

Language Arts - Grade 7

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Items:	Materials list
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis	Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.				
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.					
Goal 1.2: Acquire Concepts About Text	7.LA.1.2.1 Apply knowledge of organizational structures to understand information in text. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Apply knowledge of organizational structures to understand information in text.	• Identify organizational structure of: - Expository text main idea supporting details using evidence or examples - Narrative text beginning, middle, end plot structure • Use organizational structure to help understand information in expository and narrative text.	expository • narrative	• Using what you know, how is expository text organized? • Using what you know, how is narrative text organized? • How is expository text different than a narrative text?	SD 25 adopted text <i>Elements of Literature First Course</i> Holt McDougal Littell <i>The Language of Literature</i> http://www.emints.org/ethemes/resources/500000554.shtml http://www.teachersatrisk.com/wp-content/uploads/2006/12/textbooks-inspiration-text-features-search-blank.pdf
	7.LA.1.2.2 Apply specific features of text to understand a selection including preface and appendix. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Apply specific features of text to understand a selection including preface and appendix.	• Identify and locate features in text structure including, but not limited to: - preface (copyright pg., table of contents) - appendix (handbooks, glossary) - index - Use the features of the text to clarify information from the text.	appendix • preface • index • clarify	• Give examples of situations in which the preface, appendix, or index are used. • Use a text feature to locate information in the text. • What text feature would be used to find a definition of a word?	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt Collection 1 Houghton Mifflin Write Source 2000 McDougal Littell <i>The Language of Literature</i> http://www.swcs.k12.oh.us/courses%206%20study/Po http://www.teachersatrisk.com/wp-content/uploads/2006/12/textbooks-inspiration-text-features-search-blank.pdf
	7.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. CL: D Content Limit: Item will address graphic features in a grade-level-appropriate passage that may include maps, illustrations, diagrams, timelines, or tables. Only one concept may be assessed in an item.	• Interpret graphic features of text to clarify and extend meaning.	• Identify the features in specific graphics to interpret information found in items such as: - maps (e.g. compass rose, map legend) - illustrations (e.g. captions) - diagrams (e.g. labels) - timelines - tables (e.g. headers, descriptors) - Explain information within the graphic features to clarify and extend meaning.	headers • descriptors • captions • chronological order	• Describe how certain graphic features clarify and extend the meaning of the text. • Explain why the text selection has the graphics that it does.	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt Collection 1 McDougal Littell <i>The Language of Literature</i> Great Tables, Graphs, Charts, Diagrams, and Timelines... You Can Make by Dinah Zike, M.Ed. ISBN:1-882796-14-4 K-8 http://www.emints.org/ethemes/resources/500000554.shtml
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.					
Goal 1.4: Acquire Decoding Skills Using Word Parts	7.LA.1.4.1 Apply root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words. CL: C Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.	• Apply root word, base word, prefix, and suffix including Greek and Latin derivatives to assist in decoding complex words.	• Identify: - prefix - suffix - root word - base word • Identify word origins (see Standard 1.8.1 Vocabulary and Concept Development) • Construct new words using prefixes, suffixes, root words, and base words.	derivatives • etymology • affixes • common Greek and Latin word parts such as, but not limited to: cred- dem- intra- inter- -ize	• Classify word parts within a given word. • Construct new words using prefixes, suffixes, root words, and base words.	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt - pgs. 163, 173, 270, 651, 809, 815, 819 <i>Word Within the Word Vol. 1</i> by Michael Clay Thompson McDougal Littell <i>The Language of Literature Vocabulary for Achievement Wordly Wise Vocabulary from Classical Roots</i>

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	7.LA.1.4.2 Read abbreviations appropriate to grade level. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read abbreviations appropriate to grade level.	• Recognize standard abbreviations at grade level in reading and writing such as: -Parts of Speech (adj., adv., conj., n., prep., v., art., pn.) - A.M. (ante meridiem) - P.M. (post meridiem) - e.g. (exempli gratia = for example) - et al. (et alii = and others) - etc. (etc cetera = and others) - ibid. (ibidem = in the same place) - i.e. (id est = that is) - intro (introduction) - pl. (plural) - sing. (singular) - sub. (subject)		• Fluently read abbreviations within a given passage. • Label the abbreviation for the given word. • Match the abbreviation to the appropriate word(s).	<i>Rewards</i> <i>Sopris West Educational Services</i> <i>Six Minute Solution</i> <i>Sopris West Educational Services</i> <i>Houghton Mifflin</i> <i>The Reading Teacher's Book of Lists by: Fry, Kress, Fountoukidis</i>
Goal 1.5: Acquire Decoding Skills Using Syllabication	7.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Apply spelling and syllabication rules to decode unknown words.	• Recognize spelling patterns. • Demonstrate knowledge of spelling and syllabication rules to read grade level material fluently.	syllabication	• Use spelling patterns and syllabication rules to read grade level material fluently. • Using what you know how would you pronounce the given words?	<i>Rewards</i> <i>Sopris West Educational Services</i> <i>Six Minute Solution</i> <i>Sopris West Educational Services</i> <i>Houghton Mifflin</i> <i>The Reading Teacher's Book of Lists by: Fry, Kress, Fountoukidis</i>
Goal 1.6: Acquire Decoding Skills Using Context	7.LA.1.6.1 Use context clues to aid in decoding of new words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use context clues to aid in decoding of new words.	• Use context clue strategies such as: - restate using a synonym - examples within text - contrasting words within text - appositives (see 1.8.3 Vocabulary and Concept Development)	appositives	• Using context clues, clarify meanings of specific vocabulary words within a given text. • Utilize context clues to decode new words.	SD 25 adopted text <i>Elements of Literature</i> First Course Holt- see index "clarifying word meanings" pg. 1091 Houghton Mifflin McDougal Littell <i>The Language of Literature</i> Vocabulary for Achievement
Goal 1.7: Acquire Fluency	7.LA.1.7.1 Read grade-level appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal). CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read grade-level appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).	• Automatically decode words • Maintain a vocabulary commensurate with grade level text • Use context strategies • Read daily	fluency • prosody (accuracy, rate, phrasing, expression)	• Read grade level passage at a minimum of 150 correct words per minute.	<i>Rewards</i> <i>Six Minute Solution</i>
