

Grade 7 Language Arts At-a-Glance

	READING	WRITING	SPEAKING AND LISTENING
GRADE 7 LANGUAGE ARTS COMMON CORE CONTENT STANDARDS	<p>KEY IDEAS and DETAILS</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 	<p>TEXT TYPE and PURPOSES</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details. 	<p>COMPREHENSION and COLLABORATION</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own 2. Integrate and evaluate information presented in diverse edia and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>PRESENTATION of KNOWLEDGE and IDEAS</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	<p>CRAFT and STRUCTURE</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the textsteadily increasing sophistication, 6. Assess how point of view or purpose shapes the content and style of a text. 	<p>PRODUCTION and DISTRIBUTION of WRITING</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>RANGE of WRITING</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	
	<p>INTEGRATION of KNOWLEDGE and IDEAS</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 8 (not applicable to literature) 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>RANGE of READING and LEVEL of TEXT COMPLEXITY</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently. 	<p>RESEARCH to BUILD and PRESENT KNOWLEDGE (May be conducted in collaboration with another content area)</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
How standards are addressed in class	<ul style="list-style-type: none"> • McDougal Littell Literature Anthology selections • Student/Teacher choice novel Projects • SURF (Sustained Uninterrupted Reading for Fun) • Constructed response to literature citing evidence • Teen Biz (Achieve 3000) Nonfiction articles • Vocabulary Study 	<ul style="list-style-type: none"> • Thinking Maps, note-taking, outlining • Introduction to 6 Traits Writing • Inquiry Research Projects • Essay Writing (Narrative, Descriptive, Compare/Contrast, Persuasive) • Other types of writing (including poetry. letters, blogs, summaries) 	<ul style="list-style-type: none"> • Drama Class: "Finding Bravery Through the Ensemble" • Class Role Plays and Skits • Elbow Groups and Author's Chair • Small Group Interaction • Class Discussion • Project Presentations/Videos