

## ELL Center – ELA 7 (#1940)

**Description** ELL Center – ELA 7 integrates reading, writing, speaking and listening, and language for beginning level ELL students. The major focus is learning to comprehend text through a variety of reading skills and strategies. Students apply these skills and strategies in a variety of quality literature and informational text. The writing process and six-trait writing provide the foundation for writing instruction.

### Credits

### Prerequisites

**Textbooks/Resources** Instructional Framework- Common Core Curriculum Companion, CESA 7 (online)  
Writing- *Prentice Hall Writing Coach*, 2012 (ISBN# 9780133203202- class set of 40; online)  
Print and Digital Text- Variety of quality literature and informational text

- *Prentice Hall Literature: Penguin Edition* (Grade 7), 2007 (ISBN# 0131317148 – class set of 40)

**Required Assessments** District-wide standards-based assessments identified

**Board Approved** April 14, 2014

**Revised**

\* “L” refers to Wisconsin Department of Instruction’s Language Proficiency Levels \*

**AASD Guiding Principles for Teaching and Learning for K-12 Students:**

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

**AASD English Language Learner Principles:**

- *Language proficiency levels are as meaningful as grade levels.*
- *All four language domains (listening, speaking, reading, and writing) need to be overtly addressed.*
- *Culturally responsive practices lead to literacy development.*
- *All students bring linguistic, academic, and experiential knowledge to the classroom..*
- *Building background knowledge is foundational to good instruction.*

**AASD Foundations for English Language Arts:**

- *English Language Arts is an integrated discipline.*
- *English Language Arts instruction builds an understanding of the human experience.*
- *Literacy is an evolving concept, and becoming literate is a lifelong learning process.*
- *Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of AASD graduates.*
- *Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.*

**AASD English Language Arts Goals for K-12 Students:*****AASD students who are college and career ready in English Language Arts will...***

- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*
- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Come to understand other perspectives and cultures.*

