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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>SUMMER READING:</p> <p>How do people demonstrate bravery when faced with hardships?</p> <p>Why is it important to learn to have empathy for others before we make judgments about them?</p> <p>UNIT 1: APPEARANCES TO THE CONTRARY/THINGS ARE NOT ALWAYS WHAT THEY SEEM</p> <p>LITERATURE: Can it be possible to live in a perfect world/society?</p> <p>In what ways would it be a bad thing for everyone to be exactly the same?</p> <p>What does the expression "Be careful what you wish for" or "Things are not always what they seem" mean?</p> <p>VOCABULARY: Why is it important to learn new words?</p> <p>How can expanding our vocabulary with new words improve our writing?</p>	<p>SUMMER READING:</p> <p><i>Walk Two Moons</i></p> <p><u>Vocabulary:</u> cadaver divulge flinch gullible anonymous console skeptical peculiar</p> <p><i>Night Hoops</i></p> <p><u>Vocabulary:</u> rebound grimace seethe roster flailing stunned tactics</p> <p>LITERATURE: <i>REQUIRED NOVEL:</i> <i>The Giver</i></p> <p><i>SHORT STORIES:</i> (Choose at least 7) "The Smallest DragonBoy" "Lose Now, Pay Later"</p>	<p>SUMMER READING:</p> <p>Identify different coping skills used by main characters who are faced with difficult situations.</p> <p>Recognize that although families are different, no one model is better than another.</p> <p>Describe the rapidly changing relationship between the two main characters.</p> <p>Discuss the family dynamic and relationships within the family in order to analyze the actions of each character.</p> <p>Define and recall new vocabulary words.</p> <p>LITERATURE:</p> <p>Identify plot, theme, setting, euphemism, irony, rising action, falling action, climax</p> <p>Identify the qualities that make Jonah's society "perfect"</p> <p>Recall information after listening to an audio tape</p> <p>Apply information to essay</p>		<p>ELA1-7.R.5</p> <p>ELA1-7.R.6</p> <p>ELA1-7.R.11</p> <p>ELA1-7.W.8</p> <p>ELA1-7.W.11</p> <p>ELA1-7.L.4</p> <p>ELA1-7.S.2</p> <p>ELA1-7.S.5</p> <p>ELA1-7.S.7</p> <p>ELA1-7.R.6</p> <p>ELA1-7.R.7</p> <p>ELA2-7.R.2</p> <p>ELA2-7.R.3</p> <p>ELA2-7.R.6</p> <p>ELA2-7.R.4</p> <p>ELA2-7.R.6</p> <p>ELA3-7.R.1</p> <p>ELA4-7.R.1</p> <p>ELA4-7.W.4</p>	

"Charles"	Apply <i>The Giver</i> situations to our lives
"Waters of Gold"	Identify euphemisms in <i>The Giver</i> /write new examples
"The Emperor's New Clothes"	Recognize recurring themes in the literature
"The Fitting of the Slipper"	Interpret characters, plot, setting, theme using evidence from the text
"A Crush"	Interpret characters, plot, setting, theme using evidence from the text
"Echo and Narcissus"	Read silently and aloud from a variety of genres, authors, and themes
"Lazy Peter and His Three-Cornered Hat"	Read silently and aloud from a variety of genres, authors, and themes
<i>POETRY:</i>	Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes
"The Way It Is"	Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes
"Without Commercials"	Extend understanding of texts by relating content to personal experiences, other texts, and/or events
"No-Wall Wall"	Extend understanding of texts by relating content to personal experiences, other texts, and/or events
<i>LITERARY ELEMENTS:</i> plot, theme, setting, euphemism, irony, rising action, falling action, climax	Participate in group discussions to further understanding and response to reading
VOCABULARY:	Identify and analyze points of view presented in written texts
Teacher selected vocabulary words from relevant literature	Identify and analyze points of view presented in written texts
	Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations
	Read grade-level texts with appropriate expression, phrases, and rate of reading
	Compare and contrast information from a variety of different sources
	Recognize that one text may generate multiple interpretations
	Identify the author's point of view
	Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives
	Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text