Goal 1.8: Vocabulary and Concept Development	7.LA.1.8.1 Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words. CL: D Content Limit: Vocabulary items require word structure to assist in determining meaning and may include prefixes, suffixes, and base words or root words. Only the meaning of word will be addressed in any item.	• Use origins of root words, prefixes and suffixes to determine the meaning of unknown words.	• Explain meaning of common Greek and Latin word roots, suffixes, and prefixes. • Explain word meaning using Greek and Latin word roots and affixes. • Determine meaning of subject related vocabulary. • Use origins of root words, prefixes and suffixes to determine the meaning of unknown words.	affixes • derivatives • etymology • common Greek and Latin word parts such as, but not limited to: - cred- - dem- - intra- - inter- - ize	• Using what you know, construct definitions of specific words by examining Greek or Latin word parts. • Illustrate the meaning of new words using Greek and Latin word parts. • How would you classify certain words using Greek and Latin word parts?	<i>Word Within the Word</i> SD 25 adopted text <i>Elements of Literature</i> Holt - pgs. 163, 173, 270, 651, 809, 815, 819 Houghton Mifflin McDougal Littell <i>The Language of Literature</i> Vocabulary from Classical Roots
	7.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings. CL: D Content Limit: Vocabulary items require context clues, words with multiple meanings, antonyms, synonyms, analogies, and connotation/denotation within a grade-level passage (based on 2 readability formulas). Item will not require definition of a specific term.	• Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.	• Identify and use: - context clues - words with multiple meanings - antonyms - synonyms - homonyms - analogies - connotation/denotation	analogy (word and extended) • connotation • denotation • homonym	• What is the difference between connotation and denotation? • What is the similarity between various aspects of multiple meanings of words?	SD 25 adopted text <i>Elements of Literature</i> - Holt - see index p. 1091 Clarifying word meanings, Analogy, Connotations/Denotations p. 122, 874 Houghton Mifflin <i>The Reading Teacher's Book of Lists by: Fry, Kress, Fountoukidis</i> McDougal Littell <i>The Language of Literature</i> Wordly Wise Vocabulary for Achievement http://www.sturgeon.k12.mo.us/elementary/numphrey/subjectpages/languagearts/figuresofspeech.html

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	<p>7.LA.1.8.3 Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. 	<ul style="list-style-type: none"> Draw from past experience Practice making predictions Identify and use context clue strategies: <ul style="list-style-type: none"> - restate using a synonym - examples within text - contrasting words within text Identify and use graphic features such as: <ul style="list-style-type: none"> - maps - illustrations - diagrams - timelines - tables 	clarify • expand • contrast • restate	<ul style="list-style-type: none"> What do good readers do to comprehend text? Think of a situation when graphic features can expand word meanings and concepts. 	SD 25 adopted text <i>Elements of Literature</i> First Course- Holt Houghton Mifflin The Reading Teacher's Book of Lists by: Fry, Kress, Fountoukidis McDougal Littell The Language of Literature Wordly Wise english-zone.com/vocab/vic02.html somers.k12.ny.us/intrand/skills/organizing/compontr/c ompare.html www.somers.k12.ny.us/intranet/reading/questions.html
	<p>7.LA.1.8.4 Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	Use dictionary, thesaurus, glossary, and technology sources to clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology.	Use computer Use Internet/search engine Use software thesaurus/dictionary Identify and use features of dictionary/thesaurus: <ul style="list-style-type: none"> - guide words - abbreviations(i.e:parts of speech) - word derivation (etymology) - pronunciation symbols - multiple entries - synonyms 	derivation etymology guide words word entry pronunciation		
	<p>7LA 1.8.4 Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT</p>	<ul style="list-style-type: none"> Use dictionary, thesaurus, glossary, and technology sources to clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology. 	<ul style="list-style-type: none"> Identify and use: <ul style="list-style-type: none"> - guide words - abbreviations (i.e., parts of speech) - word derivation (etymology) - pronunciation symbols - multiple entries - synonyms 	derivation • etymology • guide words • word entry • pronunciation	<ul style="list-style-type: none"> What can you learn from a dictionary entry? Use guide words to find specific words. 	SD 25 adopted text <i>Elements of Literature</i> First Course- Holt p. 145 Houghton Mifflin McDougal Littell The Language of Literature Vocabulary for Achievement
	Standard 2: Comprehension/Interpretation					
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	<p>7.LA.2.1.1 Evaluate the purpose and use of various texts.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	Justify the purpose and use of various texts.	<ul style="list-style-type: none"> Identify and explain the purpose and use of various texts such as: <ul style="list-style-type: none"> - descriptive - persuasive - expository - to entertain Compare and contrast the purpose and use of various texts. Justify the purpose and use of various texts. 	expository • contrast• thesis• hypothesis • propaganda • author's perspective• essay • author's argument • author's purpose	<ul style="list-style-type: none"> How do various text formats allow authors to express ideas/thoughts/feelings? Defend the purpose and/or use of various text. 	SD 25 adopted text <i>Elements of Literature First Course</i> - Holt McDougal Littell The Language of Literature Comprehensive Reading Assessment http://www.fcrr.org/Curriculum/pdf/G2-3/2-3Comp_2.pdf
	<p>7.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.</p> <p>CL: D Content Limit: Item requires a conclusion based on determining cause and effect.</p>	<ul style="list-style-type: none"> Distinguish cause and effect relationships in text to gain meaning. 	<ul style="list-style-type: none"> Explain the reason(s) why something happened or the results an event or situation will produce. Identify a cause and effect chain. Analyze cause and effect relationships in text to gain meaning. 	causal chain (cause/effect chain)	<ul style="list-style-type: none"> Interpret the reason(s) why something happened or the results an event or situation will produce. Examine and interpret cause and effect relationships. 	SD 25 adopted text <i>Elements of Literature First Course</i> - Holt Collection 3 McDougal Littell The Language of Literature Comprehensive Reading Assessment