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>Reading: Literature/Informational Text</b>	<p><b>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.7.1, RI.7.1)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. cites textual evidence to determine what is inferred versus what is explicit. (L: 1/2)</li> <li>b. cites text to draw inferences from informational text. (L: 1/2)</li> <li>c. cites text to draw inferences from stories and poems. (L: 2)</li> <li>d. cites textual evidence to determine what is inferred versus what is explicit. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading notebook</li> <li>• T-Chart – My Thinking/Evidence</li> <li>• Literature-circle discussions</li> </ul>
	<p><b>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2)</b></p> <p><b>Determine two more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. determines the relationships of the central idea to the details of a story. (L: 1/2)</li> <li>b. determines the theme or the central idea of a text and identify the details that relate to it. (L: 2)</li> <li>c. identifies an important idea in sentences in an informational text. (L: 1/2)</li> <li>d. determines two central ideas that progress throughout the text. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• GIST (General Idea Surrounding Text)-notebook entry</li> <li>• Summary graphic organizer</li> <li>• Reading notebook</li> <li>• 5 W's graphic organizer</li> <li>• Literature-circle discussions</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p><b>3. Analyze how particular elements of a story or drama interact (e.g. how setting shapes the character of plot). (RL.7.3)</b></p> <p><b>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. recognizes the relationship of two story elements. (L: 1/2)</p> <p>b. recognizes how events, settings, or other story elementary influence the outcome of a story or drama. (L: 2)</p> <p>c. identifies interactions between individuals, events, or ideas in text. (L: 1/2)</p> <p>d. explains interactions between individuals, events, or ideas in text. (L: 2)</p>	<ul style="list-style-type: none"> <li>• Venn diagram</li> <li>• Plot diagram</li> <li>• Quick writes</li> <li>• Literature-circle discussions</li> <li>• Literature-circle discussion guides</li>   <li>• Double Bubble graphic organizer – compare two story elements</li> <li>• Venn diagram</li> </ul>
	<p><b>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze 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.7.4)</b></p> <p><b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.7.4)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. uses rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama. (L: 1/2)</p> <p>b. demonstrates understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story of drama. (L: 2)</p> <p>c. matches or pairs word to meaning. (L: 1/2)</p> <p>d. determines the meaning of words and phrases as they are used in an informational text. (L: 2)</p>	<ul style="list-style-type: none"> <li>• Rhyming book</li> <li>• Choral reading of rhyming passages</li> <li>• Exit slip</li> <li>• Vocabulary-graphic organizer</li> <li>• Vocabulary notebook</li> <li>• Group discussions</li> <li>• Vocabulary quiz</li> <li>• Word posters</li>   <li>• Illustrate words with picture and label in student book</li> <li>• Act out words – synonyms, etc.</li> <li>• Label a picture poster, or other visual media</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Reading: Literature/Informational Text</b>	<p><b>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL.7.5)</b></p> <p><b>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. identifies common structures used in a poem. (L: 1/2)</p> <p>b. determines how poetry form and structure contributes to its meaning. (L: 2)</p> <p>c. determines how key components of the organization of text relates to the topic. (L: 1/2)</p> <p>d. determines how headings, key words, and key phrases relate to the topic of a text. (L: 2)</p>	<ul style="list-style-type: none"> <li>• Poem book</li> <li>• Predictable patterns with word cards</li> <li>• Graphic organizers/worksheets</li> <li>• Reading conferences</li>   <li>• Read article and highlight</li> <li>• GIST activity (General Idea Surrounding Text)-notebook entry</li> </ul>
	<p><b>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)</b></p> <p><b>Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (RI.7.6)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. compares points of view of characters in a story and the audience or reader in a text with suspense or humor. (L: 1/2)</p> <p>b. compares points of view of the characters in literary text. (L: 2)</p> <p>c. determines author’s point of view and compares to own point of view. (L: 1/2)</p> <p>d. responds to the author’s purpose or point of view with own point of view. (L: 2)</p>	<ul style="list-style-type: none"> <li>• Read story and highlight</li> <li>• Cartoon-speech bubble of each character’s perspective</li> <li>• Reading notebook/response</li> <li>• Diary entries</li> <li>• T-chart</li> <li>• Create script for scene from another character’s point of view-role play or debate</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p><b>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). (RL.7.7)</b></p> <p><b>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g. how the delivery of speech affects the impact of the words). (RI.7.7)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. compares a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama. (L: 1.2)</li> <li>b. compares and contrasts a video version of a story, poem, or drama. (L: 2)</li> <li>c. compares the experience of reading a text to listening or watching a video of the same text. (L: 1/2)</li> <li>d. compares and contrasts the experience of reading a text to listening or watching a video of the same text. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video – respond in read notebook</li> <li>• T-chart - compare and contrast</li> <li>• Venn diagram</li> <li>• Group discussions</li> </ul>
