

## Grade 7 - Language Arts Standards

**Standards I and II: Reads a wide range of print and non-print texts for a variety of purposes. Reads a wide range of literature from many periods, in many genres and many cultures.**

- A. Establishes and adjusts purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. I-C
- B. Independently reads books for various purposes and for longer periods of time. \* I-C
- C. *Self-selects appropriate text according to a certain purpose. \*I-C*
- D. **Identifies similarities and differences of various literary forms and genres** (poetry, drama, myths, biographies, autobiographies, fiction, science fiction and non-fiction). II-B
- E. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres or recommendations). I-C

**Standard III: Demonstrates competence in skills and strategies of the reading process.**

- A. *Develops word recognition and word analysis skills.*
  - 1. **Applies knowledge of connotation and denotation to determine the meaning of words.** \*B-7
  - 2. Recognizes and uses words from other languages that have been adopted into the English language. B-8
  - 3. Explores the *basic etymology of words.* B-8
  - 4. **Uses knowledge of Greek, Latin and Anglo-Saxon roots and affixes to determine the meaning of complex words.** \*B-3
  - 5. **Uses knowledge of symbols, acronyms, word origins and derivations to determine the meaning of unknown words.** B-8
  - 6. **Determines the meanings and pronunciations of unknown words by using multiple resources** (dictionaries, glossaries, technology and textual features such as definitional footnotes and sidebars). B-6
  - 7. *Decodes using syllabication.* B-4

**8. Knows the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.**  
\*PPO-B-3, B-8, \*E-7

- B. *Expands vocabulary by using a variety of clues.*
  - 1. Infers word meanings through the identifications of analogies and other word relationships including synonyms and antonyms. C-4
  - 2. *Masters grade-appropriate vocabulary.* \*PPO-C-2
  - 3. *Expands vocabulary in content areas.* \*C-1
- C. *Reads phases, sentences, passages etc.*
  - 1. Interprets metaphors and similes to understand new uses of words and phrases in texts. D-7
  - 2. Monitors own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read. \*D-6,9, PPO-D-10
  - 3. Interprets how mood or meaning is conveyed through word choice, figurative language and syntax. D-7
  - 4. *Reads with accuracy and fluency.* \*PPO- D-5
  - 5. *Uses prior knowledge during pre-reading and reading activities.* \*D-8
  - 6. *Engages in SSR for longer periods of time.* \* D-11
- D. *Demonstrates literal comprehension skills.*
  - 1. **Defines the meaning of unknown words by using context clues** and the author's use of comparison, contrast, definition, restatement and example. \*PPO-E-7
  - 2. Selects, creates and uses graphic organizers to interpret textual information. E-1
  - 3. Answers literal questions to demonstrate comprehension. E-2
  - 4. Uses text features such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents, and online tools to locate information. E-8
  - 5. Analyzes information found in maps, charts, tables, graphs, diagrams and cutaways. E-1
  - 6. Compares and contrasts literary elements within a novel and between novels.

\*PPO-E-6

- a. **analyze the features of the setting and their importance in the text;**
  - b. **explain elements of plot and establish a connection between an element and a future event.**
  - c. identify the main and minor events of the plot, and explain how each incident gives rise to the next; and
  - d. identify recurring themes, patterns and symbols found in literature from different eras and cultures.
  - e. **explain how an author's choice of words and use of methods influence the reader.**
- E. *Demonstrates interpretive comprehension skills.*
- 1. Makes critical comparisons across texts, noting author's style as well as literal and implied content of text. F-4,2
  - 2. Summarizes information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions. F-6, \*E-3
  - 3. Answers inferential, evaluative and synthesizing questions to demonstrate comprehension. F-2, G-2
  - 4. **Recognizes the difference between cause and effect and fact and opinion to analyze text,** \*F-3, PPO-F-5
  - 5. Compares and contrasts different sources of information including books, magazines, newspapers and online resources to draw conclusions about a topic. F-2,4, V-B
  - 6. **Compares original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.** F-7
  - 7. Compares the treatment, scope and organization of ideas from different texts on the same topic. F-7
  - 8. Identifies and compares subjective and objective points of view and how they affect the overall body of work. F-4
  - 9. *Recognizes the use of literary devices.* F-8

