

Grade 7

Overview

Seventh-grade students continue to apply and expand their skills in reading and writing. Both on their own and with their peers, they read a variety of informational **texts** and four major types of literary **texts**: **fiction**, literary **nonfiction**, poetry, and **drama**. In reading informational **texts**, students analyze the development and support of a **central idea**, create a variety of responses to what they read, and examine the ways that **bias** is revealed in those **texts**. In reading literary **texts**, students examine how an **author's craft** influences readers. They describe how an author's style elicits emotion from the reader, how an author uses **character** and plot development to support a **theme**, and how an author creates visual images through the use of language.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. They identify and interpret devices of **figurative language**, **idioms**, and **euphemisms** they encounter in **texts**. As they learn to master **texts** that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

Middle school students write for a variety of purposes and **audiences**. Seventh graders begin blending elements of descriptive writing into other modes of written works (for example, narrative, **expository**, and persuasive). The writing process allows for planning, drafting, revising, **editing**, and publishing student works. Students proofread and **edit** for the correct use of **Standard American English**, improving the content and development, the organization, and the quality of **voice** in their writing through the use of revision strategies.

Students in the middle grades learn that reading and writing can not only give them pleasure but can also serve them as tools for expanding their knowledge. The research process gives adolescents the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Seventh graders access information in print and electronic forms and use both primary and **secondary sources** as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they have used. They deliver oral presentations about issues and provide evidence to support their views and solutions. Through research, students learn how to access, to analyze, and to evaluate information and thus equip themselves for a lifetime of learning.

Grade 7

READING

Understanding and Using Literary Texts

Standard 7-1 The student will read and comprehend a variety of literary **texts** in print and nonprint formats.

Students in grade seven read four major types of literary **texts**: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of **texts**: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, **folktales**, tall tales, and **myths**. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, **character** sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Indicators

- 7-1.1 Analyze literary **texts** to draw conclusions and make **inferences**.
- 7-1.2 Explain the effect of **point of view** on a given narrative **text**.
- 7-1.3 Interpret devices of **figurative language** (including **extended metaphor** and **oxymoron**).
- 7-1.4 Analyze an author's development of the **conflict** and the individual **characters** as either static, **dynamic**, **round**, or **flat** in a given literary **text**.
- 7-1.5 Interpret the effect of an **author's craft** (including **tone** and the use of **imagery**, **flashback**, **foreshadowing**, **symbolism**, and **irony**) on the meaning of literary **texts**.
- 7-1.6 Analyze a given literary **text** to determine its **theme**.
- 7-1.7 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
- 7-1.8 Compare/contrast literary **texts** from various genres (for example, poetry, **drama**, novels, and short stories).
- 7-1.9 Read independently for extended periods of time for pleasure.

Grade 7

READING

Understanding and Using Informational Texts

Standard 7-2 The student will read and comprehend a variety of informational **texts** in print and nonprint formats.

Students in grade seven read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational **texts**. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Indicators

- 7-2.1 Analyze **central ideas** within and across informational **texts**.
- 7-2.2 Analyze information within and across **texts** to draw conclusions and make **inferences**.
- 7-2.3 Identify author **bias** (for example, **word choice** and the exclusion and inclusion of particular information).
- 7-2.4 Create responses to informational **texts** through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
- 7-2.5 Analyze the impact that **text elements** (for example, **print styles** and chapter headings) have on the meaning of a given informational **text**.
- 7-2.6 Analyze information from **graphic features** (for example, charts and graphs) in informational **texts**.
- 7-2.7 Identify the use of **propaganda techniques** (including **glittering generalities** and **name calling**) in informational **texts**.
- 7-2.8 Read independently for extended periods of time to gain information.

Grade 7

READING

Building Vocabulary

Standard 7-3 The student will use word analysis and vocabulary strategies to read fluently.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

- 7-3.1 Use **context clues** (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and **multiple-meaning words**.
- 7-3.2 Analyze the meaning of words by using Greek and Latin roots and **affixes** within **texts**. (See *Instructional Appendix: Greek and Latin Roots and Affixes*.)
- 7-3.3 Interpret the meaning of **idioms** and **euphemisms** encountered in **texts**.
- 7-3.4 Interpret the **connotations** of words to understand the meaning of a given **text**.
- 7-3.5 Spell new words using Greek and Latin roots and **affixes**. (See *Instructional Appendix: Greek and Latin Roots and Affixes*.)

Grade 7

WRITING

Developing Written Communications

Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

- 7-4.1 Organize written works using prewriting techniques, discussions, **graphic organizers**, models, and outlines.
- 7-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- 7-4.3 Create multiple-paragraph compositions that include a **central idea** with supporting details and use appropriate transitions between paragraphs.
- 7-4.4 Use grammatical conventions of written **Standard American English**, including the reinforcement of conventions previously taught. (See *Instructional Appendix: Composite Writing Matrix*.)
- 7-4.5 **Revise** writing to improve clarity, **tone**, **voice**, content, and the development of ideas. (See *Instructional Appendix: Composite Writing Matrix*.)
- 7-4.6 **Edit** for the correct use of written **Standard American English**, including ellipses and parentheses. (See *Instructional Appendix: Composite Writing Matrix*.)
- 7-4.7 Spell correctly using **Standard American English**.

Grade 7

WRITING

Producing Written Communications in a Variety of Forms

Standard 7-5 The student will write for a variety of purposes and **audiences**.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Indicators

- 7-5.1 Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific **audience**.
- 7-5.2 Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the **audience**.
- 7-5.3 Create descriptions for use in other modes of written works (for example, narrative, **expository**, or persuasive).
- 7-5.4 Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.

Grade 7

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 7-6 The student will access and use information from a variety of sources.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

- 7-6.1 Clarify and refine a research topic.
- 7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
- 7-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- 7-6.4 Use vocabulary (including **Standard American English**) that is appropriate for the particular **audience** or purpose.
- 7-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
- 7-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- 7-6.7 Use a variety of print and electronic reference materials.
- 7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.