			<p>VOCABULARY:</p> <p>Define/memorize new vocabulary words</p> <p>Recognize new words in context</p> <p>Use new words properly in exercises and writing</p> <p>Identifies synonyms and antonyms</p> <p>Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis</p> <p>Distinguish between dictionary meaning and implied meaning</p>		
Unit 2	<p>UNIT 2: LEARNING FROM EXPERIENCE/A CHANGE OF HEART</p> <p>LITERATURE: How do we learn from our experiences and why would this be important?</p> <p>What is a lie?</p> <p>Can a lie ever simply be the omission of facts?</p> <p>What effect do first impressions have?</p> <p>How can first impressions be positive/negative?</p> <p>VOCABULARY: How can we use context clues to determine meaning of new words? What techniques can we use to learn new words?</p>	<p>LITERATURE:</p> <p><i>REQUIRED NOVEL:</i> <i>Nothing But the Truth</i></p> <p><i>SHORT STORIES:</i> (Choose at least 7)</p> <p>"Koden"</p> <p>"Thank You, Ma'm"</p> <p>"Last Cover"</p> <p>"What I Want to be When I Grow Up"</p> <p>"War of the Wall"</p> <p>"The Medicine Bag"</p> <p>"Say it with Flowers"</p> <p>"A Conversation with My Dogs"</p> <p><i>TELEPLAY:</i> "Monsters Are Due on Maple Street"</p> <p><i>POETRY:</i> "The Pasture"</p> <p>"A Time to Talk"</p> <p>"I Was Born Today"</p>	<p>LITERATURE:</p> <p>Identify plot, theme, point of view, irony, author's purpose, internal/external conflict, characterization, inference, exposition, exaggeration, flashback</p> <p>Make inferences/predictions within selected readings</p> <p>Relate novel/story situations to their own lives</p> <p>Compare/contrast Scrooge throughout drama</p> <p>Interpret poetry and relate poems to our theme for the unit</p> <p>Determine how the use and meaning of literary devices convey the author's message or intent</p> <p>Recognize how the author's use of language creates images or feelings</p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>Recognize recurring themes</p>		<p>ELA1-7.R.5</p> <p>ELA1-7.R.9</p> <p>ELA1-7.R.11</p> <p>ELA1-7.W.8</p> <p>ELA1-7.W.11</p> <p>ELA1-7.L.4</p> <p>ELA1-7.L.6</p> <p>ELA1-7.L.7</p> <p>ELA1-7.S.5</p> <p>ELA1-7.S.4</p> <p>ELA2-7.W.1</p> <p>ELA2-7.L.9</p> <p>ELA2-7.L.8</p> <p>ELA2-7.S.2</p> <p>ELA2-7.S.4</p> <p>ELA3-7.R.1</p> <p>ELA3-7.R.2</p> <p>ELA3-7.L.1</p> <p>ELA3-7.L.3</p> <p>ELA3-7.L.6</p> <p>ELA3-7.S.1</p> <p>ELA3-7.S.3</p>

