

RIO VALLEY CHARTER SCHOOL

A PACIFIC CHARTER INSTITUTE SCHOOL

English Language Arts State Standards Grade 7

Seventh grade students analyze, summarize and draw conclusions from literature and informational text. They produce a variety of writing pieces, using clear reasons and relevant evidence to support claims. Students make coherent, focused presentations using eye contact, appropriate volume, and clear pronunciation.

Reading - Literature / Fiction

The student can ...

- cite several pieces of evidence from the text to analyze explicit meaning and support inferences.
- analyze the development of a theme or central idea over the course of a story, drama or poem.
- provide an objective summary of a story, drama, or poem.
- analyze how elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- determine figurative and connotative meaning of words; analyze the impact of rhymes and other repetitious sounds (e.g., alliteration) on a specific verse of a poem or section of a story or drama.
- explain how the form/structure of a drama or poem (e.g., soliloquy, sonnet) affects its meaning.
- analyze how an author develops and contrasts the points of view of different characters or narrators.
- compare/contrast a written text to its audio, film, stage or multimedia version, analyzing how the techniques unique to each form (e.g., lighting, sound, camera focus or angle) affect the meaning and tone.
- compare/contrast a fictional portrayal of an event or person with a historical account to understand how authors of fiction use or alter history.
- proficiently read and comprehend stories, drama and poetry of appropriate complexity for grades 6-8.

Reading - Informational Text / Nonfiction

The student can ...

- cite several pieces of evidence from the text to analyze explicit meaning and support inferences.
- determine two or more central ideas in a text; analyze the development of the central ideas.

- provide an objective summary of a nonfiction text.
- analyze the interactions between individuals, events and ideas (e.g., how ideas influence individuals).
- determine the meanings of technical words; analyze the impact of specific word choice on meaning & tone.
- explain the structure an author uses to organize a text, including how these sections contribute to the whole.
- determine an author's point of view and analyze how the author distinguishes his/her position from others.
- compare/contrast a written text to its audio, video or multimedia version.
- trace & evaluate specific claims in a text; assess whether the reasoning is sound and the evidence is relevant.
- compare/contrast two or more authors writing on the same topic; analyze each author's choice and interpretation of evidence/facts.
- proficiently read and comprehend literary nonfiction of appropriate complexity for grades 6-8.

Writing - Opinion
The student can ...

- write arguments which (a) introduce claim(s), acknowledge and address opposing claims, and logically organize reasons and evidence, (b) support claim(s) or counter arguments with relevant reasons and evidence, using accurate, credible sources, (c) use words, phrases and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence, (d) establish & maintain a formal style, and (e) provide a conclusion that follows logically from and supports the argument.

Writing - Informative
The student can ...

- write informative/explanatory texts which (a) introduce a topic/thesis statement clearly, preview what is to follow, and organize information using strategies such as comparison/contrast, cause/effect, formatting (e.g., headings), graphics, and multimedia, (b) develop the topic with relevant facts, concrete details, definitions, quotations, and examples, (c) use transition words to create cohesion and clarify relationships among ideas, (d) use precise, subject-specific language, (e) establish & maintain a formal style, and (f) provide a logical conclusion that follows from and supports the information presented.

Writing - Narrative
The student can ...

- write real or imagined narratives which (a) engage the reader by establishing a context, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally, (b) use narrative techniques (e.g., dialogue, description, pacing) to develop events, experiences and/or characters, (c) use a variety of transition words to convey sequence and signal shifts from one time frame or setting to

another, (d) use precise words, descriptive details and sensory language to capture the action and convey experiences, and (e) provide a conclusion that follows from and reflects on the narrated events/experiences.

Writing

The student can ...

- produce clear, coherent writing with organization & style that are appropriate to task, purpose & audience.
- develop & strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- use technology, including the Internet, to produce & publish writing as well as link to and cite sources.
- conduct research projects to answer a question using several sources; generate questions for more research.
 - gather relevant information from multiple sources (print & digital), assess the credibility and accuracy of each source, and quote/paraphrase from sources while avoiding plagiarism; follow a standard format for citation.
- draw evidence from texts to support analysis, reflection and research; apply the Grade 7 Reading standards to fiction and literary nonfiction (e.g., compare/contrast a written text to its audio or film version).

Speaking and Listening

The student can ...

- engage effectively in collaborative discussions, expressing ideas clearly & building on the ideas of others.
- follow rules for collegial discussions and track progress toward specific goals and deadlines.
- pose questions that elicit elaboration and respond to questions with relevant observations and ideas.
- analyze the main ideas and supporting details presented in diverse media. □ determine a speaker's argument and claims; evaluate the reasoning soundness and relevance of the evidence.
- plan and present an argument that (a) supports a claim and acknowledges counterarguments, (b) organizes evidence logically, (c) use words and phrases to create cohesion, and (d) provides a strong conclusion.
- use appropriate eye contact, adequate volume, and clear pronunciation to present ideas. □ include multimedia components and visual displays in presentations to clarify claims and emphasize points.
- adapt speech to a variety of contexts, demonstrating command of formal English when appropriate.

Language

The student can ...

- explain the function of phrases and clauses in general and in specific sentences.

- choose among simple, compound, complex, & compound-complex sentences to connect ideas.
- recognize and correct misplaced and dangling modifiers.
- use correct capitalization, punctuation, and spelling, including commas to separate coordinate adjectives.
- choose language that expresses ideas concisely; recognize and eliminate wordiness and redundancy.
 - use context, Greek & Latin roots and affixes, and reference materials to determine the meaning of words.
 - interpret figures of speech (e.g., literary, biblical and mythological allusions) in context.
 - use the relationship between particular words (e.g., synonym/antonym) to better understand both.
 - distinguish among the connotations of words with similar denotations (e.g., respectful, polite, diplomatic).
 - acquire and accurately use grade-appropriate academic verbs and subject-specific words.