

|        | Essential Questions   | Content  | Skills   | Assessments | Standards/PIS   | Resources/Notes |
|--------|---|--|--|-------------|---|-----------------|
| Unit 1 | <p><b><u>FOUNDATIONAL SKILLS UNITS:</u></b></p> <p><b>VOCABULARY UNIT:</b><br/>                     How can strengthening our vocabularies make us better readers and writers?<br/><br/>                     Why is it important to learn and understand word roots, prefixes and suffixes?<br/><br/>                     How can we use context clues to infer the meanings of unknown words?</p> <p><b>RULES OF SPELLING, CAPITALIZATION, PUNCTUATION UNITS:</b><br/>                     How will learning common rules of spelling, capitalization and punctuation help us become better readers and writers?</p> <p><b>USAGE UNIT:</b><br/>                     Why is it necessary to understand the major rules of usage in order to communicate effectively?<br/><br/>                     How can we avoid creating awkward sentences by learning usage rules and exceptions to those rules?</p> <p><b>SENTENCE STRUCTURE UNIT:</b><br/>                     How can learning how to vary our sentence structure make our writing more complex and interesting?<br/><br/>                     Why is it important to recognize the basic components of different types of sentences?</p> | <p><b><u>FOUNDATIONAL SKILLS:</u></b></p> <p><u>Foundational Skills Vocabulary:</u><br/>                     word root<br/>                     prefix<br/>                     suffix<br/>                     affixed words<br/>                     glossary<br/>                     thesaurus<br/>                     colon<br/>                     semicolon<br/>                     parenthetical expression<br/>                     series<br/>                     introductory phrase/clause<br/>                     dependent clause<br/>                     descriptive phrase<br/>                     tense<br/>                     agreement<br/>                     comparative<br/>                     superlative<br/>                     subject<br/>                     predicate<br/>                     parts of speech (noun, verb, pronoun, adjective, adverb, preposition, conjunction, interjection)<br/>                     compound sentence<br/>                     complex sentence<br/>                     coordinating/subordinating conjunctions<br/>                     parallel structure<br/>                     run-on sentences<br/>                     comma splices<br/>                     sentence fragments</p> <p><b>VOCABULARY UNIT:</b><br/><br/>                     context clues<br/>                     synonyms and antonyms<br/>                     causes and effects connected to the unknown words</p> | <p><b><u>FOUNDATIONAL SKILLS:</u></b></p> <p>Identifies root words, prefixes and suffixes<br/><br/>                     Infers vocabulary meanings by using context clues<br/><br/>                     Demonstrates understanding of spelling and grammar rules in student-produced writing<br/><br/>                     Uses glossary and thesaurus effectively<br/><br/>                     Experiments with more sophisticated sentence structures in writing<br/><br/>                     Creates well-written, correctly spelled sentences and paragraphs<br/><br/>                     Revises student-generated and teacher-created writing</p> |             | ELA1-7.R.2<br>ELA1-7.R.5<br>ELA1-7.R.6<br>ELA1-7.R.9<br>ELA1-7.R.10<br>ELA1-7.R.12<br>ELA1-7.W.6<br>ELA1-7.W.11<br>ELA1-7.L.2<br>ELA1-7.S.5<br>ELA2-7.S.3<br>ELA3-7.W.3<br>ELA3-7.L.6<br>ELA3-7.S.2<br>ELA3-7.S.6<br>ELA4-7.R.2<br>ELA4-7.R.4<br>ELA4-7.W.4<br>ELA4-7.W.1<br>ELA4-7.S.4 |                 |

word categories

multiple meaning words

homophones

common roots, prefixes and  
suffixes

**SPELLING,  
CAPITALIZATION,  
PUNCTUATION UNIT:**

Rules:

attaching prefixes to roots

attaching suffixes to roots  
when suffix begins with  
consonant

attaching suffixes when root  
words end in *y*

attaching suffixes when root  
words end in *e*

doubling final consonants

exceptions to standard rules of  
pluralization

end punctuation

commas in a series

commas after introductory  
phrases and clauses

commas after dependent  
introductory clauses

commas to set off descriptive  
phrases

commas to set off interrupting  
phrases or expressions

commas in dates and  
addresses

semicolons to connect two  
independent clauses

colons to draw attention to  
following information

quotation marks for direct  
quotes

quotation marks for titles

apostrophes for contractions

apostrophes to show  
possession

periods in abbreviations

capitalization for proper nouns

when not to capitalize

capitalization in titles  
(literature and occupations)