	<p><b>(Not applicable to literature)</b></p> <p><b>8. 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. (RI.7.8)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. delineates the specific claims for text. (L: 1/2)</li> <li>b. analyzes text to support claims and judge and conclusions. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading journal</li> <li>• Watch commercial or read print ad and list key points or claims</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>Reading: Literature/Informational Text</b>	<p><b>9. Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history. (RL.7.9)</b></p> <p><b>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. recognizes the difference between fictional characters and nonfictional characters. (L: 1/2)</li> <li>b. compares and contrasts a fictional character with a historical character. (L: 2)</li> <li>c. compares information provided by authors of two different texts on the same topic. (L: 1/2)</li> <li>d. compares and contrasts key information provided by authors of two different texts on the same topic. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• T-chart – compare and contrast</li> <li>• Reading journal – write from historical character’s point of view</li> <li>• Venn diagram</li>   <li>• Double Bubble – compare and contrast</li> <li>• Reading journal</li> <li>• Venn diagram</li> </ul>
	<p><b>10. By the end of the year, read and comprehend literary nonfiction and literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10, RI.7.10)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>(Review all performance areas in reading.)</p>	<ul style="list-style-type: none"> <li>• Benchmarks</li> <li>• Running records</li> <li>• Book log</li> <li>• Book presentations</li> <li>• Reading conferences</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>Writing</b>	<p><b>11. Write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. writes a claim and supports it with one reason or other relevant evidence. (L: 1/2)</li> <li>b. writes a claim and supports it with multiple reasons or other relevant evidence. (L: 2)</li> <li>c. uses words, phrases, and clauses to clarify the relationship among claims and reasons. (L: 1/2)</li> <li>d. uses words, phrases, and clauses to clarify the relationship among claims, reasons, and evidence. (L: 2)</li> <li>e. establishes and maintains a formal style. (L: 1/2)</li> <li>f. provides a concluding statement or section that follows from the argument presented. (L: 1/2)</li> </ol>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Sentence writing</li> <li>• Paragraph writing</li> <li>• Argumentative paragraph</li> <li>• Document based on essay or speech</li> <li>• Graphic organizer/outline</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Writing</b>	<p><b>12. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.7.2)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. writes to convey ideas and information. (L: 1/2)</li> <li>b. writes to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. (L: 2)</li> <li>c. uses appropriate transitions to clarify the relationships among ideas and concepts. (L: 1/2) (L: 2)</li> <li>d. (with guidance and support) uses domain-specific vocabulary when writing about a topic. (L: 1/2)</li> <li>e. uses domain-specific vocabulary when writing about a topic. (L: 2)</li> <li>f. establishes and maintains an academic style. (L: 1/2) (L: 2)</li> <li>g. provides a concluding statement or section that follows from the information or explanation presented. (L: 1/2)</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Sentence writing</li> <li>• Paragraph writing</li> <li>• Public-service brochure</li> <li>• Public-service commercial</li> <li>• Graphic organizer</li> <li>• Writing samples</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Writing</b>	<p><b>13. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> (W.7.3)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. (with guidance and support) introduces the experience or situation, at least one character, and two or more events in sequence. (L: 1/2)</li> <li>b. introduces the experience or situation, at least one character and two or more events in sequence. (L: 2)</li> <li>c. uses a variety of transitional words and phrases to manage the sequence of events. (L: 1/2)</li> <li>d. uses a variety of transitional words, phrases, and clauses to manage the sequence of events. (L: 2)</li> <li>e. uses concrete words and phrases and sensory details to convey experiences and events precisely. (L: 1/2)</li> <li>f. provides a conclusion that follows from the narrated experiences or events. (L: 1/2)</li> </ol>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Writer’s notebook</li> <li>• Small-moment story</li> <li>• Quick writes</li> <li>• Graphic organizers</li> <li>• Personal narratives</li> <li>• Imagined narratives (Greek myth, creative stories)</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>Writing</b>	<p><b>14. 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 ELOs 11-13 above.)</b> (W.7.4 )</p>	<p><b>Performance will be satisfactory when the student:</b> a. produces writing that is appropriate to the task, purpose, or audience. (L: 1/2)</p>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Writing continuum</li> <li>• Sentence writing</li> <li>• Paragraph writing</li> <li>• Write an email</li> <li>• Make a schedule</li> <li>• Research</li> <li>• Write note of apology or poem</li> </ul>
