

Seventh Grade

Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade-level text

Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others

Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Word Study

- **Prefixes:** bi-, extra-, fore-, il-, im-, mis-, post-, pre-, re-, un-
- **Suffixes:** -able, -ible, -ate, -er, -or, -ful, -ist, less, -ly, -ment, -tion
- Identify **literal (denotative) meanings** of words
- Determine word meaning through **context clues: definition or explanation**
- Distinguish between commonly confused words: *a lot/allot; board/bored; brake/break; desert/dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're*

Informational text

Text types: textbooks, advertisements, posters

- **Identify external text features:** headings, subheadings, pictures, captions, bolded words, graphs, charts, tables of contents, glossaries and indexes
- Comprehend text using **internal text structures/cue words and phrases:** chronological, sequence, description
- **Retell, paraphrase** and **summarize** text
- Distinguish **main idea** and **supporting details**

Literary Text

Focus: Comprehend literature by using narrative and poetic text

- Identify **plot structure:** exposition, rising action, climax, falling action, resolution
- Describe a **character's traits** as revealed by the character's thoughts, words, speech patterns, and actions
- Distinguish **topic** from **theme**
- Define and describe setting
- Identify **figurative language: simile, metaphor**
- Identify main ideas and emotions in **poetry**

Writing to learn: Retell or summarize and make connections to clarify thinking through writing

- Retell events in **sequence**
- **Summarize** and **paraphrase** information from text
- Make **text-to-self** connections

Extended writing: Write to identify and reflect on feelings to recreate experiences: autobiographies or narrative essays

- Determine **audience** and **purpose**
- Relate a clear, coherent **chronologically-sequenced** incident, event, or situation with simple reflection
- Use **sensory** details
- Evaluate and revise for:
 - A **unifying idea** or topic
 - A clear beginning, middle and end, with **sequential transitions**
 - Appropriate **tone and voice**
 - Appropriate **word choice** for topic
 - Varied sentence **beginnings** and sentence **length**

- Edit for:
 - Spelling
 - **Commas in a series**
 - **Subject/verb agreement**
 - **Correct use of possessives**
 - **Correct capitalization of sentence beginnings and proper nouns**
 - **Correct end punctuation on simple and compound sentences**

Process of Inquiry: Use the process of inquiry to formulate questions and engage in gathering information

- Formulate **literal** and **open-ended** questions for inquiry
- Gather **relevant** information to answer questions
- Discriminate **fact** from **opinion**
- Validate the **accuracy** and **relevance** of information
- Distinguish **paraphrasing and summarizing from plagiarizing**

Written Communication of Inquiry: Write to report information gathered from the process of inquiry

- Select a **format** to report information
- **Organize information** on an idea or concept
- **Summarize and paraphrase** information
- Use **informal contextual citation**

Oral Communication of Inquiry: Communicate ideas and information appropriately in classroom settings

- Determine the **purpose** for communication
- Use appropriate classroom **procedures for asking questions**
- Use appropriate **classroom procedures for responding to questions**
- Contribute constructively in classroom settings