**USAGE UNIT:**

verb tenses

subject-verb agreement

|        |  |   |  |  |  |
|--------|--|---|--|--|--|
|        |  | <p>comparatives and superlatives</p> <p><b>SENTENCE STRUCTURE UNIT:</b></p> <p>simple sentences - subject and predicate</p> <p>compound sentences - joining independent clauses using coordinating conjunctions</p> <p>complex sentences - joining independent with dependent clauses using subordinating conjunctions</p> <p>parallel structure in comparisons or series</p> <p>run-on sentences and comma splices</p> <p>sentence fragments</p>   |  |  |  |
| Unit 2 | <p><b>READING COMPREHENSION SKILLS UNITS:</b></p> <p>How can instruction and practice help improve our critical reading skills?</p> <p>Why is it important to differentiate between question types?</p> <p>How can we recognize what reading comprehension strategies will be most effective in different text situations?</p> <p>How can learning the elements of literature help us better understand what we are reading?</p> <p>Why is it important to understand an author's purpose for writing?</p> | <p><b>READING COMPREHENSION SKILLS:</b></p> <p><u>Vocabulary for Unit:</u></p> <p>headings</p> <p>subheadings</p> <p>captions</p> <p>scanning</p> <p>skimming</p> <p>sequence</p> <p>chronological</p> <p>mood</p> <p>tone</p> <p>dialect</p> <p>slang</p> <p>jargon</p> <p>bias</p> <p><u>Fiction Genres:</u></p> <p>Realistic fiction</p> <p>Fantasy</p> <p>Historical Fiction</p> <p>Contemporary Fiction</p> <p>Science Fiction</p> <p>Action Adventure</p> <p>Mystery</p> <p>Folktale</p> <p><u>Elements of Fiction:</u></p> | <p><b>READING COMPREHENSION SKILLS:</b></p> <p>Identifies the genre of a reading passage</p> <p>Predicts what will happen next in a story as a means of active reading</p> <p>Interprets author's purpose and tone</p> <p>Distinguishes between main ideas and details, relevant and irrelevant information, facts and opinions</p> <p>Relates new information to personal experience in order to maximize comprehension</p> <p>Compares and contrasts differences and similarities in reading passages in order to better understand the significance of the passages</p> | <p>ELA1-7.R.2</p> <p>ELA1-7.R.3</p> <p>ELA1-7.R.5</p> <p>ELA1-7.R.6</p> <p>ELA1-7.R.7</p> <p>ELA1-7.R.8</p> <p>ELA1-7.R.9</p> <p>ELA1-7.R.10</p> <p>ELA1-7.R.11</p> <p>ELA1-7.R.12</p> <p>ELA1-7.W.7</p> <p>ELA1-7.L.2</p> <p>ELA1-7.L.3</p> <p>ELA1-7.L.4</p> <p>ELA1-7.L.5</p> <p>ELA1-7.S.2</p> <p>ELA1-7.S.4</p> <p>ELA1-7.S.7</p> <p>ELA2-7.R.1</p> <p>ELA2-7.R.3</p> <p>ELA2-7.R.5</p> <p>ELA2-7.R.6</p> <p>ELA2-7.R.7</p> <p>ELA2-7.R.8</p> <p>ELA2-7.S.1</p> <p>ELA3-7.R.1</p> <p>ELA3-7.R.2</p> <p>ELA3-7.R.3</p> <p>ELA3-7.W.6</p> |  |

plot

character

setting

conflict

initiating action

rising action

climax

falling action

resolution

point of view

voice

foreshadowing

flashbacks

symbolism

Types of Non-fiction:

biography

autobiography

personal account

Literary Devices:

simile

metaphor

hyperbole

personification

alliteration

imagery

onomatopoeia

repetition

sensory details

Poetry:

stanza

rhythm

rhyme scheme

beat

light verse

narrative poetry

ballad

epic

elegy

lyric poem

haiku

sonnet

couplet

blank verse

free verse

ELA3-7.L.1

ELA3-7.L.2

ELA3-7.S.1

ELA3-7.S.3

ELA3-7.S.7

ELA4-7.R.1

ELA4-7.R.2

ELA4-7.R.4

ELA4-7.S.2

ELA4-7.S.3

|        |  |   |  |  |   |  |
|--------|--|---|--|--|---|--|
|        |  | <p><u>Inferential Reading Skills:</u></p> <p>inference<br/> cause and effect<br/> predictions<br/> compare/contrast<br/> sorting information<br/> author's tone (positive, negative, neutral)<br/> mood<br/> attitude/perspective<br/> author's purpose</p> <ul style="list-style-type: none"> <li>-inform</li> <li>-describe</li> <li>-entertain</li> <li>-persuade</li> </ul> <p>fact vs. opinion</p> <p><u>Persuasive Techniques:</u></p> <p>rational appeal<br/> emotional appeal<br/> ethical appeal</p>   |  |  |   |  |
| Unit 3 | <p><b>RESPONDING TO TEXTS UNITS:</b></p> <p>How can we listen with comprehension for teacher-determined purposes and respond appropriately to what is heard?</p> <p>How can we utilize our listening strategies in varying situations?</p> <p>Why is it helpful to understand that different techniques can be used to write short written responses?</p> <p>How can we best understand our purpose for writing, whether it be to explain, describe, narrate, persuade, or express feelings?</p> <p>Why is it important to use details and text references when writing answers to short response questions?</p> | <p><b>RESPONDING TO TEXTS:</b></p> <p><u>Vocabulary for Responding to Texts units:</u></p> <p>treatment<br/> scope</p> <p><b>LISTENING SKILLS UNIT:</b></p> <p>Purpose for listening</p> <p>Pre-listening thinking skills:</p> <ul style="list-style-type: none"> <li>-themes</li> <li>-language</li> <li>-author's purpose</li> </ul> <p>Identifying unclear information</p> <p>Social, historical, cultural influences on a passage</p> <p>Author's persuasive techniques and biases</p> <p>Forming opinions about author's accuracy and ideas</p> <p><b>WRITING A SHORT RESPONSE UNIT:</b></p> <p>Evaluating text</p> <p>Restating/paraphrasing questions</p> <p>Supporting responses with</p> | <p><b>RESPONDING TO TEXTS:</b></p> <p>Demonstrates the ability to take directed notes during listening exercises</p> <p>Recalls significant ideas and details and the relationships among them</p> <p>Identifies missing, conflicting, or unclear information</p> <p>Recognizes that the speaker's voice and delivery impact communication</p> <p>Draws conclusions and makes inferences on the basis of explicit and implied information</p> <p>Uses appropriate text support in written responses</p> <p>Analyzes questions through talk-alouds with teachers and classmates</p> |  | <p>ELA1-7.R.2</p> <p>ELA1-7.R.5</p> <p>ELA1-7.R.6</p> <p>ELA1-7.R.7</p> <p>ELA1-7.R.8</p> <p>ELA1-7.R.9</p> <p>ELA1-7.R.10</p> <p>ELA1-7.R.11</p> <p>ELA1-7.R.12</p> <p>ELA1-7.W.2</p> <p>ELA1-7.W.4</p> <p>ELA1-7.W.5</p> <p>ELA1-7.W.6</p> <p>ELA1-7.W.7</p> <p>ELA1-7.W.8</p> <p>ELA1-7.W.9</p> <p>ELA1-7.W.11</p> <p>ELA1-7.L.1</p> <p>ELA1-7.L.2</p> <p>ELA1-7.L.3</p> <p>ELA1-7.L.4</p> <p>ELA1-7.L.5</p> <p>ELA1-7.L.6</p> <p>ELA1-7.L.7</p> |  |

