. Working effectively and respectfully by building on others’ ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.
4. Asking and responding to probing questions and providing appropriate feedback within structured discussions.
5. Communicating agreement or tactful disagreement with others’ ideas using carefully constructed statements.
6. Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
7. Evaluating the effectiveness of participant interactions and one’s own contributions to small group activities.

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| **7.C.1 Communication, Listening, and Collaboration** |
| * Effective oral communication and collaborative skills are important in building a community of learners who are able to process, understand, and interpret subject matter as a group. In seventh grade, students should continue to develop oral communication and collaboration skills as they work within their community of learners, processing, understanding, and interpreting content. This means students should regularly engage in sustained collaborative discussions with peers about grade level texts and topics. * When discussions follow clear guidelines that are agreed upon by the group, all students can contribute more comfortably and know that their ideas will be heard as they work toward meeting the goals of the conversation. Students should listen actively through both verbal and nonverbal communication, including paying attention, contributing ideas, and showing respect.   + Students should verbally communicate by asking and answering clarifying questions, sharing insights, and agreeing and, respectfully, disagreeing with peers during discussions.   + Students should use nonverbal communication by using nonverbal cues; these cues could be via facial expressions, gestures or body language, or eye contact. * Students need to be able to evaluate how effectively group members communicate, collaborate, and engage with each other during discussion and collaborative work, while self-evaluating their own contributions. This will allow them to reflect on possible goals for improvement and consider needed changes in agreed-upon rules.   + Students need to be able to recognize and respect the contributions of peers by acknowledging their ideas for further discussion and by providing constructive feedback.   + Students need to be able to appropriately respond to probing questions thoughtfully and with insight that adds to the discussion.   + Students need to be able to express their agreement or disagreement to their peer’s ideas respectfully while engaging in discussion.   + When engaging and responding to discussion, students need to be able to paraphrase and summarize their peers’ ideas in their own words to clarify any key ideas presented in the discussion. Paraphrasing and summarizing foster comprehension skills and allows students to show new understandings in a meaningful and personal manner.   + Students need to be able to reflectively write to share their insights, thoughts and reactions to key ideas that were presented within the discussion. This will foster personal connections to the topic presented from the discussion.   + Students need to be able to evaluate how group members effectively communicate, collaborate, and engage with each other during discussion, while self-evaluating their own contributions to group activities. |

### 7.C.2 Speaking and Presentation of Ideas

1. Report orally on a topic or text or present an opinion. This includes:
   1. Clearly communicating information in an organized and succinct manner.
   2. Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples.
   3. Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message.
   4. Responding to audience questions and comments with relevant evidence, observations, and ideas.
   5. Referencing source material as appropriate during the presentation.
2. Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

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| **7.C.2 Speaking and Presentation of Ideas** |
| * Effective speaking and the presentation of ideas are skills that are paramount in enabling a person to communicate successfully. In seventh grade, students need to be able to report orally on a topic or present an opinion. * In order to clearly communicate information, students need to be able to present in an organized and concise manner, providing evidence to support their main ideas. Being able to communicate information clearly and logically allows students to ensure that their audience is engaged and understands their presentation.   + Students need to be able to share ideas, facts, and opinions that are structured concisely and clear enough for an audience to understand.   + Students need to be able to use informative explanations (descriptions), data supporting ideas being presented (facts), details, and examples to support or strengthen the main idea they are trying to communicate.   + Students need to be able to adjust the language, tone and style of communication based on with whom they are communicating (the audience), what their content entails (topic) and what is the purpose of their message (inform, persuade, entertain).   + Students need to be able to address questions from the audience in a manner that provides meaningful and appropriate responses. This type of interaction will foster interactive dialogue among students. Responses should relate to the questions posed and be answered using relevant evidence, facts, or examples that demonstrate a student’s expertise on a given topic.   + Students need to be able to cite and acknowledge the sources that are referenced in a presentation. Students avoid plagiarizing information by utilizing referencing materials; this helps demonstrate integrity, credibility, and respect for intellectual property rights. * By memorizing and delivering a poem, students are practicing how to deliver a piece of work to an audience that captures the appropriate tone and expressions of the text. Students need to be able to use verbal communications, such as appropriate volume, tone, and enunciation to support their performance. Attention to verbal communication will ensure that a student’s message is heard clearly by the audience, increasing understanding and engagement. |

### 7.C.3 Integrating Multimodal Literacies

1. Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
2. Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence.

