
English Language Arts: Grade 7

During the seventh-grade year, students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to identify their own areas of reading interest. They begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports (500-800 words or more) that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

By the end of Grade Seven, students are expected to be reading "At the Standard" (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate levels.

Strand: 7E1: Reading

Standard: 7E1a: Word Recognition, Fluency, and Vocabulary Development
Students use their knowledge of word parts, word relationships, and context to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

Component: Vocabulary and Concept Development

7E1a.1: Identify and understand idioms and comparison (such as analogies, metaphors, and similes) in prose and poetry.

7E1a.2: Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).

7E1a.3: Clarify word meanings through the use of definition, example, restatement, and/or through the use of contrast stated in the text.
Example: Use the text to clarify the meaning of the word "pickle" in the sentence "Apply the pickle, an acid solution, to the metal surface."

Standard: 7E1b: Comprehension and Analysis of Nonfiction and Informational Text
Students read and understand a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Component: Structural Features of Informational and Technical Materials

7E1b.1: Understand and analyze the differences in structure and purpose between various categories of informational materials such as textbooks, newspapers, and instructional or technical manuals.

7E1b.2: Locate information by using a variety of consumer and public documents.
Example: Choose a radio or watch to purchase, based on a Consumer

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Reports review of radios or watches. Then, locate and compare information from different stores and online sources to decide which company offers the best price.

- 7E1b.3:** Analyze text that uses the cause-and-effect organizational pattern.
Example: Use a comparison chart, such as a T-chart, to illustrate cause and effect in a newspaper article.

Component:

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 7E1b.4:** Identify and trace the development of an author's argument, point of view, or perspective in text.
Examples:
1. Read articles on a current world event or topic in magazines such as *Time* and *Newsweek*. Compare and contrast how writers from different publications develop an editorial position on the same event.
 2. Read articles and biographies about a cultural or historical figure who demonstrated world influence such as *Mother Teresa: A Complete Authorized Biography* by Kathryn Spink, about the Albanian nun's mission work in India, or *Mozart: A Cultural Biography* by Robert W. Gutman about the Austrian composer, and identify the author's prevailing point of view about his or her biographical subject.

- 7E1b.5:** Understand and explain the use of a simple mechanical device by following directions in a technical manual.
Example: Follow the directions for setting a digital watch or clock and tell another person how to do it.

- 7E1b.6:** Make reasonable statements and draw conclusions about a text, supporting the statements and conclusions with accurate examples from the text.

- 7E1b.7:** Identify methods (such as repetition of words and biased or incomplete evidence) an author uses to persuade the reader.

- 7E1b.8:** Identify problems with an author's use of figures of speech in writing.

- 7E1b.9:** Identify problems with an author's use of faulty logic or reasoning.

Components

Expository (Informational) Critique

- 7E1b.10:** Assess the adequacy, accuracy, and appropriateness of the author's claims and assertions, noting instances of bias and stereotyping.

Examples:

1. React to a persuasive, nonfiction text, such as a letter to the editor, by asking the questions that the text leaves unanswered and challenging the author's unsupported opinions.
2. Evaluate the accuracy and appropriateness of the evidence presented in a book such as *Lives of Writers* by Kathleen Krull.

- 7E1b.11:** Identify and explain examples of persuasion, propaganda, and faulty reasoning in text to include unsupported or invalid premises or inferences and conclusions that do not follow the premise.