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	7.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support. CL: E Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Cite evidence means an item may require an explanation of why something has happened. Item requires information based solely from the text given.	<ul style="list-style-type: none"> Make inferences based on evidence in text and cite evidence to support. Explain opinions or conclusions using information gathered from text and cite evidence to support. 	<ul style="list-style-type: none"> Formulate opinions based on evidence. Explain inferences based on evidence. Cite conclusions based on evidence. 	infer • inference • evidence • cite • conclude • conclusion • refute • unsubstantiated	<ul style="list-style-type: none"> Defend an opinion based on evidence. Use evidence to refute unsubstantiated statements. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt pp. 136, 146, 168, 402, 499, 718 McDougal Littell <i>The Language of Literature</i> Comprehensive Reading Assessment Wordly Wise
Goal 2.2: Acquire Skills to Comprehend Expository Text	7.LA.2.2.1 Analyze expository text structure to extend comprehension. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Analyze expository text structure to extend comprehension. 	<ul style="list-style-type: none"> Identify and explain expository text structures: <ul style="list-style-type: none"> main idea/thesis statement supportive details examples/evidence graphic features In formats such as: <ul style="list-style-type: none"> essays business letters owner's manuals newspaper articles Compare and contrast text structures to extend comprehension. 	format • supportive evidence • expository • essay • distinguish • thesis statement	<ul style="list-style-type: none"> What text structures help identify expository or narrative text? What evidence can be found to support the main idea? 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt Houghton Mifflin The Reading Teacher's Book of Lists by: Fry, Kress, Fountoukidis McDougal Littell <i>The Language of Literature</i> Comprehensive Reading Assessment
	7.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. CL: Content Limit Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Generate how, why, and what-if questions for interpreting expository texts at grade level. 	<ul style="list-style-type: none"> Find evidence of how, why, and what-if occurrences in expository text. Create and prioritize questions to aid in interpreting text e.g. how, why, and what-if. 	interpret • prioritize	<ul style="list-style-type: none"> Write how, why, or what-if questions to interpret expository text. 	http://www.unf.edu/es/ace/forms/reading_strategies.pdf
	7.LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text. CL: C Content Limit: Item may require identification of main idea and/or details. An item may require more than one reading skill (e.g., an item may require both a literal and an inferential response to the text).	<ul style="list-style-type: none"> Summarize the main idea (literal or inferential) and critical details of expository text. 	<ul style="list-style-type: none"> Discuss the differences between supporting evidence/examples and critical facts/details/reasons. Identify supporting details. Identify main idea (literal or inferential). 	summary • literal • inferential • critical	<ul style="list-style-type: none"> Identify the main idea and critical details of expository text. Summarize the main idea. Write the gist of the text. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt Collection 5 pp. 187, 739 McDougal Littell <i>The Language of Literature</i> Comprehensive Reading Assessment
	7.LA.2.2.4 Follow multi-step written directions. CL: C Content Limit: Multi-step instructions will be multiple steps in response to an item. Item may require organization and/or sequencing of information. Item requires information obtained solely from the text given.	<ul style="list-style-type: none"> Follow multi-step written directions. 	<ul style="list-style-type: none"> Organize sequential steps. Demonstrate comprehension of said process outlined in multi-step directions. 	sequence • multi	<ul style="list-style-type: none"> Produce the product following multi-step written directions. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt pg. 905 Wordly Wise
Goal 2.3: Acquire Skills for Comprehending Literary Text	7.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Read and interpret literature from a variety of genres, including poetry. 	<ul style="list-style-type: none"> Read a variety of genres. Identify and interpret a variety of genres: <ul style="list-style-type: none"> poetry fiction non-fiction Differentiate between the genres. 	genre	<ul style="list-style-type: none"> Distinguish between fiction and non-fiction genres. Categorize reading selections by genre. 	Comprehensive Reading Assessment www.gcms.k12.il.us/gcmse/lynnet/literary_genres.html

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	7.LA.2.3.2 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. CL: D Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) characters and their actions.	<ul style="list-style-type: none"> Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. 	<ul style="list-style-type: none"> Read a variety of texts which include characters and plot. Identify evidence in text relating to characterization. Describe characters based on evidence. Combine character traits to construct a new character. 	characterization • indirect • direct • evidence • dynamic • static • protagonist • antagonist	<ul style="list-style-type: none"> Analyze a character according to his actions and speech. What evidence can be found to support a character's actions? 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt Collection 2 McDougal Littell <i>The Language of Literature</i>
	7.LA.2.3.3 Explain the influence of setting on mood, character and plot of the story. CL: D Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) literary elements. Relationships among compares literary elements (e.g., how the setting and a character affect a conflict or mood; how a character affects the plot). The terms setting, characterization, plot, mood, or theme may be used in items.	<ul style="list-style-type: none"> Explain how one literary element can influence another and the relationships among setting, mood, character and plot structure of the story. 	<ul style="list-style-type: none"> Read a variety of texts. Identify and define: <ul style="list-style-type: none"> setting characterization mood plot structure theme Recognize relationships among elements listed. 	plot structure • theme • mood	<ul style="list-style-type: none"> How does the setting influence the mood? Explain the theme. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt Collection 1 pp. 130, 428 McDougal Littell <i>The Language of Literature</i> Comprehensive Reading Assessment
	7.LA.2.3.4 Analyze plot development, including types of conflict. CL: D Content Limit: Item may require the identification and/or analysis of various kinds of conflict. Only literary elements of plot, conflict, and resolution may be addressed.	<ul style="list-style-type: none"> Interpret plot development, including types of conflict. 	<ul style="list-style-type: none"> Identify and diagram plot development: <ul style="list-style-type: none"> exposition main conflict (internal/external) series of events/complications (e.g. rising and falling action.) climax resolution 	conflict • internal • external • climax • resolution • plot exposition (introduce setting, characters, and conflict)	<ul style="list-style-type: none"> Is the main conflict in the story internal or external? Compare and contrast internal and external conflicts in the story. Diagram the plot of the story. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt - Collection 1 McDougal Littell <i>The Language of Literature</i> Comprehensive Reading Assessment