<p><i>DRAMA:</i></p> <p><i>A Christmas Carol</i></p> <p><i>NON-FICTION:</i></p> <p>"I Am a Native of North America"</p> <p><i>LITERARY ELEMENTS:</i> plot, theme, point of view, irony, author's purpose, internal/external conflict, characterization, inference, exposition, exaggeration, flashback</p> <p><i>DRAMA ELEMENTS:</i> act, characters, dialogue, plot, resolution, scene, setting, stage directions</p> <p>VOCABULARY:</p> <p>Teacher selected vocabulary words from relevant literature</p>	<p>in the literature</p> <p>Interpret characters, plot, setting, theme using evidence from the text</p> <p>Read silently and aloud from a variety of genres, authors, and themes</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Extend understanding of texts by relating content to personal experiences , other texts, and/or events</p> <p>Participate in group discussions to further understanding and response to reading</p> <p>Identify and analyze points of view presented in written texts</p> <p>Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations</p> <p>Read grade-level texts with appropriate expression, phrases, and rate of reading</p> <p>Compare and contrast information from a variety of different sources</p> <p>Recognize that one text may generate multiple interpretations</p> <p>Identify the author's point</p>		<p>ELA3-7.S.7</p> <p>ELA4-7.R.1</p> <p>ELA4-7.R.2</p> <p>ELA4-7.R.4</p> <p>ELA4-7.W.4</p> <p>ELA4-7.W.1</p> <p>ELA4-7.L.3</p> <p>ELA4-7.S.2</p> <p>ELA4-7.S.4</p>	
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			<p>of view</p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text</p> <p>VOCABULARY:</p> <p>Define/memorize new vocabulary words</p> <p>Recognize new words in context</p> <p>Use new words properly in exercises and writing</p> <p>Identifies synonyms and antonyms</p> <p>Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis</p> <p>Distinguish between dictionary meaning and implied meaning</p>			
Unit 3	<p>UNIT 3: FRIENDSHIP/COMING OF AGE</p> <p>LITERATURE: Why do we form bonds and friendships with some people and not with others? What causes changes in these bonds we have formed?</p> <p>How do people we are close to affect our decisions and our lives?</p> <p>VOCABULARY: How can doing vocabulary</p>	<p>LITERATURE:</p> <p><i>REQUIRED NOVELS:</i> <i>That Was Then, This is Now</i></p> <p><i>SHORT STORIES:</i> "The Amigo Brothers" "The Christmas Hunt" "Boy:Tales of Childhood" "Hollywood and the Pits"</p>	<p>LITERATURE:</p> <p>Identify setting, point of view, character traits, supporting evidence plot, theme, foreshadowing, irony</p> <p>Identify irony in "Boy: Tales of Childhood" and in <i>My Brother Sam is Dead</i></p> <p>Recall information about the Revolutionary War through a KWL chart</p> <p>Discuss point of view in all literary works and purpose behind chosen point of view</p> <p>Identify purpose of reading</p>		<p>ELA1-7.R.5</p> <p>ELA1-7.R.11</p> <p>ELA1-7.R.12</p> <p>ELA1-7.W.4</p> <p>ELA1-7.W.6</p> <p>ELA1-7.W.7</p> <p>ELA1-7.W.8</p> <p>ELA1-7.W.11</p> <p>ELA1-7.R.2</p> <p>ELA1-7.R.6</p> <p>ELA1-7.L.7</p>	

<p>exercises aid in improving our reading and writing skills?</p>	<p><i>LITERARY ELEMENTS:</i> Setting, point of view, character traits, supporting evidence plot, theme, foreshadowing, irony</p> <p>Revolutionary War causes and effects</p> <p>VOCABULARY: Teacher selected vocabulary words from relevant literature</p>	<p>Recognize recurring themes in the literature</p> <p>Read silently and aloud from a variety of genres, authors, and themes</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Extend understanding of texts by relating content to personal experiences, other texts, and/or events</p> <p>Participate in group discussions to further understanding and response to reading</p> <p>Predict outcomes based on foreshadowing in literature</p> <p>Research Revolutionary War events</p> <p>Memorize and apply new vocabulary</p> <p>Compare and contrast characters within literary works</p> <p>Identify questions of personal importance and interest, and list works of literature that address them</p> <p>Identify the author's point of view</p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text</p>		<p>ELA1-7.S.1</p> <p>ELA1-7.S.2</p> <p>ELA1-7.S.3</p> <p>ELA1-7.S.7</p> <p>ELA2-7.R.2</p> <p>ELA2-7.R.3</p> <p>ELA2-7.R.4</p> <p>ELA2-7.R.5</p> <p>ELA2-7.R.6</p> <p>ELA2-7.R.8</p> <p>ELA2-7.W.3</p> <p>ELA2-7.L.2</p> <p>ELA2-7.S.2</p> <p>ELA2-7.S.4</p> <p>ELA3-7.R.3</p> <p>ELA3-7.W.1</p> <p>ELA3-7.L.3</p> <p>ELA3-7.S.4</p> <p>ELA3-7.S.7</p> <p>ELA4-7.R.1</p> <p>ELA4-7.R.2</p> <p>ELA4-7.R.3</p> <p>ELA4-7.W.1</p> <p>ELA4-7.W.4</p> <p>ELA4-7.L.1</p> <p>ELA4-7.L.4</p> <p>ELA4-7.L.5</p> <p>ELA4-7.S.2</p> <p>ELA4-7.S.3</p>	
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Identify and analyze points of view presented in written texts

Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations

Read grade-level texts with appropriate expression, phrases, and rate of reading

Compare and contrast information from a variety of different sources

Recognize that one text may generate multiple interpretations

VOCABULARY:

Define/memorize new vocabulary words

Recognize new words in context

Use new words properly in exercises and writing

Identify synonyms and antonyms

Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis

Distinguish between dictionary meaning and implied meaning

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>UNIT 4: DISCRIMINATION/TOLERANCE FOR OTHERS</p> <p>LITERATURE:</p> <p>What is discrimination?</p> <p>What are some different forms of discrimination?</p> <p>What are the causes and outcomes of prejudice?</p> <p>How can reading fictional and nonfictional accounts of prejudice help broaden our understanding of discrimination and deepen our ability to promote tolerance?</p> <p>VOCABULARY:</p> <p>How has our writing improved since learning new vocabulary words?</p> <p>What can we do to expand our knowledge of new vocabulary words?</p>	<p>LITERATURE:</p> <p><i>SUGGESTED NOVEL:</i></p> <p><i>Star Girl (7A, 7R)</i></p> <p><i>Freak the Mighty (7RP)</i></p> <p><i>SHORT STORIES:</i></p> <p>"Scholarship Jacket"</p> <p>"All Summer in a Day"</p> <p>"Revolt of the Evil Fairies"</p> <p>"The Chief's Daughter"</p> <p>"Three Letters from Teddy"</p> <p><i>NON-FICTION:</i></p> <p>"The Noble Experiment"</p> <p>"The Autobiography of Malcolm X"</p> <p>"The Quality of Courage"</p> <p><i>POETRY:</i></p> <p>"Making Sarah Cry"</p> <p>"It Happened in Montgomery"</p> <p>"What Do We Do With A Variation?"</p> <p><i>LITERARY ELEMENTS:</i> foil, autobiography, cause and effect, metaphor, simile, mood</p> <p>VOCABULARY:</p>	<p>LITERATURE:</p> <p>Identify foil, autobiography, cause and effect, metaphor, simile, mood</p> <p>Define discrimination</p> <p>Identify different forms of discrimination</p> <p>Demonstrate an understanding of similes and metaphors</p> <p>Express feelings about prejudice through an editorial</p> <p>Define and identify internal/external conflict</p> <p>Recognize recurring themes in the literature</p> <p>Interpret characters, plot, setting, theme using evidence from the text</p> <p>Read silently and aloud from a variety of genres, authors, and themes</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Extend understanding of texts by relating content to personal experiences, other texts, and/or events</p> <p>Participate in group discussions to further understanding and response to reading</p> <p>Describe traits for each character</p>		<p>ELA1-7.R.1</p> <p>ELA1-7.R.5</p> <p>ELA1-7.R.6</p> <p>ELA1-7.R.7</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.5</p> <p>ELA1-7.W.8</p> <p>ELA1-7.S.1</p> <p>ELA1-7.S.2</p> <p>ELA1-7.S.3</p> <p>ELA1-7.S.6</p> <p>ELA2-7.R.2</p> <p>ELA2-7.R.3</p> <p>ELA2-7.R.4</p> <p>ELA2-7.R.5</p> <p>ELA2-7.R.8</p> <p>ELA2-7.R.10</p> <p>ELA2-7.R.11</p> <p>ELA2-7.W.1</p> <p>ELA2-7.L.2</p> <p>ELA2-7.L.2</p> <p>ELA2-7.S.2</p> <p>ELA2-7.S.4</p> <p>ELA3-7.R.1</p> <p>ELA3-7.R.3</p> <p>ELA3-7.W.6</p> <p>ELA3-7.W.3</p> <p>ELA3-7.L.7</p> <p>ELA3-7.S.4</p> <p>ELA3-7.S.4</p> <p>ELA3-7.S.6</p> <p>ELA3-7.S.7</p> <p>ELA4-7.R.1</p>	

Teacher selected
vocabulary words from
relevant literature

Support character traits
with evidence from
literature

Analyze sample editorials
for point of view and
persuasive language

Identify point of view

Identify the author's point
of view

Compare motives of
characters, causes of
events, and importance of
setting in literature to
people, events, and places
in their own lives

Identify social and cultural
context and other
characteristics of the time
period to enhance
understanding and
appreciation of text

