



# Seventh Grade Reading

- We can adjust our reading rate based on purpose, text difficulty, form, and style.
- We are using the new words that we are learning. We are increasing our vocabulary.
- We listen to, read, and discuss familiar and challenging text.
- We can use context clues to determine meanings of unfamiliar words.
- We can categorize key vocabulary and identify salient features.
- We can relate new vocabulary to familiar words.
- We can distinguish denotative and connotative meanings of words.
- We can identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.
- We can identify advanced word/phrase relationships and their meanings.
- We can determine the correct meaning of words with multiple meanings in context.
- We can determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.
- We can identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
- We can use our background knowledge, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- We can analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they effect meaning.
- We can determine the main idea or essential message in texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- We can identify cause-and-effect relationships in text.
- We can analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in a text.
- We can analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections.
- We can compare and contrast elements in multiple texts (e.g., setting, characters, problems).
- We are learning various ways to repair comprehension when self-monitoring indicates confusion.
- We are learning to repair comprehension using rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- We can identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes.
- We can locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in various fiction.
- We can locate and analyze how various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure contribute to the mood and meaning in poetry.
- We can identify and analyze recurring themes across various works (e.g., bravery, friendship, loyalty, good versus evil).
- We can develop an interpretation of a selection around several clear ideas, premises, or images, developing and justifying the interpretation through continued use of examples and contextual evidence.
- We can compare the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story).
- We can locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in various literary text.
- We can identify how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis.





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- We can explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.
- We can describe changes in the English language over time, and support these descriptions with examples from literary texts.
- We continue to build a core foundation of knowledge by selecting a balance of fictional materials to read (e.g., novels, historical fiction, mythology, poetry) based on interest and recommendations of others. We recognize the value of our knowledge in making us a fully functional literate member of a shared culture.
- We can locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words).
- We can use information from the text to state the main idea and/or to provide relevant details.
- We can organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) of the information presented.
- We can identify the characteristics of various types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions).
- We continue to build a core foundation of knowledge by selecting a balance of non-fictional materials to read (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) based on interest and recommendations of others.
- We recognize the value of our knowledge in making us a fully functional literate member of a shared culture.





# Seventh Grade Writing

- We are learning to prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests.
- We are learning to prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence.
- We are learning to prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- We can write a draft by developing the main ideas from the pre-writing plan using primary and secondary sources appropriate to purpose and audience, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood.
- We can prepare a draft by organizing information into a logical sequence and combining or deleting sentences to improve clarity.
- We can prepare a draft by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing various language techniques to reinforce voice.
- We are learning to revise our writing by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.
- We are learning to create clarity and logic in our writing by rearranging words, rearranging sentences, rearranging paragraphs, and by developing relationships among ideas.
- We are learning to create precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences).
- We are learning to create precision and interest by using creative language devices, and by modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
- We can revise our writing by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- We can edit our writing for correct spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of root words and using a dictionary, thesaurus, or other resources as necessary.
- We can edit our writing for the correct use of capitalization, including regional names (e.g., East Coast), historical events and documents.
- We can edit our writing for the correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations.
- We can edit our writing for the correct use of punctuation of sentence structures, including semicolon in compound sentences, dash for added emphasis or information, and apostrophes for plural possessives.
- We can edit our writing for the correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.
- We can edit our writing for consistency in verb tense in simple, compound, and complex sentences.
- We can write a final product in a format appropriate to audience and purpose (e.g., manuscript, multimedia) using technology.
- We can use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to improve the appearance of a document.
- We can share our writing with an audience.
- We can write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) and that use a range of strategies and specific narrative action (e.g., dialogue, movement, gestures) and include effectively developed and complex characters, a clearly described setting.
- We use figurative language and descriptive words or phrases to enhance our writing style and tone.
- We can write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
- We can write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions).

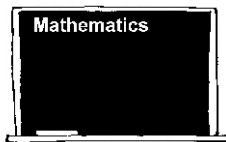




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- We can record information (e.g., observations, notes, lists, charts, legends) related to a topic. We can organize and record information, as appropriate, and attribute sources of information.
- We can write specialized informational/expository essays (e.g., problem/solution, process, description, explanation, comparison/contrast) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs.
- We can write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.
- We can write a variety of formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.
- We can write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
- We are learning to write text that is used to influence the reader. We are learning to establish a controlling idea, and to develop supporting arguments for the validity of the proposed idea with detailed evidence.
- We can write persuasive text (e.g., advertisement, speech, essay, public service announcement) using persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
- We use fluent and legible handwriting skills.
- We can use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic.
- We can analyze persuasive techniques in both formal and informal speech.
- We can organize and effectively deliver speeches to entertain, inform and persuade. We use language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.
- We can explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.
- We can explain a situation and justify a decision by using information from a variety of consumer documents (e.g., warranties, instructional manuals), workplace documents (e.g., applications, contracts) and other documents.
- We can create a technical manual or solve a problem.
- We can select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research.
- We can assess, organize and check the validity and reliability of information in a text. We use a variety of techniques to examining sources of information.
- We can write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used.
- We understand the importance of legal and ethical practices, including laws about libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
- We can analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media.
- We can demonstrate our ability to select and ethically use media appropriate for the purpose, occasion, and audience.
- We can distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
- We can select and use appropriate available technologies (e.g., computer, digital camera) to improve communication and achieve a purpose (e.g., video, presentations).
- We can evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to the preparation of publications and presentations.





# Seventh Grade Mathematics

- We can distinguish between situations that are proportional or not proportional and use proportions to solve problems.
- We can solve percent problems, including problems involving discounts, simple interest, taxes, tips and percents of increase or decrease.
- We can solve problems involving similar figures.
- We can graph proportional relationships and identify the unit rate as the slope of the related linear function.
- We can distinguish direct variation from other relationships, including inverse variation.
- We can apply proportionality to measurement in multiple contexts, including scale drawings and constant speed.
- We can justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones.
- We can use formulas to find surface areas and volume of three-dimensional composite shapes.
- We can use and justify the rules for adding, subtracting, multiplying, dividing, and finding the absolute value of integers.
- We can add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.
- We can formulate and use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients.
- We can use the properties of equality to represent an equation in a different way and to show that two equations are equivalent in a given context.
- We can determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and apply these relationships to solve problems.
- We can predict the results of transformations and draw transformed figures, with and without the coordinate plane.
- We can identify and plot ordered pairs in all four quadrants of the coordinate plane.
- We can compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems.
- We can express rational numbers as terminating or repeating decimals.
- We are learning to solve non-routine problems by working backwards.
- We can evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
- We can construct and analyze histograms, stem-and-leaf plots, and circle graphs.
- We can determine the outcome of an experiment and predict which events are likely or unlikely. We can determine if an experiment is fair or unfair.
- We can determine, compare, and make predictions based on the experimental or theoretical probability of events.

