

**Grade 7
English/Language Arts
2 Quarters**

Reading Literary Texts & Narrative and Analytical Writing

Text Resources (Core): <i>Prentice Hall 7th Literature & Language</i> <i>Prentice Hall Writing & Grammar,</i> <i>Bronze Level</i>	Supplemental Resources: Junior Great Books <i>The Write Tools</i> <i>Write Source</i> Brainpop Novels: <i>Stowaway, Full Tilt, Holes, The Wanderer</i> http://www.readworks.org/	Differentiated Teaching Resources: <i>Language! Book C</i> <i>Language! Book D</i>
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**Alaska English/Language Arts Standards
Reading Standards for Literature**

Key Details & Details

RL-1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL-2. Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.

RL-3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft & Structure

RL-4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL-5. Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning, including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL-6. Analyze author's purpose and how an author establishes and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge & Ideas

RL-7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) (e.g., *The Incredible Journey*, *Call of the Wild*).

RL-8. (Not applicable to literature)

RL-9. Compare and contrast a fictional portrayal of a time, place, or character and a historical or cultural account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading & Level of Text Complexity

RI-10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.

Writing Standards - Narrative

Text Type & Purpose: to Entertain

W-3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Analysis of Fiction

W-2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production & Distribution of Writing

W-4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 3 above.)

W-5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

W-6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W-7. N/A

W-8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

W-9. Draw evidence from **literary** or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).

Range of Writing

W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards

Conventions

- L-1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- L-2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.).
 - Spell correctly.

Knowledge of Language

- L-3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition & Use

- L-4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L-5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret the intent or meaning of figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used in context.
 - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L-6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening Standards

SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL-2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL-3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL-4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL-5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL-6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)