	7.LA.2.3.5 Recognize points of view (e.g., first person, third person limited, and omniscient). CL: C Content Limit: Item may require the identification of the author's purpose. Identification is limited to third-person (limited and omniscient) and first-person. Item will not require knowledge or definition of the terms limited and omniscient.	<ul style="list-style-type: none"> Describe narrative points of view (e.g., first person, third person limited, and omniscient). Describe author's purpose and perspective. 	<ul style="list-style-type: none"> Read a variety of narrative texts. Explain the narrative points of view: <ul style="list-style-type: none"> first person third person limited third person omniscient Explain author's purpose and perspective. 	first person • third person limited • omniscient • perspective	<ul style="list-style-type: none"> After reading a selection, determine narrative point of view. Recognize the difference between third person limited and third person omniscient. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt Collection 4 McDougal Littell <i>The Language of Literature</i> /www.qcc.mass.edu/booth/102/ptview/sld001.htm
	7.LA.2.3.6 Analyze the themes of various genres. CL: D Content Limit: Item will require the identification of theme in various literary works.	<ul style="list-style-type: none"> Analyze the themes of various genres (fiction or poetry). 	<ul style="list-style-type: none"> Identify information in a narrative learned from: <ul style="list-style-type: none"> How the character changed over the story What has the character discovered by the story's end Which scenes or passages are important to the story What ideas about life do these scenes suggest Title/Does it reveal anything special about the story From evidences listed above, identify the theme. Identify message/theme of a poem. Probe appropriate questions related to universal themes. 	theme • fiction genres (adventure, fantasy, mystery, historical fiction, etc.)	<ul style="list-style-type: none"> Discover the theme of the assigned poem? Examine the evidence that would indicate the theme. Classify the characters as static or dynamic characters. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt - Collection 3 McDougal Littell <i>The Language of Literature</i> Comprehensive Reading Assessment

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	7.LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension. CL: C Content Limit: Item will address the identification and/or understanding of simile, metaphor, imagery, foreshadowing, flashback, personification, or hyperbole.	Identify and distinguish between literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension.	<ul style="list-style-type: none"> Identify examples of: <ul style="list-style-type: none"> - simile - metaphor - imagery - foreshadowing - flashback - personification - hyperbole - onomatopoeia Explain how literary devices increase comprehension 	literary devices • figurative language • simile • metaphor • imagery • foreshadowing • flashback • personification • hyperbole • onomatopoeia	<ul style="list-style-type: none"> Identify onomatopoeia in a poem. Locate specific examples of literary devices within a selection. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt index pg. 1087- figures of speech The Reading Teacher's Book of Lists by: Fry, Kress, Fountoukidis McDougal Littell The Language of Literature Comprehensive Reading Assessment Figurative Language Steck-Vaughn http://www.sturgeon.k12.mo.us/elementary/numphrey/s/subjectpages/languagearts/figuresofspeech.html
	7.LA.2.3.8 Orally respond to an author's style of writing. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Discuss responses to an author's style of writing.	<ul style="list-style-type: none"> Identify and discuss responses to author's: <ul style="list-style-type: none"> - mood - tone of voice - organization 	tone • mood	<ul style="list-style-type: none"> What is the author's tone of voice in an assigned selection? Identify the mood of the story. 	SD 25 adopted text <i>Elements of Literature First Course</i> -Holt index pg. 1089-tone
Standard 3: Writing Process						
Goal 3.1: Acquire Prewriting Skills	7.LA.3.1.1 Generate ideas using a variety of prewriting strategies. CL: C Content Limit: Assessed in the classroom, not on the ISAT.	• Compose a list ideas using a variety of prewriting strategies.	<ul style="list-style-type: none"> Identify topic by using key words in the prompt. Brainstorm Organize the ideas by using: <ul style="list-style-type: none"> - outline - graphic organizers 	prompt • graphic organizers	<ul style="list-style-type: none"> Use a Venn Diagram to organize ideas for an essay. Generate ideas for an essay using a graphic organizer. 	SD 25 adopted text <i>Prentice Hall Writing & Grammar</i> various graphic organizers Step Up to Writing 6 + 1 Traits of Writing Helping Students Revise Their Writing
	7.LA.3.1.2 Generate a main idea or thesis appropriate to the writing. CL: D Content Limit: Items may require a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options. Main idea Writer's focus Topic sentence Thesis statement	• Generate a main idea or thesis appropriate to the writing.	<ul style="list-style-type: none"> Generate at least three supporting topics for the thesis statement in the introduction paragraph. Identify audience. Identify purpose. Use five paragraph essay format (minimum). 	thesis statement • author's purpose	<ul style="list-style-type: none"> Plan three topics to be included in the thesis statement. Create a thesis statement. 	SD 25 adopted text <i>Prentice Hall Writing & Grammar</i> Step Up to Writing 6 + 1 Traits of Writing http://teachers.net/lessons/posts/1174.html
	7.LA.3.1.3 Apply appropriate organizational strategies to plan writing. CL: D Content Limit: Items may require a statement of purpose, audience, and format that will allow students to select the best organizational structure from the given options. Supporting details Concluding statement Organizational structures: e.g., Chronological order Order of importance Comparison and contrast Spatial order Cause and effect	• Use appropriate organizational strategies to plan writing.	<ul style="list-style-type: none"> Identify organizational structures: <ul style="list-style-type: none"> - chronological order - order of importance - compare/contrast - spatial order - cause/effect Use graphic organizers appropriate to specific writing assignment. Compose introduction that includes thesis statement. Compose a body that includes at least three paragraphs with topic and supporting sentences. Compose a conclusion restating thesis statement. 	thesis statement • introduction • body • conclusion • topic sentence • supporting sentences • chronological • spatial	<ul style="list-style-type: none"> Plan a piece of writing using chronological order. Develop a story map to create a piece of writing. 	Step Up to Writing 6 + 1 Traits of Writing Helping Students Revise Their Writing