10. Justifies main idea with supporting details from the selection, and **explains how main ideas connect to one another**. \*PPO-F-6
  11. **Infers word meaning through identification and analysis of analogies and other word relationships**. F-2
- G. *Demonstrates critical thinking skills*.
1. Predicts or hypothesizes as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of the text. \*PPO-G-7
  2. Lists questions and searches for answers within the text to construct meaning. G-3
  3. Identifies an author's argument or viewpoint and assesses the adequacy and accuracy of details used. G-2,5,6
  4. Identifies and understands an author's purpose for writing and explains an author's argument, perspective or viewpoint in text. G-1,2
  5. *Begins to interpret a piece of literature in terms of an author's bias*. PPO- \*G-5
  6. Assesses the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping. G-6

**Standard IV: Demonstrates competence in the skills and strategies of the writing process.**

*B. Understands and develops a writing process.*

1. **Generates writing ideas** through discussions with others and from printed material, and keeps a list of writing ideas. B-9
2. **Uses pre-writing techniques** (rough outlines, diagrams, maps, webs) to plan writing. B-9
3. **Applies the 5 step writing process by responding to a prompt demonstrating a sense of flow, organization and clarity of thought**. \*PPO-B-7, PPO-B-10
  - a. contains multiple paragraphs with an effective introduction, body and conclusion; B-10
  - b. summarizes, extends, or elaborates on points or ideas. B-10
  - c. focuses on the topic with ample supporting details and examples. \*B-15

- d. sequences events in a logical order. \*B-4
  - e. uses precise language, action verbs, sensory details, colorful modifiers and a style appropriate to audience and purpose. \*PPO-B-3, B-1,7, E-1,7
4. *Expands a concept by synthesizing information from a variety of sources*. \*C-12
  5. Rereads and analyzes clarity of writing. \*PPO-B-6
  6. **Proofreads writing, edits to improve conventions (grammar, spelling, punctuation and capitalization)** and identifies and corrects fragments and run-ons. B-7, C-6,13, E-3,5
  7. Applies tools (rubric, checklist and feedback) to judge the quality of writing. B-13
  8. Prepares for publication writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design, and graphics to enhance the final product. B-1,7, V-D-2,3
  9. **Writes responses to novels, stories, poems and plays that provides an interpretation, a critique or a reflection and supports judgments with specific references to the text**. \*B-11
  10. **Varies writing style according to purpose audience**(journal, letters, essay, notes, poetry, etc.).\*B-1
  11. **Produce letters (business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner**. B-1
    12. *Contributes to a writing portfolio*. \*B-5
    13. *Demonstrates the ability to seek information, ask questions, evaluate and take risks while writing*. B-9
    14. *Develops a personal voice*. B-14
    15. *Incorporates non-literary and cross-disciplinary sources in writing projects*. B-17
    16. *Begins to develop a tone that considers audience, situation and purpose*. B-18
- C. *Understands and uses conventions of print*.
1. Recognizes and writes various types of sentences including simple, compound and complex . \*PPO-C12, C-15
  2. Groups related ideas into paragraphs, including topic sentences following paragraph form and

- maintaining a consistent focus across paragraphs. \*PPO-C-5
3. Adds and deletes information and details to better elaborate on a stated central idea and to effectively accomplish purpose. C-6
  4. Rearranges words, sentences and paragraphs and adds transitional words and phrases to clarify meaning. C-6,8,10
  5. Uses correct mechanics. \*C-13
    - a. uses commas, end marks, apostrophes and quotation marks correctly;
    - b. uses semicolons, colons, hyphens, dashes and brackets correctly; and
    - c. uses correct capitalization.
  6. *Demonstrates knowledge and use of standard grammatical forms of all parts of speech, including subject-verb agreement*: \*PPO- C-14
    - a. uses all eight parts of speech;
    - b. uses subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases; and
    - c. conjugates regular and irregular verbs in all tenses correctly.
  7. Uses dependent and independent clauses. C-17
  8. *Writes legibly on a final draft*. \*C-7
  9. *Uses style manuals to locate and correct errors and to prepare documentation and reference lists*. C-11
- D. *Writes various types of compositions*.
1. **Writes narratives that maintain a clear focus and point of view and uses sensory details and dialogue to develop plot, character and setting**. D-1,3, B-3,15
  2. **Writes informational essays or reports, including research, that present a literal understanding of the topic, includes specific facts, details and examples from multiple sources and creates an organizing structure appropriate to the purpose, audience and context**. D-1,2, B-1, V-A-4
  3. Writes persuasive essays that establish a clear position and include relevant information to support ideas. D-1
  4. *Experiments with a variety of organizational structures using narrative, persuasive,*

