



# Seventh Grade Reading

- We are learning to adjust fluency when reading aloud based on the reading purpose and the nature of the text.
- We are learning to determine the meaning of words derived from Latin, Greek, or other linguistic roots and affixes.
- We are learning to use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words.
- We are learning to complete analogies that describe part to whole or whole to part.
- We are learning to identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis).
- We are learning to use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
- We are learning to describe multiple themes in a work of fiction.
- We are learning to describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories).
- We are learning to analyze how place and time influence the theme or message of a literary work.
- We are learning to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.
- We are learning to explain a playwright's use of dialogue and stage directions.
- We are learning to explain the influence of the setting on plot development.
- We are learning to analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.
- We are learning to analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.
- We are learning to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.
- We are learning to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.
- We are learning to explain the difference between the theme of a literary work and the author's purpose in an expository text.
- We are learning to evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning.
- We are learning to distinguish factual claims from commonplace assertions and opinions.
- We are learning to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text.
- We are learning to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.
- We are learning to analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument.
- We are learning to identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.
- We are learning to follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures.
- We are learning about and can explain the function of the graphical components of a text.
- We are learning to interpret both explicit and implicit messages in various forms of media.
- We are learning to interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.
- We are learning to evaluate various ways media influences and informs audiences.
- We are learning to assess the correct level of formality and tone for successful participation in various digital media.





# Seventh Grade Writing

- We are learning to plan a first draft by selecting a genre suitable for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
- We are learning to develop drafts by choosing a suitable organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
- We are learning to revise drafts to ensure precise word choice and vivid images; consistent point of view; and to ensure the use of simple, compound, and complex sentences.
- We are learning to revise drafts to ensure internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.
- We are learning to edit drafts for grammar, mechanics, and spelling.
- We are learning to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
- We are learning to write an imaginative story that sustains reader interest.
- We are learning to write an imaginative story that includes well-paced action and an engaging story line.
- We are learning to write an imaginative story that creates a specific, believable setting by using sensory details.
- We are learning to write an imaginative story that develops interesting characters.
- We are learning to write an imaginative story that uses a range of literary strategies and devices to improve the style and tone.
- We are learning to write a poem using poetic techniques (e.g., rhyme scheme, meter).
- We are learning to write a poem using figurative language (e.g., personification, idioms, hyperbole).
- We are learning to write a poem using graphic elements (e.g., word position).
- We are learning to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.
- We are learning to convey information about a topic by writing a multi-paragraph essay that presents effective introductions and concluding paragraphs.
- We are learning to convey information about a topic by writing a multi-paragraph essay that contains a clearly stated purpose or controlling idea.
- We are learning to convey information about a topic by writing a multi-paragraph essay that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.
- We are learning to convey information about a topic by writing a multi-paragraph essay that accurately synthesizes ideas from several sources.
- We are learning to convey information about a topic by writing a multi-paragraph essay that uses various sentence structures, rhetorical devices, and transitions to link paragraphs.
- We are learning to write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context.
- We are learning to write responses to literary or expository texts that show the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate.
- We are learning to produce a multimedia presentation involving text and graphics using available technology.
- We are learning to write a persuasive essay to the appropriate audience that establishes a clear thesis or position.
- We are learning to consider and respond to the views of others and anticipate and answer reader concerns and counter-arguments when writing persuasive text.
- When writing persuasive text we are learning to include evidence that is logically organized to support our viewpoint and that differentiates between fact and opinion.





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- We are learning to identify, use, and understand the function of verbs (perfect and progressive tenses) and participles in the context of reading, writing, and speaking.
- We are learning to identify, use, and understand the function of appositive phrases in the context of reading, writing, and speaking.
- We are learning to identify, use, and understand the function of adverbial and adjectival phrases and clauses in the context of reading, writing, and speaking.
- We are learning to identify, use, and understand the function of adverbial and adjectival phrases and clauses in the context of reading, writing, and speaking.
- We are learning to identify, use, and understand the function of prepositions and prepositional phrases and their influence on subject-verb agreement; in the context of reading, writing, and speaking.
- We are learning to identify, use, and understand the function of relative pronouns (e.g., whose, that, which) in the context of reading, writing, and speaking.
- We are learning to identify, use, and understand the function of subordinating conjunctions (e.g., because, since) in the context of reading, writing, and speaking.
- We are learning to identify, use, and understand the function of transitions for sentence to sentence or paragraph to paragraph coherence in the context of reading, writing, and speaking.
- We are learning to write complex sentences and differentiate between main versus subordinate clauses.
- We are learning to use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- We are learning to use conventions of capitalization.
- We are learning to recognize and use punctuation marks including commas after introductory words, phrases, and clauses.
- We are learning to recognize and use punctuation marks including semicolons, colons, and hyphens.
- We are learning to spell correctly, including using various resources to determine and check correct spellings.
- We are learning to brainstorm, consult with others, decide on a topic, and formulate a major research question to address the major research topic.
- We are learning to apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.
- We are learning to follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies.
- We are learning to categorize information thematically in order to see the larger constructs inherent in the information.
- We are learning to record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format.
- We are learning to differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- We are learning to narrow or broaden the major research question, if necessary, based on further research and investigation.
- We are learning to use elements that show the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.
- We are learning to synthesize our research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way.
- We are learning to synthesize our research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions.
- We are learning to synthesize our research into a written or an oral presentation that presents our findings in a meaningful format.
- We are learning to follow accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.