Identify and analyze points
of view presented in
written texts

Demonstrate
comprehension and
respond to reading
through activities such as
writing, drama, and oral
presentations

Read grade-level texts
with appropriate
expression, phrases, and
rate of reading

Compare and contrast
information from a variety
of different sources

Recognize that one text
may generate multiple

ELA4-7.R.2

ELA4-7.R.4

ELA4-4.W.1

ELA4-4.W.1

ELA4-7.L.1

ELA4-7.S.4

			<p>interpretations</p> <p>VOCABULARY:</p> <p>Define/memorize new vocabulary words</p> <p>Recognize new words in context</p> <p>Use new words properly in exercises and writing</p> <p>Identifies synonyms and antonyms</p> <p>Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis</p> <p>Distinguish between dictionary meaning and implied meaning</p>		
Unit 5	<p>LITERATURE: Why is it important to read independently and have literary discussion with our peers? How can independent study of literature help us to become better able to interpret literature?</p> <p>POETRY: What is poetry? How can reading and writing poetry help us to express our feelings? How can reading poetry improve our comprehension skills?</p> <p>What can we learn about ourselves and others through poetry?</p> <p>VOCABULARY: How has our writing improved with our improved vocabulary skills?</p>	<p>LITERATURE: Focus on independent novel and literature circles</p> <p>POETRY: "Casey at the Bat" "Barter" "Into the Sun" "Richard Cory" "Risks" "Tenement Room: Chicago" "First Lesson" "Ex-Basketball Player" "do not let" "Dreams" "The Courage My Mother Had" "Mother to Son" "Pretty Good" "Fifteen"</p>	<p>LITERATURE: Read independently Discuss/critique novel with peers Identify the author's point of view Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text Interpret characters, plot, setting, theme using evidence from the text Read silently and aloud from a variety of genres, authors, and themes Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a</p>	<p>ELA1-7.R.1 ELA1-7.R.6 ELA1-7.R.8 ELA1-7.R.10 ELA1-7.R.11 ELA1-7.R.11 ELA1-7.W.8 ELA1-7.L.7 ELA1-7.S.1 ELA1-7.S.3 ELA1-7.S.6 ELA2-7.R.7 ELA2-7.R.8 ELA2-7.R.12 ELA2-7.R.2 ELA2-7.R.3 ELA2-7.R.5 ELA2-7.L.4 ELA2-7.L.5</p>	

	variety of purposes		ELA2-7.S.1
Poetic Devices Graphic Organizer	Extend understanding of texts by relating content to personal experiences , other texts, and/or events		ELA3-7.R.3
			ELA3-7.R.1
<i>LITERARY ELEMENTS:</i>			ELA3-7.W.6
Simile, metaphor, personification, alliteration, stanza, mood, tone, speaker, theme, imagery, inference, symbolism	POETRY: Describe mood, tone, theme of poems		ELA3-7.L.2
VOCABULARY:	Identify simile, metaphor, alliteration, personification, imagery, symbolism in all poetry		ELA3-7.L.2
Teacher selected vocabulary words from relevant literature	Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance		ELA3-7.S.4
	Interpret poetry		ELA4-7.R.1
	Analyze poetry		ELA4-7.R.4
	Extend understanding of texts by relating content to personal experiences , other texts, and/or events		ELA4-7.W.1
	Use a variety of speaking techniques to make effective presentations		ELA4-7.L.1
	Participate in group discussions to further understanding and response to reading		ELA4-7.S.4
	Explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning		
	Express feeling about poetry		
	Write original poetry		
	Recognize different levels of meaning		
	Identify author's purpose		
	Listen actively and attentively, for an extended period of time, to oral presentations		
	Respond appropriately to what was heard		
	Distinguish between dictionary meaning and implied meaning of		

author's words

Listen respectfully and responsively

Respond respectfully

Use volume, tone, pitch, and rate appropriate to content and audience

Establish and maintain eye contact with audience

VOCABULARY:

Define/memorize new vocabulary words

Recognize new words in context

Use new words properly in exercises and writing

Identifies synonyms and antonyms

Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis

Distinguish between dictionary meaning and implied meaning

Key to Standards used in this Map

- ELA4-4.W.1** [2 occurrences] - ELA Standard 4 - Writing Strand - Performance Indicator 4.W.01 - share the process of writing with peers and adults; for example, write with a partner [Grade 4]
- ELA1-7.R.1** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.01 - locate and use school and public library resources to acquire information [Grade 7]
- ELA1-7.R.2** [1 occurrence] - 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.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** [5 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.06 - distinguish between relevant and irrelevant information [Grade 7]
- ELA1-7.R.7** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.07 - identify missing, conflicting, and/or unclear information [Grade 7]
- ELA1-7.R.8** [1 occurrence] - 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** [1 occurrence] - 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** [2 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** [6 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** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 7.R.12 - make, confirm, or revise predictions [Grade 7]
- ELA2-7.R.2** [4 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** [4 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** [3 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** [1 occurrence] - 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.10 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.10 - compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives [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]

ELA2-7.R.12 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 7.R.12 - compare a film, video, or stage version of a literary work with the written version [Grade 7]

ELA3-7.R.1 [4 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 [1 occurrence] - 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 [3 occurrences] - 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 [5 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.3 [1 occurrence] - ELA Standard 4 - Reading Strand - Performance Indicator 7.R.03 - recognize conversational tone in social communication [Grade 7]

ELA4-7.R.4 [3 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 [1 occurrence] - 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 [1 occurrence] - 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 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 7.W.05 - include relevant information and exclude irrelevant information [Grade 7]

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

ELA1-7.W.7 [1 occurrence] - 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 [5 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.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.1 [2 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 7.W.01 - write original literary texts to - develop a narrative, using an organizational plan such as chronology - sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance - develop complex characters and create a setting - use literary devices - maintain a consistent point of view that enhances the message - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance - use language that is creative [Grade 7]

ELA2-7.W.3 [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 7.W.03 - maintain a writing portfolio that includes imaginative, interpretive, and responsive writing [Grade 7]

ELA3-7.W.1 [1 occurrence] - 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.3 [1 occurrence] - 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.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 [3 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.4 [3 occurrences] - 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.4 [2 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.6 [1 occurrence] - 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]

ELA2-7.L.2 [3 occurrences] - 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.4 [1 occurrence] - 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]

ELA2-7.L.5 [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.05 - identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance [Grade 7]

ELA2-7.L.8 [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.08 - identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings [Grade 7]

ELA2-7.L.9 [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 7.L.09 - recognize social, historical, and cultural features in presentations of literary texts, with assistance [Grade 7]

ELA3-7.L.1 [1 occurrence] - 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 [2 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.02 - recognize multiple levels of meaning [Grade 7]

ELA3-7.L.3 [2 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.03 - use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives [Grade 7]

ELA3-7.L.6 [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.06 - identify missing or unclear information [Grade 7]

ELA3-7.L.7 [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 7.L.07 - evaluate the organization of presentations [Grade 7]

ELA4-7.L.1 [3 occurrences] - 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 [1 occurrence] - ELA Standard 4 - Listening Strand - Performance Indicator 7.L.03 - listen for more than one level of meaning [Grade 7]

ELA4-7.L.4 [1 occurrence] - ELA Standard 4 - Listening Strand - Performance Indicator 7.L.04 - withhold judgment [Grade 7]

ELA4-7.L.5 [1 occurrence] - ELA Standard 4 - Listening Strand - Performance Indicator 7.L.05 - appreciate the speaker's uniqueness [Grade 7]

ELA1-7.S.1 [3 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.01 - prepare and give presentations on informational topics [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.3 [3 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.03 - present information to address audience needs [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 [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.05 - connect, compare, and contrast ideas and information [Grade 7]

ELA1-7.S.6 [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 7.S.06 - use the conventions of the presentational format for panel discussions and mock trials [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 [1 occurrence] - 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.2 [3 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 7.S.02 - explain social, historical, and cultural features of literary text [Grade 7]

ELA2-7.S.4 [3 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 [1 occurrence] - 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.3 [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.03 - state a hypothesis and predict possible outcomes [Grade 7]

ELA3-7.S.4 [4 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 7.S.04 - present content, using strategies designed for the audience and purpose [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 [3 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.2 [2 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 [3 occurrences] - 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]