*expository, functional, poetic and expressive writing. \*D-1, C-8*

5. Establishes a thesis statement for informational writing or a plan for narrative writing. D-1
6. *Uses different points of view in writing. D-3*
- E. *Develops vocabulary and spelling skills.*
  1. Uses resources and reference materials (dictionaries and thesauruses) to select more effective vocabulary. \*E-6
  2. Demonstrates correct spelling. \*PPO-E-4, E-5
  3. *Chooses vocabulary which is generally specific and appropriate to the topic, audience and purpose. \*PPO-E-7*

**Standard V: Gathers and uses a variety of informational and technological resources to communicate discoveries.**

- A. *Demonstrates research techniques.*
1. **Formulates a topic and open-ended questions, identifies issues and poses problems for research and develops a plan for gathering information** A-1,2,3
  2. **Locates and summarizes important information from multiple sources** (library, online databases, electronic resources and Internet- based resources) to produce a piece of writing. \*A-4, B,C
  3. Conducts background reading, interviews or surveys when appropriate. A-4
  4. Compares and contrasts important findings and selects sources to support central ideas, concepts and themes. A-4, B,C
  5. Identifies and explains the importance of validity in sources including publication date, coverage, language, points of view and discusses primary and secondary sources. A-5, IV-C-9, III-F-2,7, III-G-2,5,6
  6. **Organizes information in a systematic way** (notes, outlines, charts, tables, graphic organizers). A-5, III-E-3, IV-B-9
  7. Analyzes and organizes important information, and selects appropriate sources to support central ideas, concepts and themes. A-5, IV-B-12
  8. Integrates quotations and citations into written text, maintaining a flow of ideas. A-6
  9. Understands plagiarism and **documents quoted and paraphrased information and document sources used.** . A-6, IV-C-9

10. **Uses a variety of communication techniques, including oral, visual, written or multimedia reports to present information** that supports a clear position with organized and relevant evidence about the topic of research. A-6, D-2,3, IV-B-1, VI-C,G
  - A. *Demonstrates the use of information resources.*
  - B. *Demonstrates the use of technological resources.*
  - C. *Communicates discoveries* by extending and enriching the writing experience through technology. \*D-1,2,3

**Standard VI: Demonstrates competence in speaking, listening and viewing.**

- A. **Demonstrates active listening strategies** (asking focused questions, responding to cues, making visual contact, recognizing and interpreting non-verbal communication). F,H,I,J
- B. **Summarizes the main idea and draws logical inferences from presentations and visual media.** K
- C. Interprets the speaker's purpose in presentations and visual media (to inform, entertain, persuade). H
- D. **Identifies and explains the persuasive techniques** bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages. H,I,K
- E. Uses language and speaking skills appropriate to audience, situation and purpose. \*PPO-C
  - a. demonstrate an understanding of the rules of the English language; C
  - b. **adjust** volume, phrasing, **enunciation, voice modulation** and inflection to stress important ideas and impact audience response; C,E,G
  - c. **vary language choices** as appropriate to the context of the speech; C,G
  - d. apply non-verbal communication. D
- F. Delivers information presentations that:
  - a. demonstrate an understanding of the topic and **present events or ideas in a logical sequence.** C, III-E-5, V-A-6
  - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes. C, III-E-5, V-A-6
- G. **include an effective introduction and conclusion and use a consistent organizational structure** (cause-effect, compare-contrast, problem solution). C, V-A-6
- d. **use variety of delivery methods, visual materials and technology.** G, III-E-1, V-D-2,3
- e. draw from multiple sources and identify sources used. IV-B-12, IV-C-9
- G. Delivers formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details. C,F,G
- H. Delivers persuasive presentations that: C,E,F,G
  - a. establish a clear position;
  - b. include relevant evidence to support a position and address potential concerns of listeners;
  - c. consistently use common organizational structures (cause-effect, compare-contrast, problem-solution.
- K. *Participates in whole class and small group oral language activities.* -F
- L. *Demonstrates competency in listening/viewing skills to recognize appropriate situations and purpose.* H
- N. Draws logical inferences from presentations and visual media. I,K
- O. *Recognizes non-verbal communication when listening and viewing.* \*PPO-J
- P. *Listens and views materials from a variety of media.* A
- Q. *Selects appropriate topics and strategies when organizing notes and ideas for Speaking.* B

**Key to using this document:**

- **Bolded items with Roman numerals are COS standards.**

- **Bolded items under Roman numerals are state benchmarks.**

- Items in regular print are state grade level indicators with the COS letter/number correlation.

- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

- **Items with an asterisk appear on the reading and writing continuum.**