

## **ELL Language Arts – ELA 7 (#1915) and ELL English – ELA 7 (#1920)**

**Description** ELL Language Arts – ELA 7 and ELL English – ELA 7 integrates reading, writing, speaking and listening, and language. 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

**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.*

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<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. analyzes the meaning of a text and supports with explicit details. (L: 3/4/5)</li> <li>b. makes inferences. (L: 3/4/5)</li> <li>c. supports inferences with several pieces of textual evidence. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading notebooks/response logs</li> <li>• Graphic organizer (I think, the text says, now what do I think)</li> <li>• Textual annotations</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 or 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. objectively summarizes a text. (L: 3/4/5)</li> <li>b. identifies and explains theme. (L: 3/4/5)</li> <li>c. explains how particular details work together over the course of a text to create theme or central ideas. (L: 4/5)</li> <li>d. objectively summarizes a text. (L: 3/4/5)</li> <li>e. identifies and explains the development of two or more central ideas within a text using details. (L: 3/4/5)</li> <li>f. analyzes the development of two or more central ideas within a text using details. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• 5 W's graphic organizer</li> <li>• Literature circle discussions</li> <li>• Journal entries</li> <li>• GIST (General Idea Surrounding Text)-notebook entry</li> <li>• Summary paragraphs</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). (RI.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). (RL.7.3)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies elements of fiction of a story or drama. (L: 3/4/5)</li> <li>b. identifies and explains interactions between elements of a story and drama. (L: 3/4/5)</li> <li>c. analyzes interactions between elements of a story or drama. (L: 4/5)</li> <li>d. recognizes how an author develops individuals, events, and ideas through interactions with each other. (L: 3/4/5)</li> <li>e. understands that a text’s presentation of an individual, event, or ideas also shapes a reader’s understanding of other perspectives and cultures. (L: 3/4/5)</li> <li>f. analyzes the interaction between individuals, events, and ideas. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Plot diagram</li> <li>• Quick writes</li> <li>• Literature circle discussions</li> <li>• Literature circle discussion guides</li> </ul>
	<p><b>4. Determine the meaning of words and phrases as they are used in a text. (RL.7.4/RI.7.4)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands that words and phrases can be used in multiple ways, including figurative, connotative, and technical meanings. (L: 3/4/5)</li> <li>b. identifies figurative, connotative, and/or technical language with textual support. (L: 3/4/5)</li> <li>c. utilizes figures of a text (e.g. bold terms, glossary, context clues) and outside resources (online and print dictionary) to determine the meaning of general academic and domain-specific words and phrases in a text. (L: 3/4/5)</li> <li>d. explains and author’s use of a word choice, rhyme, and rhythm of sounds to create meaning and tone. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary graphic organizer</li> <li>• Vocabulary notebook</li> <li>• Group discussions</li> <li>• Vocabulary quiz</li> <li>• Word posters</li> <li>• Exit slip</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<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> <ul style="list-style-type: none"> <li>a. identifies the form or structure of a drama or poem. (L: 3/4/5)</li> <li>b. supports thinking with textual evidence. (L: 3/4/5)</li> <li>c. analyzes the form or structure of a drama or poem. (L: 4/5)</li> <li>d. analyzes the relationship between form or structure and meaning. (L: 4/5)</li> <li>e. identifies and explains the structure an author uses to organize a text. (L: 3/4/5)</li> <li>f. identifies and explains major sections of a text that contribute to the whole. (L: 3/4/5)</li> <li>g. analyzes how major sections of a text contribute to the whole text. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Text annotations</li> <li>• Graphic organizers/worksheet</li> <li>• Reading conferences</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> <ul style="list-style-type: none"> <li>a. determines and explains how an author develops the point of view of differentiated characters and narrators. (L: 3/4/5)</li> <li>b. analyzes how an author develops and contrasts points of view of a characters of narrators. (L: 4/5)</li> <li>c. determines and explains an author’s point of view in a text. (L: 3/4/5)</li> <li>d. analyzes how the author distinguishes his/her position from that of others. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• GIST (General Idea Surrounding Text)-notebook entry</li> <li>• Quick writes</li> <li>• Summary paragraph</li> <li>• Reading response logs</li> <li>• Create stories from different points of view</li> </ul>

