

Words extracted directly from the standard and/or associated with the instruction of the content within the standard.

READINESS STANDARDS - Grade 7 English Language Arts

(7.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots	Academic, Affix, Base word, Prefix, Root, Suffix
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(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	Ambiguous, Clarify
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(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	Dictionary, Glossary, Thesaurus, Syllabication, Pronunciation
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(Figure 19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence	Connections, Literary text, Informational text, Play, Film
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(7.6) Reading Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(A) explain the influence of the setting on plot development	Plot, Exposition, Rising action, Climax, Falling action, Denouement, Setting
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(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	Internal response, External response, Motivation, Conflict, Plot
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(7.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood	Figurative meaning, Mood, Imagery
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READINESS STANDARDS - Grade 7 English Language Arts

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

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| (D) make complex inferences about text and use textual evidence to support understanding | Inference, Textual evidence, Prediction, Draw conclusions |
| (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts | Summarize, Paraphrase, Synthesize, Plagiarism, Logical order |

(7.10) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

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| (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning | Evaluate, Summary, Main idea, Supporting detail, Opinion, Judgment |
| (C) Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text | Organizational pattern, Organizational structure, Summary, Overview |
| (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence | Connections, Synthesize, Genre |

SUPPORTING STANDARDS - Grade 7 English Language Arts

(7.7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to

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| (A) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it | Structure, Substantive, Autobiography, Diary, Fictional adaptation |
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(7.9) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

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| (A) explain the difference between the theme of a literary work and the author's purpose in an expository text | Theme, Purpose, Literary work, Expository text |
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(7.3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

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| (A) describe multiple themes in a work of fiction | Theme, Fiction |
| (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) | Convention, Myth, Epic tale |
| (C) analyze how place and time influence the theme or message of a literary work | Analyze, Theme, Literary work |

SUPPORTING STANDARDS - Grade 7 English Language Arts

(7.4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to

(A) analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem	Graphical element
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(7.5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to

(A) explain a playwright's use of dialogue and stage directions	Playwright, Dialogue, Stage direction
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(7.6) **Reading Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited	Narrator, Point of view, First-person point of view, Third-person point of view
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(7.13) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to

(A) interpret both explicit and implicit messages in various forms of media	Media message, Media form, Explicit, Implicit
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(C) evaluate various ways media influences and informs audiences	Influence, Inform
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(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make complex inferences about text and use textual evidence to support understanding	Inference, Textual evidence
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(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	Summarize, Paraphrase, Synthesis, Plagiarism, Logical order
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(7.10) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(B) distinguish factual claims from commonplace assertions and opinions	Factual claim, Commonplace assertion, Opinion
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SUPPORTING STANDARDS - Grade 7 English Language Arts

(7.11) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to

(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument

Central argument, Contemporary, Policy speech, Evidence, Cause and effect, Analogy, Authority

(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts

Rhetorical fallacy, Ad hominem, Exaggeration, Stereotyping, Categorical claim

(7.12) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(B) explain the function of the graphical components of a text

Graphical component, Function

(7.13) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to

(A) interpret both explicit and implicit messages in various forms of media

Media message, Media form, Explicit, Implicit

(C) evaluate various ways media influences and informs audiences

Influence, Inform