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| **7.C.3 Integrating Multimodal Literacies** |
| * Integrating multimodal literacies involves flexibility in the way information is received and helps explain information using different methods of communication. In seventh grade, students need to be able to use their media and visual literacy skills to create multimodal content that clearly communicates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).   + This helps students engage their creative and critical thinking to use various medias to effectively communicate their message or information to an audience. Differing methods of communication are essential to engage learners in critical thinking, to offer flexibility in the way information is received, and to provide clarity and understanding of information. * Seventh grade students need to be able to engage in multimodal literacies to improve their communication and critical thinking skills, become digitally literate, collaborate with peers to problem solve, and to explore diverse cultures and global experiences.   + Students need to be able to use several forms of media (e.g., television, images, video games) and visuals (e.g., charts, infographics, illustrations) to organize and create a presentation that will convey a message to an intended audience.   + Students need to be able to present information that aims at targeting various audiences and uses evidence to support any claim or message. * In seventh grade, students need to be able to create media messages that present claims and findings in an organized manner. Logically sequencing ideas in a presentation will allow students to ensure that their message is understood by the audience. |

### 7.C.4 Examining Media Messages

1. Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions).
2. Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint.
3. Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience.

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| **7.C.4 Examining Media Messages** |
| * *Examining media messages* encourages critical thinking, promotes knowledge of media literacy and cultivates careful scrutiny of media misinformation. * When students examine media messages, they need to be able to understand the purpose of the message as well as the persuasive techniques (e.g., innuendo, card stacking, bandwagon, appeal to emotions) being used to convey that message. When students are able to explain these techniques, they understand how media messages try to influence their thoughts, decisions, or actions.   + Students need be able to explain how media messages are intentionally created to target a specific audience by deconstructing them, considering various elements of media literacy (e.g., authorship, format, audience, content, purpose).   + Students can determine the effectiveness of a message by considering the results and overall impact the message would have on the target audience, including how it may or may not influence thoughts, decisions, and actions.   + Examining media helps students to critically evaluate information they encounter and make informed decisions. * As students compare and contrast how effective various media techniques impact an audience, they need to be able to consider the authors’ messages, format, content and purpose. Once students determine these factors, they can examine any similarities and differences and determine how these techniques impact the intended audience. |

## Research

**7.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.**

### 7.R.1 Evaluation and Synthesis of Information

1. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.
2. Collect, organize, and synthesize information from multiple sources using various notetaking formats.
3. Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.
4. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
5. Organize and share findings in formal and informal oral written formats.
6. Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
7. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

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| **7.R.1 Evaluation and Synthesis of Information** |
| * Conducting research is an important skill that promotes problem-solving, critical thinking, comprehensive communication, and the ability to collect and analyze data. In seventh grade, students need to be able to conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-seven content and texts, solve problems, and support cross-curricular learning. * Seventh grade students will create questions that will guide the direction of their research. These questions need to be developed in a manner that will lead to a thorough investigation of a topic. Effective research questions are important because they help determine the overall objective of the research and direct students’ research efforts. * Students will gather and organize information from several sources to determine what will be used in their research. While researching, students can find a tremendous amount of information. They should be sure that any information gleaned from the research process aligns with their research question or purpose. As students are gathering and synthesizing information, they need to be able to involve various forms of notetaking formats, depending on from where they have gathered their information. Notetaking could come in the form of journals, annotations, concept mapping, outlining, etc. * Students can determine if the sources being utilized are accurate, relevant, credible and trustworthy. Students can consider the relevance of the source and the credibility of the author. Evaluating and analyzing sources helps students decide which sources and pieces of information are appropriate for their research. * To maintain the integrity of their research and to avoid plagiarism, students will credit their resources by writing summaries, using direct quotes, and paraphrasing from both primary and secondary resources. * As students organize and share their findings, they learn to effectively present their research in various formats (e.g., multimodal presentations, reports, informal discussions). Being able to clearly present ideas and findings is a communication skill necessary for different academic and personal endeavors. * Students need to be able to acknowledge the source(s) of the information they have used in their research. This means they acknowledge and document the sources in a specific manner (e.g., MLA, APA). Proper citation is important because it gives credit to the author(s) and demonstrates integrity.   + Seventh grade students need to be able to avoid plagiarism by giving credit for paraphrased or quoted information using standard citations (e.g., author, article, title, webpage, and publication date).   + Citing sources properly allows students to give credit to the author(s), adds strength and authority to their own work and allows for further investigation of cited sources. * To demonstrate ethical use of sources, including the Internet, Artificial Intelligence (AI), and new technologies, students need to be able to respect copyright laws and intellectual property rights. This means students demonstrate honesty, integrity, and respect throughout the research process. |