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	7.LA.3.1.4 Match appropriate writing format to purpose and audience. CL: D Content Limit: Items may require information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-7. [Note: Also includes grade- appropriate formats such as biography and autobiography] Story/narrative writing that incorporates a setting, character, conflict, and resolution Purpose Format Audience	<ul style="list-style-type: none"> Match appropriate writing format to purpose and audience. 	<ul style="list-style-type: none"> Identify grade appropriate formats: <ul style="list-style-type: none"> narrative writing that incorporates setting, character, conflict, and resolution. expository writing that includes introduction, main idea(s), supporting details, and conclusion. Using above formats, identify audience and purpose. 	conflict • resolution • format • narrative • expository	<ul style="list-style-type: none"> Recognize how the audience influences writing style. Describe how the audience's influence effects the writing style. 	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000
	7.LA.3.1.5 Produce a written product within a set time period. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Produce a written product within a set time period. 	<ul style="list-style-type: none"> Create a written product from a pre-determined prompt. Organize writing using Pre-write strategies 	pre-write	<ul style="list-style-type: none"> Pre-write based on a prompt in the given time period (note use within a 90 minute time period). 	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000
Goal 3.2: Acquire Skills for Writing a Draft	7.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. 	<ul style="list-style-type: none"> Choose appropriate framework to write a draft with main idea and supporting details. 	framework • draft (rough, final)	<ul style="list-style-type: none"> Write a rough draft using prewriting data (note: use within a 90 minute time period) 	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000
	7.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Write a draft with ideas sequenced in a logical, cohesive order. 	<ul style="list-style-type: none"> Use appropriate transition vocabulary to create sequence and cohesion. (e.g., first, next, finally, in addition to etc.) 	logical • cohesive • grade appropriate transition words	<ul style="list-style-type: none"> Use peer revision to check logical sequencing. 	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000
Goal 3.3: Acquire Skills for Revising a Draft	7.LA.3.3.1 Revise draft for meaning, clarity and effective organization. CL: Content Limit: Sequence Precise language Mixed grade-level revision Skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)	<ul style="list-style-type: none"> Revise draft for meaning, clarity and effective organization. 	<ul style="list-style-type: none"> Identify areas needing revision within written product. Use appropriate rubric to self-evaluate revision process. Participate in peer revision. 	clarity	<ul style="list-style-type: none"> Use peer revision to check for clarity. 	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000 Helping Students Revise Their Writing Building Proofreading Skills http://www.reallygoodstuff.com/pdfs/147779.pdf

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	<p>7.LA.3.3.2 Add details and delete irrelevant or redundant information.</p> <p>CL: D Content Limit: Items may specify the audience and purpose for the selected passage. Items may include a passage that either contains too much (irrelevant or redundant) information or too little (not enough details to achieve the purpose). Students may select the editing choice (add specified details or delete specified details) that improves the clarity of the passage.</p> <p>Adding relevant details Removing irrelevant details</p> <p>Redundant details</p>	<ul style="list-style-type: none"> Revise written product by adding details and/or deleting redundant or irrelevant information. 	<ul style="list-style-type: none"> Identify areas needing revision within written product. Use appropriate rubric to self-evaluate revision process. Participate in peer revision. 	revision • redundant • irrelevant • rubric • self evaluate	<ul style="list-style-type: none"> Use peer revision to check for redundancy. (Notice the irony.) 	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000 Helping Students Revise Their Writing http://www.reallygoodstuff.com/pdfs/147779.pdf
	<p>7. LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.</p> <p>CL: D Content Limit: Items may specify the audience and purpose for the selected passage. Items may include the same passage written with different or reordered transition words and phrases. Students may select the passage within which the transition words or phrases best clarify the passage meaning.</p>	<ul style="list-style-type: none"> Arrange transition words and phrases in draft to clarify meaning and improve organization. 	<ul style="list-style-type: none"> Identify appropriate transition word usage according to various audiences and purpose. Use logical sequencing of transition words to clarify meaning. 	transition • sequencing • audience • purpose	<ul style="list-style-type: none"> Use peer revision to check use of transition words. 	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000 Building Proofreading Skills http://jc-schools.net/write/transition.htm https://www.msu.edu/~jdowell/135/transw.html#anchor1701138
	<p>7. LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.</p> <p>CL: Content Limit: Misplaced modifiers</p> <p>Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning</p>	<ul style="list-style-type: none"> Use a variety of sentence structures to improve sentence fluency and enhance writing style. 	<ul style="list-style-type: none"> Read aloud written product to recognize lack of fluency. Identify redundancy in sentence beginnings and variations in length and complexity. Participate in peer revision to improve fluency and enhance meaning. Write using a variety of sentence styles: simple, compound, complex, and compound complex. 	redundancy • variations • complexity • enhance • fluency • misplaced • modifiers	<ul style="list-style-type: none"> Use peer revision to check for sentence variety. 	Write Source 2000 Self Partner Edit Check List
	<p>7. LA.3.3.5 Apply literary models to refine writing style.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Apply literary models and elements to refine writing style. 	<ul style="list-style-type: none"> Identify appropriate literary models. Use a rubric to identify levels of writing proficiency. Brainstorm literary models and elements (autobiography, book review, character sketch, essay, poem, etc.) Write passage using appropriate literary models. 	rubric	<ul style="list-style-type: none"> Use SDE Pencil box/rubric to practice scoring main range finders. 	Use Idaho Department of Education Website for the sample essays from the DWA for 7th grade. Step Up to Writing 6 + 1 Traits of Writing Write Source 2000
	<p>7. LA.3.3.6 Conference with others to improve writing.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Participate in conferences to improve writing (i.e., peer-review, student-teacher etc.) 	<ul style="list-style-type: none"> Use rubric(s) to identify areas of improvement. Use appropriate constructive criticism. 	constructive criticism	<ul style="list-style-type: none"> Participate in peer review using SDE rubric. 	Use Idaho Department of Education Website for the sample essays from the DWA for 7th grade.