	<p><b>15. 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. (W.7.5)</b></p>	<p><b>Performance will be satisfactory when the student:</b> a. (with guidance and support from adults and peers) plans by brainstorming and revise own writing by adding more information. (L: 1/2) b. (with guidance and support from adults and peers)plans writing and uses the editing process to revise own writing. (L: 2)</p>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Use writing process – self-edit checklist</li> <li>• Grade sheet</li> </ul>
	<p><b>16. 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.7.6)</b></p>	<p><b>Performance will be satisfactory when the student:</b> a. uses technology, including the internet, to produce writing to interact and collaborate with others. (L: 1/2) b. uses technology, including the internet, to produce writing while interacting and collaborating with others. (L: 2)</p>	<ul style="list-style-type: none"> <li>• Record daily activities on a blog</li> <li>• Use technology to research</li> <li>• Use technology to write</li> <li>• Works cited page</li> <li>• Published writing</li> <li>• Google Docs</li> <li>• Photo story</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>Writing</b>	<p><b>17. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. conducts research to answer a question based on one source of information. (L: 1/2)</li> <li>a. conducts a research to answer a question based on multiple sources of information. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric – include several sources</li> <li>• Create newsletter</li> <li>• Photo report with storyboard</li> <li>• Graphic organizer</li> <li>• Checklist</li> <li>• Conferences</li> <li>• Works-cited page</li> <li>• Writer’s notebook</li> <li>• Published writing</li> </ul>
	<p><b>18. 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.7.8)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. selects quotes from print or digital sources that provide information about a topic. (L: 1/2)</li> <li>b. selects quotes from multiple print or digital sources that provide important information about a topic. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Research project</li> <li>• Graphic organizer</li> <li>• Checklist</li> <li>• Conferences</li> <li>• Works-cited page</li> <li>• Writer’s notebook</li> <li>• Published writing</li> <li>• Note taking</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Writing</b>	<p><b>19. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> (W.7.9)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. (with guidance and support from adults and peers) recognizes the difference between fictional characters and nonfictional characters. (L: 1/2)</li> <li>b. recognizes the difference between fictional characters and nonfictional characters. (L: 2)</li> <li>c. (with guidance and support) delineates the specific claims in a text. (L: 1/2)</li> <li>d. separates the specific claims in a text. L: 2)</li> </ol>	<ul style="list-style-type: none"> <li>• Venn diagram</li> <li>• Graphic organizers</li> <li>• Writer’s notebook</li> <li>• Writing samples</li> <li>• Conferences</li> <li>• Writing continuum</li> <li>• Rubric</li> <li>• On-demand writing</li> </ul>
	<p><b>20. 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, purpose and audiences.</b> (W.7.10)</p>	<p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. (with guidance and support) writes routinely for a variety of tasks, purposes, and audiences. (L: 1/2)</li> <li>b. writes routinely for a variety of tasks, purposes and audiences. (L: 2)</li> </ol>	<ul style="list-style-type: none"> <li>• Quick write</li> <li>• Journal</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening	<p><b>21. 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. (SL.7.1)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. prepares for discussions. (L: 1/2)</li> <li>b. comes to discussions prepared to share information. (L: 2)</li> <li>c. (with guidance and support from adults and peers) follows simple, agreed-upon rules for discussions. (L: 1/2)</li> <li>d. (with guidance and support from adults and peers) follows simple, agreed-upon rules for discussions and carry out assigned roles. (L: 2)</li> <li>e. asks and answers questions specific to the topic, text, or issue under discussion. (L: 1/2)</li> <li>f. remains on the topic of the discussion when asking or answering questions or making other contributions. (L: 2)</li> <li>g. indicates agreement with others during group discussions. (L: 1/2)</li> <li>h. accepts when others involved in the discussion agree or disagree with own perspective. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion rubric</li> <li>• Small-group discussions</li> <li>• Group-discussion guides/reflections</li> </ul>
	<p><b>22. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the topic of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study. (L: 1/2)</li> <li>b. identifies the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Response journal</li> <li>• Reflections</li> <li>• Group discussions</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Speaking and Listening</b>	<b>23. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)</b>	<b>Performance will be satisfactory when the student:</b> a. determines whether one specific claim made by a speaker is fact or opinion. (L: 1/2) b. determines whether the claims made by a speaker are fact or opinion. (L: 2)	<ul style="list-style-type: none"> <li>• Exit slip after presentation</li> <li>• Reader’s /writer’s-response notebook</li> </ul>