|  |  |   |                          |
|--|--|---|--------------------------|
|  | details and direct references to texts   |   | ELA1-7.L.8               |
|  | Using graphic organizers                 | Distinguishes between main ideas and supporting details in listening passages | ELA1-7.S.2<br>ELA1-7.S.5 |
|  | <b>COMPARING PASSAGES UNIT:</b>          |   | ELA1-7.S.7               |
|  | Comparing genre                          | Analyzes the language of the scoring rubrics                                  | ELA2-7.R.1<br>ELA2-7.R.2 |
|  | Recognizing how main ideas are connected |   | ELA2-7.R.3               |
|  | Comparing authors' purposes and tones    | Applies check-lists to written work   | ELA2-7.R.4<br>ELA2-7.R.5 |
|  | Comparing themes                         |   | ELA2-7.R.6               |
|  | Comparing scope and organization         | Models revised/edited work for the class                                      | ELA2-7.R.7<br>ELA2-7.R.8 |
|  |  | Establish a purpose for listening   | ELA2-7.W.2               |
|  |  |   | ELA2-7.L.1               |
|  |  | Recall ideas/details and relationships between them                           | ELA2-7.L.3<br>ELA2-7.L.4 |
|  |  | Identify literary devices and their effects on interpretation                 | ELA2-7.S.1<br>ELA2-7.S.4 |
|  |  |   | ELA3-7.R.1<br>ELA3-7.R.2 |
|  |  |   | ELA3-7.W.1<br>ELA3-7.W.2 |
|  |  |   | ELA3-7.W.3<br>ELA3-7.W.5 |
|  |  |   | ELA3-7.L.1<br>ELA3-7.L.2 |
|  |  |   | ELA3-7.L.4<br>ELA3-7.L.6 |
|  |  |   | ELA3-7.S.1<br>ELA3-7.S.2 |
|  |  |   | ELA3-7.S.3<br>ELA3-7.S.5 |
|  |  |   | ELA4-7.R.1<br>ELA4-7.R.4 |
|  |  |   | ELA4-7.W.3<br>ELA4-7.L.3 |
|  |  |   | ELA4-7.S.2               |

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|--------|---|--|---|-------------|---|-----------------|
| Unit 4 | <b>WRITING EXTENDED RESPONSES UNIT:</b>   | <b>WRITING EXTENDED RESPONSES:</b>   | <b>WRITING EXTENDED RESPONSES:</b>  |             |   |                 |
|        | What characterizes a well-written essay?  | Purpose for writing  | Peer-edits and revises work using checklists  |             | ELA1-7.R.2<br>ELA1-7.R.3<br>ELA1-7.R.5<br>ELA1-7.R.6<br>ELA1-7.R.7<br>ELA1-7.R.8<br>ELA1-7.R.9<br>ELA1-7.R.10<br>ELA1-7.R.11<br>ELA1-7.R.12   |                 |
|        | How can we best understand our purpose for writing, whether it be to explain, describe, narrate, persuade, or express feelings?             | Audience   |   |             |   |                 |
|        | Why will planning our extended responses lead to better essays?   | Planning/Organizing ideas<br>- reviewing text<br>- brainstorming<br>- using graphic organizer                    | Applies rubrics to written pieces and revises work<br><br>Discusses approaches to answering questions           |             | ELA1-7.W.2<br>ELA1-7.W.4<br>ELA1-7.W.5<br>ELA1-7.W.6  |                 |
|        | Given all of the strategies we have learned, how can we select those that work best for us in a given reading/writing/listening situation?  | Maintaining focus  | Explains options for organizing written responses   |             | ELA1-7.W.7<br>ELA1-7.W.8<br>ELA1-7.W.9  |                 |
|        | How can we exercise all of our strategies to answer multiple choice questions with accuracy, and written responses with ample text support? | Supporting ideas with text-based details<br>- keeping details specific and relevant                              | Creates essay outlines  |             | ELA1-7.W.11<br>ELA1-7.L.1<br>ELA1-7.L.2<br>ELA1-7.L.3   |                 |
|        | How can we budget our time accordingly so that we complete all of our ELA tasks successfully?   | Making writing interesting<br>- using transitional words and phrases<br>- logically sequencing details and ideas | Budgets completion time for writing and reading tasks that have time constraints                                |             | ELA1-7.L.4<br>ELA1-7.L.5<br>ELA1-7.L.6<br>ELA1-7.L.7  |                 |
|        | Why is it important to identify and understand our audience?  | - writing clearly  | Utilizes strategies (reading, writing, note-taking, etc.) that work best for individuals in any given situation |             | ELA1-7.L.7<br>ELA1-7.S.2<br>ELA1-7.S.5  |                 |
|        | How will supporting our ideas with specific and relevant evidence from the text help to improve our writing?                                | - using vivid, rather than basic, words<br>- varying sentence structure  |   |             | ELA2-7.R.1<br>ELA2-7.R.2<br>ELA2-7.R.3<br>ELA2-7.R.4<br>ELA2-7.R.5<br>ELA2-7.R.6<br>ELA2-7.R.7<br>ELA2-7.R.8<br>ELA2-7.R.11<br>ELA2-7.W.2<br>ELA2-7.L.1<br>ELA2-7.L.2<br>ELA2-7.L.3<br>ELA2-7.L.4<br>ELA2-7.S.1<br>ELA2-7.S.4<br>ELA3-7.R.1<br>ELA3-7.R.2<br>ELA3-7.W.1 |                 |
|        | Why should we use clear, vivid and varied language and sentence structures?   | Editing completed drafts   | Organizes ideas and details to create sequentially logical written responses                                    |             |   |                 |
|        | Why must we edit our writing?   |  | Composes extended responses and essays that are task-based  |             |   |                 |
|        |   |  | Interprets extended response directions and prompts   |             |   |                 |
|        |   |  | Justifies choices and risks taken in order to improve written work  |             |   |                 |