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- Standard:** **7E1c: Comprehension and Analysis of Literary Text**
Students read and respond to grade-level appropriate historically or culturally significant works of literature. Students read a wide variety of fiction genres, such as classic and contemporary, historical fiction, fantasy, science fiction, mystery, adventure, folklore, mythology, poetry, short story, drama, and other genres.
- Component:** **Structural Features of Literature**
- 7E1c.1:** Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.
Example: Read three short stories/essays/novels/novellas and create a graphic organizer that shows the characteristics they all have in common.
- Component:** **Analysis of Grade-Level-Appropriate Literary Text**
- 7E1c.2:** Identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.
Example: While reading the short story "Charles" by Shirley Jackson, recognize the foreshadowing of events to come as the behavior of the character Charles begins to change and develop a timeline linking the actions.
- 7E1c.3:** Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions, the narrator's description, and the thoughts, words, and actions of other characters.
Example: In Ray Bradbury's short story "The Flying Machine" describe the Chinese emperor's and other characters' reactions as they fail to understand the miracle of one of his subject's new flying invention. Use examples of their thoughts, words, and actions to support the description.
- 7E1c.4:** Identify and analyze themes (such as courage, loyalty, friendship, and loneliness) which appear in many different works.
Example: Analyze the theme of overcoming obstacles that is present in the novel Captains Courageous by Rudyard Kipling.
- 7E1c.5:** Contrast points of view in literary text (such as first person, third person, third person limited and third person omniscient, and subjective and objective) and explain how they affect the overall theme of the work.
- a. **First Person:** The narrator tells the story from the "I" perspective.
 - b. **Third Person:** The narrator tells the story from an outside perspective.
 - c. **Limited Narration:** The narrator does not know all thoughts of all characters.
 - d. **Omniscient Narration:** The narrator knows all thoughts of all characters.
 - e. **Subjective:** The point of view involves a personal perspective.
 - f. **Objective:** The point of view is from a distanced, informational perspective, as in a news report.
- Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme, and explain how this might have changed had the story been told from the point of view of another character or from an all-knowing narrator.*

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7E1c.6: Explain the effects of common literary devices such as symbolism, imagery, or metaphor in a variety of fictional texts.

7E1c.7: Analyze the influence of the setting on the problem and its resolution.

7E1c.8: Analyze the relevance of the setting (*to include places, times, and customs*) to mood, tone, and meaning of the text.

Component:

Literary Criticism

7E1c.9: Compare reviews of literary works and determine what influenced the reviewer.

Example: Compare multiple reviews of the same book or play (such as, The Yearling by Marjorie Kinnan Rawlings, Souder by William Armstrong, “The Monsters Are Due on Maple Street” by Rod Sterling, or And Then There Were None by Agatha Christie then decide what, in each book, seemed to influence the reviewer.

Strand:

7E2

Writing

Standard:

7E2a:

Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing..

Component:

Organization and Focus

7E2a.1: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

7E2a.2: Develop and use thesis and introductory statements to organize writing.

7E2a.3: Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

7E2a.4: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

7E2a.5: Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

Component:

Research Process and Technology

7E2a.6: Identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and research.

7E2a.7: Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.

7E2a.8: Use a computer to create documents by using word-processing skills and publishing programs, and develop simple databases and spreadsheets to manage information and prepare reports.

Component:

Evaluation and Revision

7E2a.9: Review, evaluate, and revise writing for meaning and clarity.

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7E2a.10: Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

7E2a.11: Revise writing to improve organization and word choice after checking the logic of the ideas and precision of the vocabulary.

Standard: **7E2b: Applications (Different Types of Writing and Their Characteristics)**

Students continue to write narrative, expository (informational), persuasive and descriptive texts (research reports of 500–800 words or more.) Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates an awareness of the audience and purpose for writing.

Component: **Writing Application**

7E2b.1: Write biographical or autobiographical compositions that:

- a. Develop a standard plot line (to include the beginning, established conflict, rising action, climax, and denouement) and a point of view
- b. Develop complex major and minor characters with a definite setting
- c. Use a range of appropriate strategies such as dialogue, suspense, and the naming of specific narrative action (including movement, gestures, and expressions).

Example: Write successive drafts of two- or three-page humorous essays about Something Fishy Is Cooking in the Kitchen including an engaging opening, dialogue between characters, and descriptive details about the setting, plot, and characters.

7E2b.2: Write responses to literature that:

- a. Develop interpretations that show careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Support statements with evidence from the text.

Example: After reading Mark Twain's Adventures of Tom Sawyer and Theodore Taylor's The Cay, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialect) and analyze how this enhances or detracts from the overall book.

7E2b.3: Write persuasive compositions that:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
- c. Anticipate and address reader concerns and counterarguments.

Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to other students.

7E2b.4: Write summaries of reading materials that:

- a. Include the main ideas and most significant details.
- b. Utilize the student's own words, except for quotations.

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- c. Reflect underlying meaning accurately instead of just the superficial details.

Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a chapter of a text for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.

- 7E2b.5:** Use varied word choice to make writing interesting and more precise.

Example: Write stories, reports, and letters using a variety of word choices (such as “conversed” or “conferred” instead of “talked”).