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Goal 3.4: Acquire Skills for Editing a Draft	7.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. CL: C Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)	• Use grade level editing checklist with common editing marks.	• Use rubric to identify editing checklist: - capitalization - word usage - punctuation - spelling • Recognize and use common editing marks	editing marks	• Peer review to edit using correct editing marks.	Write Source 2000 Self Partner Edit Check List Helping Students Revise Their Writing Building Proofreading Skills http://www.reallygoodstuff.com/pdfs/147779.pdf
Goal 3.5: Acquire Skills to Publish Writing	7.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Publish writing in an appropriate format for the purpose and audience.	• Use black ink pen to produce final copy. • Use technology to produce final copy. • Choose appropriate format (i.e., newspaper, report, speech, essay etc.)	publish • format	• Write the final draft of essay in black ink. • Use technology to publish final copy.	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000
	7.LA.3.5.2 Use graphics, if applicable, to further convey meaning. CL: E Content Limit: Assessed in the classroom, not on the ISAT.	• Use graphics, if applicable, to further convey meaning.	• Create a variety of graphics to convey meaning using technology, pencil/paper, cut and paste, etc.	graphics	• Include graphics to enhance a writing assignment.	clipartcastle.com/free
	7.LA.3.5.3 Use appropriate technology to create a final draft. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use appropriate technology to create a final draft.	• Grade appropriate word processing skills • Use software appropriate to format.	word processing	• Type a final product.	Write Source 2000
Standard 4: Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	7.LA.4.1.1 Write narratives about personal events or situations. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write narratives about personal events or situations.	• Describe format • Define plot • Sequence events • Identify conflict/resolution • Create a narrative essay.	narrative	• Write a story about a most embarrassing moment. • Write a story about a scary experience. • Write a memoir.	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000 Helping Students Revise Their Writing
	7.LA.4.1.2 Create original works that include descriptive strategies and figurative language. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Create original works that include descriptive strategies and figurative language.	• Use figurative language within writing: - simile - metaphor - personification - imagery • Use thesaurus to develop and enhance vocabulary.	simile • metaphor • imagery • personification	• Create a poetry book. • Create a children's story.	Verbs, Verbs, Verbs Reading Handbook Step Up to Writing 6 + 1 Traits of Writing Write Source 2000 Helping Students Revise Their Writing Figurative Language Steck-Vaughn http://www.sturgeon.k12.mo.us/elementary/numphrey/s/subjectpages/languagearts/figuresofspeech.html
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	7.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write technical text that identifies a sequence of activities or processes.	• Use sequential transition vocabulary in appropriate text. • Create technical text (how to).	sequential • transition	• Write the directions for changing a tire. • Write directions to create a grammar game.	Write Source 2000
	7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a research report that supports a main idea and thesis statement with details compiled through a formal research process.	• Research topic, main idea, and thesis statement. • Create note cards • Practice summarizing and paraphrasing material. • Cite sources within document. • Cite sources on works cited pages.	works cited pages • thesis statement • cite • paraphrase • plagiarism	• Write a research report that includes internal documentation and a works cited page using at least two sources. • Attach copy of all cited sources.	SD 25 K-12 Writing Handbook Write Source 2000 Step Up to Writing http://www.sayreschool.org/page.cfm?p=131#Note%20About%20Plagiarism

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Goal 4.3: Acquire Persuasive Writing Skills	7.LA.4.3.1 Write persuasive compositions that state a position and support with evidence and emotional appeals CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write persuasive compositions that state and support a position with evidence and emotional appeals.	• Identify persuasive format. • Identify appropriate word choice to evoke an emotional appeal. • Create a persuasive composition, and cite facts and examples to support position.	persuasive • persuade • evoke • emotional appeal • cite	• Write an advertisement for Newspaper in Education. • Write and produce an audio commercial. • Create a persuasive composition, and cite facts and examples to support position.	Step Up to Writing 6 + 1 Traits of Writing Write Source 2000
Goal 4.4: Acquire Skills for Literary Response	7.LA.4.4.1 Write responses to literature that identify a text to self, text to world and/or text to text connection. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write responses to literature that identify a text to self, text to world and/or text to text connection.	• Explain how a written product compares to real-life personal situation. • Explain how a written product compares to a world situation. • Explain how a written product compares to something previously read.		• How are you like the character in an assigned reading passage? • How would the main character from the story function in today's society?	Write Source 2000
	7.LA.4.4.2 Write a summary of a literary selection. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a summary of a literary selection.	• Use an appropriate summary format. • Identify relevant details of selection. • Sequence appropriately. • Write a summary of a literary selection.	relevant • summary • sequence	• In response journal, summarize the assigned reading passage. • Write a summary of a literary selection.	Write Source 2000
Standard 5: Writing Components						
Goal 5.1: Acquire Handwriting Skills	7.LA.5.1.1 Write fluently and legibly in print or cursive. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write fluently and legibly in print or cursive.	• Publish a written work legibly.	manuscript fluently • cursive • legible	• Write so teacher can read it. (Good luck on this one!) • Write so that a peer can read it.	6+1 Writing Traits Step Up to Writing
Goal 5.2: Acquire Spelling Skills	7.LA.5.2.1 Spell correctly Grade 7 high-frequency words and content area words. CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series	• Spell correctly Grade 7 high-frequency words and content area words.	• Identify and use homophones correctly.	homophones	• Spelling test	SD 25 K-12 Writing Handbook Houghton Mifflin Unit 5 Write Source 2000 Building Proofreading Skills http://web3.d25.k12.id.us/PDF/Curric/hiwordlist.pdf