|  |  |  |  |  |            |
|--|--|--|--|--|------------|
|  |  |  |  |  | ELA3-7.W.2 |
|  |  |  |  |  | ELA3-7.W.3 |
|  |  |  |  |  | ELA3-7.W.5 |
|  |  |  |  |  | ELA3-7.W.6 |
|  |  |  |  |  | ELA3-7.L.1 |
|  |  |  |  |  | ELA3-7.L.2 |
|  |  |  |  |  | ELA3-7.L.6 |
|  |  |  |  |  | ELA3-7.S.1 |
|  |  |  |  |  | ELA3-7.S.2 |
|  |  |  |  |  | ELA3-7.S.3 |
|  |  |  |  |  | ELA3-7.S.7 |
|  |  |  |  |  | ELA4-7.R.1 |
|  |  |  |  |  | ELA4-7.R.2 |
|  |  |  |  |  | ELA4-7.R.4 |
|  |  |  |  |  | ELA4-7.W.1 |
|  |  |  |  |  | ELA4-7.W.3 |
|  |  |  |  |  | ELA4-7.L.1 |
|  |  |  |  |  | ELA4-7.L.3 |
|  |  |  |  |  | ELA4-7.S.1 |
|  |  |  |  |  | ELA4-7.S.2 |

**Key to Standards used in this Map**

**ELA1-7.R.2** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.02 - interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer [Grade 7]

**ELA1-7.R.3** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.03 - preview informational texts, with guidance, to assess content and organization and select texts useful for the task [Grade 7]

**ELA1-7.R.5** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.05 - use knowledge of structure, content, and vocabulary to understand informational text [Grade 7]

**ELA1-7.R.6** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.06 - distinguish between relevant and irrelevant information [Grade 7]

**ELA1-7.R.7** [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.07 - identify missing, conflicting, and/or unclear information [Grade 7]

**ELA1-7.R.8** [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.08 - formulate questions to be answered by reading informational text, with assistance [Grade 7]

**ELA1-7.R.9** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.09 - compare and contrast information from a variety of different sources [Grade 7]

**ELA1-7.R.10** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.10 - condense, combine, or categorize new information from one or more sources [Grade 7]

**ELA1-7.R.11** [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.11 - draw conclusions and make inferences on the basis of explicit and implied information [Grade 7]

**ELA1-7.R.12** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.12 - make, confirm, or revise predictions [Grade 7]

**ELA2-7.R.1** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.01 - recognize that one text may generate multiple interpretations [Grade 7]

**ELA2-7.R.2** [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.02 - interpret characters, plot, setting, and theme, using evidence from the text [Grade 7]

**ELA2-7.R.3** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.03 - identify the author's point of view, such as first-person narrator and omniscient narrator [Grade 7]

**ELA2-7.R.4** [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.04 - recognize recurring themes in a variety of literary works [Grade 7]