- 7E2b.6:** Write for different purposes (*to include information, persuasion, or description*) and to a specific audience or person, adjusting tone and style as necessary.

Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the artist would have to say.

Component:

Research Application

- 7E2b.7:** Write or deliver research reports that:

- a. Utilize a systematic research process which defines the topic, gathers information, determines credibility, and reports findings.
- b. Collect information from a variety of sources (*such as books, technology, multimedia, online databases*).
- c. Demonstrate information has been summarized and the topic has been refined through this process.
- d. Document sources independently by using a consistent format for citations.
- e. Demonstrate sources have been evaluated for accuracy, bias, and credibility.
- f. Organize information by categorizing and sequencing, and demonstrate the distinction between one’s own ideas from the ideas of others, and includes a bibliography (*Works Cited*).

Examples:

1. *After completing library or Internet research, write a report on the impact that television has had on American society.*
2. *Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.*
3. *Prepare an oral report on a man or woman who contributed significantly to science and technology such as Marie Curie, Alexander Graham Bell, Thomas Edison, Nikola Tesla, or Rosalyn Yalow.*

Standard:

7E2c: English Language Conventions

Students write using Standard English conventions appropriate to the 7th grade level and produce legible work that can read by others.

Component:

Sentence Structure

- 7E2c.1:** Place modifiers correctly and use the active voice when wishing to convey a livelier effect.

- 7E2c.2:** Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting details in single sentences, to express complete thoughts.

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- Component:** **Grammar**
- 7E2c.3:** Identify and use infinitives and participles.
- 7E2c.4:** Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.
- 7E2c.5:** Identify all parts of speech and types and structures of sentences.
- 7E2c.6:** Demonstrate appropriate English usage (such as pronoun reference).
- Component:** **Punctuation**
- 7E2c.7:** Identify and correctly use hyphens, dashes, brackets, and semicolons.
- 7E2c.8:** Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.
- Component:** **Capitalization**
- 7E2c.9:** Use correct capitalization.
- Component:** **Spelling**
- 7E2c.10:** Spell derivatives (*words that come from a common base or root word*) correctly by applying the spellings of bases and affixes (*prefixes and suffixes*).
- Strand:** **7E3: Listening and Speaking**
- Standard:** **7E3a: Skills, Strategies, and Applications**
Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.
- Component:** **Comprehension**
- 7E3a.1:** Ask questions to elicit information, including evidence to support the speaker's claim and conclusions.
- 7E3a.2:** Determine the speaker's attitude toward a subject.
- Component:** **Organization and Delivery of Oral Communication**
- 7E3a.3:** Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 7E3a.4:** Arrange supporting details, reasons, descriptions, and examples effectively.
- 7E3a.5:** Use speaking techniques (such as adjustments to tone, volume, and timing of speech, enunciation, and eye contact) for effective presentations.
- 7E3a.6:** **Analysis and Evaluation of Oral and Media Communication**
Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

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7E3a.7: Analyze the effect on the viewer of images, text, and sound in electronic journalism and identify the techniques used to achieve these effects.

7E3a.8: Use effective timing and alignment of hand and body gestures to sustain audience interest and attention.

Component:

Speaking Applications

7E3a.9: Deliver narrative presentations that:

- a. Establish a context, standard plot line to include a beginning, conflict, rising action, climax, and resolution of the conflict with a point of view.
- b. Describe major and minor characters and a definite setting.
- c. Use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense as well as showing narrative action with movement, gestures, and expressions.

7E3a.10: Deliver descriptive presentations that:

- a. Establish a clear point of view on the subject of the presentation.
- b. Establish the presenter's relationship with the subject of the presentation whether the presentation is made as an uninvolved observer or by someone who is personally involved.
- c. Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

7E3a.11: Deliver oral summaries of articles and books that:

- a. Include the main ideas of the most significant details.
- b. State ideas in the presenter's own words, except when quoted directly from sources.
- c. Demonstrate a complete understanding of sources.

7E3a.12: Deliver research presentations that:

- a. Pose relevant and concise questions about the topic.
- b. Provide accurate information on the topic.
- c. Include evidence generated through the formal research process, including the use of online databases, magazines, newspapers, and dictionaries.
- d. Cite reference sources appropriately.

7E3a.13: Deliver persuasive presentations that state a clear position in support of an argument or proposal and describe the points in support of the proposal to include supporting evidence.