	7.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.	• Identify and define any Latin and Greek word parts. • Apply syllabication rules. • Create writing in which multisyllabic words are spelled correctly.	multisyllabic derivatives	• Divide words correctly adding accent marks. • Create writing in which multisyllabic words are spelled correctly.	Houghton Mifflin Unit 5 Vocab Building Book Write Source 2000
	7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. CL: C Content Limit: Includes homophones and commonly confused words	• Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.	• Use spelling rules for: - prefixes - suffixes - plurals	prefixes • suffixes • plurals • homophones	• Spelling test • Incorporate high frequency, content area, and cross-curricular words into writing.	Houghton Mifflin Spelling Vocab Building Book Write Source 2000 Building Proofreading Skills

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Goal 5.3: Acquire Skills for Sentence Structure	7.LA.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative, and imperative.) CL: Content Limit: [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.] Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory) Subject-verb agreement Complete/incomplete sentences [and run-ons] Combining sentences to correctly form complete simple, compound, or complex sentences	• Use four types of sentences correctly (exclamatory, declarative, interrogative, and imperative.)	• Demonstrate knowledge of: - exclamatory sentences - declarative sentences - interrogative sentences - imperative sentences	exclamatory • declarative • interrogative • imperative	• Correctly identify types of sentences and use correct ending punctuation. • Use varied sentence types within writing.	Write Source 2000 pg. 85 Grammar Punk Game
	7.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs CL: C Content Limit: Skills assessed in previous grades are included. Examples: Past and present verb forms, including irregular verbs	• Use correctly: future verb tenses adjectives personal pronouns conjunctions adverbs	• Identify the selected parts of speech. • Recognize by sight and definition: - adjectives and adverbs - pronouns - conjunctions • Conjugate irregular verbs to change tense.	conjugate • verb tense • irregular verbs	• What part of speech is the underlined word? • Correctly use the selected parts of speech in writing. • Correctly use verb tenses in writing.	Grammar Punk Write Source 2000 Hot Fudge Monday Building Proofreading Skills
Goal 5.4: Acquire Skills for Using Conventions	7.LA.5.4.1 Apply capitalization correctly in writing. CL: C [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]	• Use capitalization correctly in writing.	• Demonstrate knowledge of capitalization rules.		• In the example, which words need to be capitalized? mary and bob went to the capital theatre. • Use capitalization correctly in writing.	Write Source 2000 Grammar Punk Game Building Proofreading Skills

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	<p>7.LA.5.4.2 Use commas, including in appositives; use parentheses and semicolon in writing.</p> <p>CL: C Content Limit: Items may specify the mark (comma, parentheses, semicolon) and ask students to select its correct placement within the sentence or may ask students to select the sentence that demonstrates correct use of the specified mark.</p> <p>[Apostrophes used to create singular and plural possessives are included.] [Hyphens are included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly and business letter conventions, direct address, appositives, introductory elements, punctuation of compound and complex sentences Quotation marks and commas to punctuate dialogue Colons before a list End punctuation</p>	<ul style="list-style-type: none"> Use commas, including in appositives; use parentheses and semicolon in writing. 	<ul style="list-style-type: none"> Demonstrate knowledge of punctuation marks: <ul style="list-style-type: none"> commas semicolon parentheses hyphens apostrophes to show possession (singular/plural) 	parentheses • hyphen • colon • semicolon • appositives	<ul style="list-style-type: none"> Correctly punctuate the following sentence. My teacher Mrs White is gathering pencils papers and erasers to give to the unprepared students Use punctuation correctly in writing. Demonstrate knowledge of rules by locating commas and applying a rule to it. Use appositives, with correct punctuation, within writing. 	Grammar Punk Write Source 2000 pg. 389 Proof Reader's Guide pp. 445 & 446 Appositives pg. 457 Building Proofreading Skills
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	7.LA.6.1.1. Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	<ul style="list-style-type: none"> Develop appropriate interpersonal listening skills (e.g., eye contact, body language). 	<ul style="list-style-type: none"> Demonstrate knowledge of appropriate eye contact and body language. 	concentration • focus • distractions	<ul style="list-style-type: none"> Teacher observation 	Prentice Hall Writing and Grammar Bronze Level pg. 673
	7.LA.6.1.2 Listen critically to determine the speaker's attitude toward the subject.	<ul style="list-style-type: none"> Explain the speaker's attitude toward the subject. 	<ul style="list-style-type: none"> Determine the speaker's purpose. 	• Explanatory persuasive entertaining	<ul style="list-style-type: none"> Use a checklist to write an evaluation for a speech given in class. 	Prentice Hall Writing and Grammar Bronze Level pg. 674
	7.LA.6.1.3 Listen attentively to make informal decisions about purpose, content, organization,	<ul style="list-style-type: none"> Explain the speaker's purpose, content, and organization. 	<ul style="list-style-type: none"> Identify the purpose; use background knowledge to understand content; identify main idea and major details 	attentively • purpose • content	<ul style="list-style-type: none"> Use a checklist to write an evaluation for a speech given in class. 	Prentice Hall Writing and Grammar Bronze Level pg.674
	7.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.	<ul style="list-style-type: none"> Compare the information from a variety of sources. 	<ul style="list-style-type: none"> Identify the purpose; use background knowledge to understand content; identify information from each source (speaker, documentary, video) 	documentary • content • purpose	<ul style="list-style-type: none"> After viewing a program identify the kind of program and the topics covered. 	Prentice Hall Writing and Grammar Bronze Level pg. 679
Goal 6.2: Acquire Speaking Skills	7.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.	<ul style="list-style-type: none"> Create questions to elicit information, including evidence to support a speaker's position. 	<ul style="list-style-type: none"> Use notes: For clarification of evidence To write the important information according to the speaker's clues (remember...Most of all... To sum up...) 	elicit • clarification • evidence • body language (movements, posture, facial expressions, gestures, appeal)	<ul style="list-style-type: none"> In a group write and discuss all aspects of the speech: content, presentation, body language, and organization. 	Prentice Hall Writing and Grammar Bronze Level pg.672