**ELA2-7.R.5** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.05 - determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent [Grade 7]

**ELA2-7.R.6** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.06 - recognize how the author's use of language creates images or feelings [Grade 7]

**ELA2-7.R.7** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.07 - identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry [Grade 7]

**ELA2-7.R.8** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.08 - read silently and aloud from a variety of genres, authors, and themes [Grade 7]

**ELA2-7.R.11** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.11 - identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text [Grade 7]

**ELA3-7.R.1** [3 occurrences] - ELA Standard 3 - Reading Strand - Performance Indicator 7.R.01 - evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify propaganda, with assistance - identify techniques used to persuade, such as emotional and ethical appeals, with assistance - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning [Grade 7]

**ELA3-7.R.2** [3 occurrences] - ELA Standard 3 - Reading Strand - Performance Indicator 7.R.02 - judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance [Grade 7]

**ELA3-7.R.3** [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 7.R.03 - recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues [Grade 7]

**ELA4-7.R.1** [3 occurrences] - ELA Standard 4 - Reading Strand - Performance Indicator 7.R.01 - share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups [Grade 7]

**ELA4-7.R.2** [3 occurrences] - ELA Standard 4 - Reading Strand - Performance Indicator 7.R.02 - consider the age, gender, social position, and cultural traditions of the writer [Grade 7]

**ELA4-7.R.4** [4 occurrences] - ELA Standard 4 - Reading Strand - Performance Indicator 7.R.04 - recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication [Grade 7]

**ELA1-7.W.2** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.02 - identify an appropriate format for sharing information with an intended audience [Grade 7]



**ELA1-7.W.4** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.04 - use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance [Grade 7]

**ELA1-7.W.5** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.05 - include relevant information and exclude irrelevant information [Grade 7]

**ELA1-7.W.6** [3 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.06 - use paraphrase and quotation correctly [Grade 7]

**ELA1-7.W.7** [3 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.07 - connect, compare, and contrast ideas and information from one or more sources [Grade 7]

**ELA1-7.W.8** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.08 - support ideas with examples, definitions, analogies, and direct references to the text [Grade 7]

**ELA1-7.W.9** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.09 - use graphics, such as graphs, charts, and diagrams, to enhance the communication of information [Grade 7]

**ELA1-7.W.11** [3 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.11 - write accurate and complete responses to questions about informational material [Grade 7]

**ELA2-7.W.2** [2 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 7.W.02 - write interpretive and responsive essays of approximately three pages to - express opinions and support them through specific references to the text - demonstrate understanding of plot and theme - identify and describe characters and their motivations - analyze the impact of the setting - explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood, and voice in more than one literary text or performance - make connections between literary text and personal experience or knowledge [Grade 7]

**ELA3-7.W.1** [2 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 7.W.01 - present clear analysis, using examples, details, and reasons from text [Grade 7]

**ELA3-7.W.2** [2 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 7.W.02 - present a hypothesis and predict possible outcomes [Grade 7]

**ELA3-7.W.3** [3 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 7.W.03 - select content and choose strategies for written presentation on the basis of audience, purpose, and content [Grade 7]

**ELA3-7.W.5** [2 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 7.W.05 - explain connections between and among texts to extend the meaning of each individual text [Grade 7]

**ELA3-7.W.6** [2 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 7.W.06 - compare and contrast literary elements in more than one genre and/or by more than one author [Grade 7]

**ELA4-7.W.1** [2 occurrences] - ELA Standard 4 - Writing Strand - Performance Indicator 7.W.01 - share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups [Grade 7]

**ELA4-7.W.3** [2 occurrences] - ELA Standard 4 - Writing Strand - Performance Indicator 7.W.03 - develop a personal voice that enables the reader to get to know the writer [Grade 7]

**ELA4-7.W.4** [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 7.W.04 - write personal reactions about experiences, events, and observations, using a form of social communication [Grade 7]

**ELA1-7.L.1** [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.01 - identify essential information for note taking [Grade 7]

**ELA1-7.L.2** [4 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.02 - listen in planning or brainstorming sessions with peers [Grade 7]