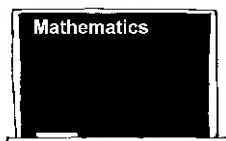




# Seventh Grade Writing page 3

- We are learning to listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims.
- We are learning to follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.
- We are learning to draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).
- We are learning to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- We are learning to take a productive part in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

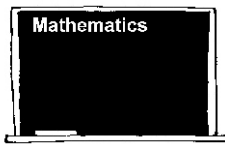




# Seventh Grade Mathematics

- We are learning to compare and order integers and positive rational numbers.
- We are learning to convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator.
- We are learning to represent squares and square roots using geometric models.
- We are learning to represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers.
- We are learning to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.
- We are learning to use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms.
- We are learning to use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio.
- We are learning to simplify numerical expressions involving order of operations and exponents.
- We are learning to select and use suitable operations to solve problems and can justify our selections.
- We are learning to determine the reasonableness of a solution to a problem.
- We are learning to estimate and find solutions to application problems involving percent.
- We are learning to estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.
- We are learning to create formulas involving unit conversions, perimeter, area, circumference, volume, and scaling.
- We are learning to graph data to show relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling.
- We are learning to use words and symbols to describe the relationship between the terms in an arithmetic sequence (with a constant rate of change) and their positions in the sequence.
- We are learning to use concrete and pictorial models to solve equations and use symbols to record the actions.
- We are learning to formulate problem situations when given a simple equation and formulate an equation when given a problem situation.
- We are learning to use angle measurements to classify pairs of angles as complementary or supplementary.
- We are learning to use properties to classify triangles and quadrilaterals.
- We are learning to use properties to classify three-dimensional figures, including pyramids, cones, prisms, and cylinders.
- We are learning to use critical attributes to define similarity.
- We are learning to locate and name points on a coordinate plane using ordered pairs of integers.
- We are learning to graph reflections across the horizontal or vertical axis and graph translations on a coordinate plane.
- We are learning to sketch three-dimensional figures when given the top, side, and front views.
- We are learning to make a net (two-dimensional model) of the surface area of a three-dimensional figure.
- We are learning to use geometric concepts and properties to solve problems in fields such as art and architecture.
- We are learning to estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes.
- We are learning to connect models for volume of prisms (triangular and rectangular) and cylinders to formulas of prisms (triangular and rectangular) and cylinders.
- We are learning to estimate measurements and solve application problems involving volume of prisms (rectangular and triangular) and cylinders.
- We are learning to construct sample spaces for simple or composite experiments.





# Seventh Grade Mathematics

- We are learning to find the probability of independent events.
- We are learning to select and use a suitable representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and can justify the selection.
- We are learning to make inferences and convincing arguments based on an analysis of given or collected data.
- We are learning to describe a set of data using mean, median, mode, and range.
- We are learning to choose among mean, median, mode, or range to describe a set of data and can justify the choice for a particular situation.
- We are learning to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.
- We are learning to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
- We are learning to select or develop a suitable problem-solving strategy from various types, including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out.
- We are learning to select or develop a suitable problem-solving strategy from various types, including making a table, working a simpler problem, or working backwards to solve a problem.
- We are learning to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.
- We are learning to communicate mathematical ideas using language, efficient tools, fitting units, and graphical, numerical, physical, or algebraic mathematical models.
- We are learning to evaluate the effectiveness of different representations to communicate ideas.
- We are learning to make conjectures from patterns or sets of examples and nonexamples.
- We are learning to validate our conclusions using mathematical properties and relationships.