Reading: Literature/Informational Text	Essential Learning Objectives	Performance Indicators	Classroom Assessments
	<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 and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version. (L: 3/4/5)</li> <li>b. utilizes note taking strategies while reading, viewing, or listening. (L: 3/4/5)</li> <li>c. analyzes the effects of techniques unique to each medium. (L: 4/5)</li> <li>d. supports thinking with examples from the text. (L: 3/4/5)</li> <li>e. analyzes how the delivery of a speech affects the impact of the words. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Viewing response logs</li> <li>• Group discussions</li> <li>• Compare/contrast writing</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. uses techniques for tracing an argument and claim through a text. (L: 3/4/5)</li> <li>b. uses techniques for evaluating an argument and claims. (L: 3/4/5)</li> <li>c. assesses whether reasoning is sound. (L: 3/4/5)</li> <li>d. assesses whether evidence is sufficient. (L: 3/4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Text annotations</li> <li>• Outlines</li> <li>• Note taking</li> </ul>	

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<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 techniques for comparing and contrasting. (L: 3/4/5)</li> <li>b. describes elements of historical fiction. (L: 3/4/5)</li> <li>c. compares and contrasts a fictional historical portrayal of an event and an actual historical event. (L: 3/4/5)</li> <li>d. analyzes how point of view impacts literature. (L: 4/5)</li> <li>e. recognizes techniques that authors use to shape their presentation of key information. (L: 3/4/5)</li> <li>f. recognizes techniques that authors use to emphasize different evidence. (L: 3/4/5)</li> <li>g. recognizes techniques that authors use to advance different interpretations of facts. (L: 3/4/5)</li> </ul>	<ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>a. uses techniques for making meaning from appropriately complex stories, dramas, poems, and literary nonfiction. (L: 3/4/5)</li> <li>b. uses techniques for engaging with complex texts. (L: 3/4/5)</li> <li>c. uses techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers. (L: 3/4/5)</li> <li>d. understands that a reader’s understanding of a text grows through deep thinking and collaboration. (L: 3/4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Literature circles</li> <li>• Reading logs</li> <li>• Book reviews</li> <li>• Book presentations</li> <li>• Running records</li> <li>• Benchmarks</li> <li>• Reading conferences</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<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> <ul style="list-style-type: none"> <li>a. understands the difference between argument and opinion. (L: 3/4/5)</li> <li>b. understands what counterarguments are and how to identify and form them. (L: 3/4/5)</li> <li>c. demonstrates understanding of a topic. (L: 3/4/5)</li> <li>d. selects the most relevant evidence (accurate, credible sources) and writes an argument to support a claim. (L: 3/4/5)</li> <li>e. uses words and phrases to clarify relationships and create cohesion. (L: 3/4/5)</li> <li>f. understands the difference between formal and informal style and adjusts writing style based on audience and purpose. (L: 3/4/5)</li> <li>g. writes with predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion that supports the argument). (L: 3/4/5)</li> <li>h. understands what counterarguments are and how to identify, form and use them. (L: 4/5)</li> <li>i. uses words, phrases, and clauses to clarify relationships and create cohesion. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Argumentative paragraph</li> <li>• Document-based essay or speech</li> <li>• Graphic organizer/outline</li> <li>• Rubric</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> <ol style="list-style-type: none"> <li>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification and, comparison/contrast. (L: 3/4/5)</li> <li>b. includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (L: 3/4/5)</li> <li>c. develops the topic with relevant facts, definitions, concrete details, and quotations. (L: 3/4/5)</li> <li>d. uses appropriate transitions to create cohesion. (L: 3/4/5)</li> <li>e. uses precise language and domain-specific vocabulary to inform about or explain the topic. (L: 3/4/5)</li> <li>f. establishes and maintains an academic style. (L: 3/4/5)</li> <li>g. provides an appropriate concluding statement. (L: 3/4/5)</li> <li>h. understands that informative/explanatory writing conveys ideas, concepts, and information through cohesive ideas and details. (L: 3/4/5)</li> <li>i. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause and effect. (L: 4/5)</li> <li>j. develops the topic with relevant facts, definitions, concrete details, quotations, and other information and examples. (L: 4/5)</li> <li>k. uses appropriate transitions to create cohesion and clarify the relationship among ideas and concepts. (L: 4/5)</li> <li>l. provides an appropriate concluding statement that follows from and supports the information or explanation presented. (L: 4/5)</li> </ol>	<ul style="list-style-type: none"> <li>• Public-service brochure</li> <li>• Public-service commercial</li> <li>• Rubric</li> <li>• Writing samples</li> <li>• Graphic organizer</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. writes a real or imagined narrative that spans one time frame and/or settings with a narrator, characters, naturally unfolding events, dialogue, descriptions, transition words, a sense of closure, and a conclusion that reveals something important about self. (L: 3/4/5)</li> <li>b. engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally and logically. (L: 3/4/5)</li> <li>c. uses narrative techniques, such as dialogue, and description, to develop experiences, events, and/or characters. (L: 3/4/5)</li> <li>d. uses a variety of transition words and phrases</li> <li>e. uses precise words and phrases, and relevant descriptive details to capture the action and convey experiences and events. (L: 3/4/5)</li> <li>f. provides an appropriate conclusion. (L: 3/4/5)</li> <li>g. writes a real or imagined narrative that spans one or more time frames and/or settings with a narrator, characters, naturally unfolding events, dialogue, descriptions, transition words, phrases and clauses, a sense of closure, and a conclusion that reveals something important about self or life. (L: 4/5)</li> <li>h. uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another. (L: 4/5)</li> <li>i. provides and appropriate conclusion that follows from and reflects on the narrated experiences or events. (L: 4/5)</li> <li>j. uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (L: 4/5)</li> </ol>	<ul style="list-style-type: none"> <li>• Quick writes</li> <li>• Graphic organizers</li> <li>• Writer’s notebook</li> <li>• Personal narrative</li> <li>• Imagined narrative (Greek myth, creative stories)</li> <li>• Rubric</li> </ul>