**ELA1-7.L.3** [3 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.03 - listen to and follow multistep directions that provide information about a task or assignment [Grade 7]

**ELA1-7.L.4** [3 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.04 - recall significant ideas and details, and describe the relationships between and among them [Grade 7]

**ELA1-7.L.5** [3 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.05 - distinguish between relevant and irrelevant oral information [Grade 7]

**ELA1-7.L.6** [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.06 - make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information [Grade 7]

**ELA1-7.L.7** [3 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.07 - draw conclusions and make inferences on the basis of explicit information [Grade 7]

**ELA1-7.L.8** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 7.L.08 - recognize that the speaker's voice quality and delivery impact communication, with assistance [Grade 7]

**ELA2-7.L.1** [2 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.01 - interpret and respond to texts on a variety of themes from different genres and authors [Grade 7]

**ELA2-7.L.2** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.02 - listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text [Grade 7]

**ELA2-7.L.3** [2 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.03 - recognize different levels of meaning in presentations [Grade 7]

**ELA2-7.L.4** [2 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.04 - identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance [Grade 7]

**ELA3-7.L.1** [3 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.01 - form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences [Grade 7]

**ELA3-7.L.2** [3 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.02 - recognize multiple levels of meaning [Grade 7]

**ELA3-7.L.4** [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.04 - recognize persuasive techniques, such as emotional and ethical appeals, in presentations [Grade 7]

**ELA3-7.L.6** [3 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.06 - identify missing or unclear information [Grade 7]

**ELA4-7.L.1** [1 occurrence] - ELA Standard 4 - Listening Strand - Performance Indicator 7.L.01 - participate as a listener in social conversation with one or more people who are friends or acquaintances [Grade 7]

**ELA4-7.L.3** [2 occurrences] - ELA Standard 4 - Listening Strand - Performance Indicator 7.L.03 - listen for more than one level of meaning [Grade 7]

**ELA1-7.S.2** [3 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.02 - contribute to group discussions by offering comments to clarify ideas and information [Grade 7]

**ELA1-7.S.4** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.04 - present examples, definitions, and direct references to the text in support of ideas [Grade 7]

**ELA1-7.S.5** [3 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.05 - connect, compare, and contrast ideas and information [Grade 7]

**ELA1-7.S.7** [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.07 - ask questions to clarify information [Grade 7]

**ELA2-7.S.1** [3 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 7.S.01 - present interpretations and support them through specific references to the text [Grade 7]

**ELA2-7.S.3** [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 7.S.03 - present original literary texts, using language and text structures that are inventive: for example, - use conventions of the literary genre, such as story, poem, and play - use an introduction that catches and excites the interest of the listener [Grade 7]

**ELA2-7.S.4** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 7.S.04 - ask and respond to questions to clarify an interpretation or response to literary texts and performances [Grade 7]

**ELA3-7.S.1** [3 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.01 - express opinions or judgments about information, ideas, opinions, themes, and experiences [Grade 7]

**ELA3-7.S.2** [3 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.02 - use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear [Grade 7]

**ELA3-7.S.3** [3 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.03 - state a hypothesis and predict possible outcomes [Grade 7]

**ELA3-7.S.5** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.05 - present a subject from one or more perspectives [Grade 7]

**ELA3-7.S.6** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.06 - credit sources of information and opinions accurately in presentations and handouts, with assistance [Grade 7]

**ELA3-7.S.7** [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.07 - ask and respond to questions to clarify an opinion or judgment [Grade 7]

**ELA4-7.S.1** [1 occurrence] - ELA Standard 4 - Speaking Strand - Performance Indicator 7.S.01 - respect the age, gender, social position, and cultural traditions of the listener [Grade 7]

**ELA4-7.S.2** [3 occurrences] - ELA Standard 4 - Speaking Strand - Performance Indicator 7.S.02 - provide feedback by asking questions [Grade 7]

**ELA4-7.S.3** [1 occurrence] - ELA Standard 4 - Speaking Strand - Performance Indicator 7.S.03 - use courtesy: for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting [Grade 7]

**ELA4-7.S.4** [1 occurrence] - ELA Standard 4 - Speaking Strand - Performance Indicator 7.S.04 - use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener [Grade 7]