	<b>24. Present claims and findings, emphasizing the most important points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; uses appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)</b>	<b>Performance will be satisfactory when the student:</b> a. presents findings including details related to a main idea or theme. (L: 1/2) b. presents findings including descriptions, facts, or details related to a main idea or theme. (L: 2)	<ul style="list-style-type: none"> <li>• Speaking/presentation rubric</li> <li>• Presentation graphic organizer</li> <li>• Individual presentations</li> </ul>
	<b>25. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize most important points. (SL.7.5)</b>	<b>Performance will be satisfactory when the student:</b> a. selects or creates an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations. (L: 1/2) b. selects or creates an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations. (L: 2) c.	<ul style="list-style-type: none"> <li>• Create audio recording, drawings, or photographs to display main points.</li> <li>• Rubric</li> <li>• Checklist</li> <li>• Individual or group presentation</li> </ul>
	<b>26. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6)</b>	<b>Performance will be satisfactory when the student:</b> a. participates in communication activities with a partner.(L:1/2) b. communicates precisely (i.e., provides complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. (L: 2)	<ul style="list-style-type: none"> <li>• Rubric - provide key points related to formal speaking skills in a presentation</li> <li>• Checklist</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Language</b>	<p><b>27. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.7.1)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. produces simple complete sentences when writing or communicating. (L: 1/2)</li> <li>b. produces a simple complete sentence when writing or communicating. (L: 2)</li> <li>c. forms and uses the simple regular and irregular verb tenses (e.g., <i>I eat, I ate, I am eating</i>). (L: 1/2)</li> <li>d. forms and uses the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i>). (L: 2)</li> <li>e. uses modal auxiliaries (e.g., can, may, must) to convey various conditions. (L: 2)</li> <li>f. forms and uses prepositional phrases. (L: 2)</li> <li>g. shifts nouns and verbs to match as appropriate (L: 1/2)</li> <li>h. uses appropriate verbs to match nouns. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar journal or notebook</li> <li>• Rubric – writing/speaking/presenting</li> <li>• Writing samples</li> <li>• Quizzes</li> </ul>
	<p><b>28. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (L.7.2)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. uses end punctuation when writing a sentence or question. (L: 1/2)</li> <li>b. uses end punctuation when writing text with multiple sentences. (L: 2)</li> <li>c. spells two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. (L: 1/2)</li> <li>d. spells words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Writing sample</li> <li>• Reading/writing notebook</li> <li>• Checklist</li> <li>• Quizzes</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Language</b>	<p><b>29. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. chooses words and phrases to convey ideas precisely. (L: 1/2)</li> <li>b. chooses punctuation for effect. (L: 1/2)</li> <li>c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal language is appropriate. (L: 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing revisions</li> <li>• Checklist</li> <li>• Writing conferences</li> </ul>
	<p><b>30. 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. (L.7.4)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. uses context to determine the meaning of a new word. (L: 1/2)</li> <li>b. uses context to identify which word in an array of content-related words is missing from a sentence. (L: 2)</li> <li>c. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (L: 1/2)</li> <li>d. uses common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (L: 2)</li> <li>e. seeks clarification and meaning support when unfamiliar words are encountered while reading or communicating. (L: 1/2)</li> <li>f. consults reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. (L: 2)</li> <li>g. consults reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L: 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary-graphic organizer</li> <li>• Vocabulary journal</li> <li>• Quizzes</li> <li>• Sentence writing</li> <li>• Conferences</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>Language</b>	<b>31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)</b>	<b>Performance will be satisfactory when the student:</b> a. uses multiple-meaning words. (L: 1/2) b. demonstrates understanding of the use of multiple-meaning words. (L: 2) c. uses compound and complex words when writing and communicating. (L: 1/2) d. uses knowledge of common words to understand the meaning of compound words. (L: 2) e. uses descriptive words to add meaning when writing and communicating. (L: 1/2) f. , with support to identify where descriptive words could be used, adds them to writing and communication. (L: 2)	<ul style="list-style-type: none"> <li>• Reading or writing notebook</li> <li>• Quizzes</li> <li>• Writing samples</li> <li>• Sentence writing</li> </ul>
	<b>32. Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6)</b>	<b>Performance will be satisfactory when the student:</b> a. uses general academic and domain-specific words and phrases. (L: 1/2) b. acquires and uses general academic and domain-specific words and phrases. (L: 2)	<ul style="list-style-type: none"> <li>• Reading or writing notebook</li> <li>• Vocabulary journal</li> <li>• Quizzes</li> <li>• Sentence writing</li> <li>• Conferences</li> <li>• Writing samples</li> </ul>