ELA 7th Grade Expectations

By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Examples of Derivational Suffixes in English Derivational suffixes, such as -ful, -ation, and -ity, are more numerous than inflections and work in ways that inflectional suffixes do not. Most derivational suffixes in English come from the Latin layer of language. Derivational suffixes mark or determine part of speech (verb, noun, adjective, adverb) of the suffixed word. Suffixes such as -ment, -ity, and -tion turn words into nouns; -ful, -ous, and -al turn words into adjectives; -ly turns words into adverbs.

nature (n. — from nat, birth) permit (n. or v.)

natural (adj.) permission (n.)

naturalize (v.) permissive (adj.)

naturalizing (v.) permissible (adj.)

naturalistic (adj.) permissibly (adv.)

Figure 17: Example of Subject-Verb Agreement Progression across Grades

|  |  |
| --- | --- |
| Example | Condition |
| Horses are so beautiful and fun to ride. [Horses, grade 3] | Indefinite pronoun as subject, with increasing distance between subject and verb |
| When I started out the door, I noticed that Tigger and Max were following me to school. [Glowing Shoes, grade 4] | Indefinite pronoun as subject, with increasing distance between subject and verb |
| A mother or female horse is called a mare. [Horses, grade 3] | Indefinite pronoun as subject, with increasing distance between subject and verb |
| The first thing to do is research, research, research! [Zoo Field Trip, grade 4] | Indefinite pronoun as subject, with increasing distance between subject and verb |
| If the watershed for the pools is changed, the condition of the pools changes. [A Geographical Report, grade 7] | Indefinite pronoun as subject, with increasing distance between subject and verb |
| Another was the way to the other evil places. [Getting Shot and Living Through It, grade 5] All his stories are the same type. [Author Response: Roald Dahl, grade 5] All the characters that Roald Dahl ever made were probably fake characters. [Author Response: Roald Dahl, grade 5] One of the reasons why my cat Gus is the best pet is because he is a cuddle bug. [A Pet Story About My Cat . . . Gus, grade 6] | Indefinite pronoun as subject, with increasing distance between subject and verb |

The following language skills are introduced and expected before or during 7th grade year.

L.3.1f. Ensure subject-verb and pronounantecedent agreement.

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and runons.

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

L.4.3a. Choose words and phrases to convey ideas precisely.\*

L.4.3b. Choose punctuation for effect. L.5.1d. Recognize and correct inappropriate shifts in verb tense.

L.5.2a. Use punctuation to separate items in a series.†

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡

L.6.3b. Maintain consistency in style and tone.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

(8th grade) L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

(9th grade) L.9–10.1a. Use parallel structure.

#### **Text Types and Purposes:**

* [CCSS.ELA-LITERACY.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/) Write arguments to support claims with clear reasons and relevant evidence.
* [CCSS.ELA-LITERACY.W.7.1.A](http://www.corestandards.org/ELA-Literacy/W/7/1/a/) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
* [CCSS.ELA-LITERACY.W.7.1.B](http://www.corestandards.org/ELA-Literacy/W/7/1/b/) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
* [CCSS.ELA-LITERACY.W.7.1.C](http://www.corestandards.org/ELA-Literacy/W/7/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
* [CCSS.ELA-LITERACY.W.7.1.D](http://www.corestandards.org/ELA-Literacy/W/7/1/d/) Establish and maintain a formal style.
* [CCSS.ELA-LITERACY.W.7.1.E](http://www.corestandards.org/ELA-Literacy/W/7/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.
* [CCSS.ELA-LITERACY.W.7.2](http://www.corestandards.org/ELA-Literacy/W/7/2/) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
* [CCSS.ELA-LITERACY.W.7.2.A](http://www.corestandards.org/ELA-Literacy/W/7/2/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.
* [CCSS.ELA-LITERACY.W.7.2.B](http://www.corestandards.org/ELA-Literacy/W/7/2/b/) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
* [CCSS.ELA-LITERACY.W.7.2.C](http://www.corestandards.org/ELA-Literacy/W/7/2/c/) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
* [CCSS.ELA-LITERACY.W.7.2.D](http://www.corestandards.org/ELA-Literacy/W/7/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.
* [CCSS.ELA-LITERACY.W.7.2.E](http://www.corestandards.org/ELA-Literacy/W/7/2/e/) Establish and maintain a formal style.
* [CCSS.ELA-LITERACY.W.7.2.F](http://www.corestandards.org/ELA-Literacy/W/7/2/f/) Provide a concluding statement or section that follows from and supports the information or explanation presented.
* [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
* [CCSS.ELA-LITERACY.W.7.3.A](http://www.corestandards.org/ELA-Literacy/W/7/3/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.
* [CCSS.ELA-LITERACY.W.7.3.B](http://www.corestandards.org/ELA-Literacy/W/7/3/b/) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
* [CCSS.ELA-LITERACY.W.7.3.C](http://www.corestandards.org/ELA-Literacy/W/7/3/c/) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
* [CCSS.ELA-LITERACY.W.7.3.D](http://www.corestandards.org/ELA-Literacy/W/7/3/d/) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
* [CCSS.ELA-LITERACY.W.7.3.E](http://www.corestandards.org/ELA-Literacy/W/7/3/e/) Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### **Production and Distribution of Writing:**

* [CCSS.ELA-LITERACY.W.7.4](http://www.corestandards.org/ELA-Literacy/W/7/4/) 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 standards 1-3 above.)
* [CCSS.ELA-LITERACY.W.7.5](http://www.corestandards.org/ELA-Literacy/W/7/5/) 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 [here](http://www.corestandards.org/ELA-Literacy/L/7/).)
* [CCSS.ELA-LITERACY.W.7.6](http://www.corestandards.org/ELA-Literacy/W/7/6/) 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.

#### **Research to Build and Present Knowledge:**

* [CCSS.ELA-LITERACY.W.7.7](http://www.corestandards.org/ELA-Literacy/W/7/7/) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
* [CCSS.ELA-LITERACY.W.7.8](http://www.corestandards.org/ELA-Literacy/W/7/8/) 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.
* [CCSS.ELA-LITERACY.W.7.9](http://www.corestandards.org/ELA-Literacy/W/7/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.
* [CCSS.ELA-LITERACY.W.7.9.A](http://www.corestandards.org/ELA-Literacy/W/7/9/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").
* [CCSS.ELA-LITERACY.W.7.9.B](http://www.corestandards.org/ELA-Literacy/W/7/9/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:**

#### [CCSS.ELA-LITERACY.W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/10/) 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.