	7.LA.6.2.2 Deliver informative presentations that: • Organize and deliver relevant information about a focused topic.	<ul style="list-style-type: none"> Develop and deliver relevant information about a focused topic. 			<ul style="list-style-type: none"> Use a rubric to evaluate the oral presentation and the written outline 	Prentice Hall Writing and Grammar Bronze Level pg.672
	• Appeal to the background and interests of the audience.	<ul style="list-style-type: none"> Develop a speech that will appeal to the background and interests of the audience. 	<ul style="list-style-type: none"> Know your audience. Produce an organized speech outline. Practice 		<ul style="list-style-type: none"> Use a rubric to evaluate the oral presentation and the written outline 	Prentice Hall Writing and Grammar Bronze Level pg. 672
	• Use a range of appropriate strategies to make the presentation engaging to the audience.	<ul style="list-style-type: none"> Use a range of appropriate strategies to make the presentation engaging to the audience. 	<ul style="list-style-type: none"> Use body language appropriate to audience. Use outside sources to make speech interesting 		<ul style="list-style-type: none"> Use a rubric to evaluate the oral presentation and the written outline 	Prentice Hall Writing and Grammar Bronze Level pg. 672
	7.LA.6.2.3 Organize oral presentations to maintain a clear focus.	<ul style="list-style-type: none"> Create organized oral presentations to maintain a clear focus. 	<ul style="list-style-type: none"> Gather information on the topic Create an outline Create note cards 		<ul style="list-style-type: none"> Use a rubric to evaluate the oral presentation and the written outline 	Prentice Hall Writing and Grammar Bronze Level pp. 671 & 672

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	7.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	<ul style="list-style-type: none"> Present an EXPOSITORY presentation to inform audience. (5TH & 6TH GRADE DEALS WITH NARRATIVE, 7TH GRADE DEALS WITH EXPOSITORY, AND 8TH GRADE DEALS WITH PERSUASIVE) 	<ul style="list-style-type: none"> Identify types of expository information: Comparison and Contrast Cause and Effect How-to-Essay Create and deliver a speech using expository information. 	expository • cause and effect • comparison and contrast	<ul style="list-style-type: none"> Use a rubric to evaluate the presentation of expository speech. 	Prentice Hall Writing and Grammar Bronze Level Ch. 8
	7.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication.	<ul style="list-style-type: none"> Use speaking techniques that include effective verbal and non-verbal communication. 	<ul style="list-style-type: none"> Demonstrate the following verbal communication skills: <ul style="list-style-type: none"> refrain from reading refer to note cards speak in natural, relaxed way pronounce words clearly Demonstrate the following non-verbal communication skills: <ul style="list-style-type: none"> movement posture facial expressions gestures 	non-verbal • verbal • posture • gestures	<ul style="list-style-type: none"> Evaluate speaking techniques with a rubric on verbal and non-verbal communication. 	Prentice Hall Writing and Grammar Bronze Level pg. 672
	7.LA.6.2.6 Deliver oral response to literature that: *Interpret a reading and provide insight *Connect personal responses to the writer's techniques and to specific textual references.	<ul style="list-style-type: none"> Present oral responses to literature that: <ul style="list-style-type: none"> Interpret a reading and provide insight Connect personal responses to the writer's techniques and to specific textual references. 	<ul style="list-style-type: none"> Interpret the novel Identify the writer's technique Infer the effects of the book on the attended audience 	infer	<ul style="list-style-type: none"> Evaluate oral response using a rubric. 	Holt 8th Grade book Elements of Literature pg. 992
Goal 6.3: Acquire Viewing Skills	7.LA.6.3.1 View media to analyze as a source for information, entertainment, and persuasion appropriate to grade level.	<ul style="list-style-type: none"> Analyze media as a source for information, entertainment, and persuasion appropriate to grade level. 	<ul style="list-style-type: none"> Determine the facts from opinions Identify loaded language and images that are used to persuade the audience. Determine if bias is being used. 	bias • loaded language • media	<ul style="list-style-type: none"> Watch a news program to identify the kind of program and topics covered. Evaluate in writing the program using the previously taught strategies . 	Prentice Hall Writing and Grammar Bronze Level pg.679
	7.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	<ul style="list-style-type: none"> Interpret meanings of graphics, pictures, and charts appropriate to grade level. 	<ul style="list-style-type: none"> Determine the purpose Identify and use title, caption, and labels Identify and use symbols Compare information to text Compare and contrast line graph, bar graph, and pie graph. 		<ul style="list-style-type: none"> After viewing a graph write an explanation that includes author's purpose, decoding symbols, etc... 	Prentice Hall Writing and Grammar Bronze Level pg. 675
	7.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.	<ul style="list-style-type: none"> Critique the role of media in focusing people's attention on events and informing their opinions on issues. 	<ul style="list-style-type: none"> Differentiate between various media: <ul style="list-style-type: none"> TV news program documentary TV news magazine interview editorial commercial 	differentiate • editorial • critique	<ul style="list-style-type: none"> View a form of informational media and write a written evaluation. 	Prentice Hall Writing and Grammar Bronze Level pp. 678-79
	7.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	<ul style="list-style-type: none"> Determine the purpose, organization, content, and delivery of verbal communication and non-verbal cues. 	<ul style="list-style-type: none"> Identify the purpose and limitations of the program Determine facts from opinion Determine loaded language or sensationalist images Identify bias Identify surprising or questionable information Develop your own views about issues, people, and information presented Identify and interpret verbal and non-verbal cues 	sensationalist • non-verbal • cues	<ul style="list-style-type: none"> Create a rubric to evaluate verbal and non- verbal cues. 	Prentice Hall Writing and Grammar Bronze Level pg. 679
	7.LA.6.3.5 Apply technical skills to produce visuals that communicate to the audience.	<ul style="list-style-type: none"> Develop a multi-media presentation, graphic organizers, etc. to produce visuals that communicate to the audience. 	<ul style="list-style-type: none"> Create graphic organizer Charts, diagrams, illustrations, maps Create multi-media presentation Use formatting to create effect Create a video 	multi-media	<ul style="list-style-type: none"> Use a rubric to evaluate a multi-media presentation. 	Prentice Hall Writing and Grammar Bronze Level pp. 681-686