	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>Writing</b>	<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.) (W.7.4 )</b>	<b>Performance will be satisfactory when the student:</b> a. uses development, organization, and style to produce clear and coherent writing appropriate to task, purpose, and audience. (L: 3/4/5) b. adapts writing to fulfill a specific purpose and meet the needs of an audience. (L: 3/4/5) c. develops ideas and organizes thoughts in a way appropriate to task and purpose. (L: 3/4/5)	<ul style="list-style-type: none"> <li>• Writing continuum</li> <li>• Writing samples</li> <li>• Rubric</li> </ul>
	<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>	<b>Performance will be satisfactory when the student:</b> a. plans, revises, edits, and rewrites writing. (L: 3/4/5) b. uses some adult and peer guidance and support to strengthen writing. (L: 3/4/5) c. tries a new approach. (L: 3/4/5)	<ul style="list-style-type: none"> <li>• Self-edit checklist</li> <li>• Grade sheet</li> </ul>
	<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>	<b>Performance will be satisfactory when the student:</b> a. uses technology (including internet) to produce and publish writing. (L: 3/4/5) b. links to and cites sources. (L: 3/4/5) c. Uses technology (including internet) to interact and collaborate with others. (L: 3/4/5)	<ul style="list-style-type: none"> <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> <ol style="list-style-type: none"> <li>a. develops a single question to conduct a short research project. (L: 3/4/5)</li> <li>b. uses multiple sources to answer a question, continually refocusing the inquiry based on investigation. (L: 3/4/5)</li> <li>c. uses a graphic organizer to record thoughts, and</li> <li>d. applies the steps in the research process (i.e. Big Six) (L: 3/4/5):                             <ul style="list-style-type: none"> <li>• task definition</li> <li>• information-seeking strategies</li> <li>• location and access</li> <li>• use of information</li> <li>• synthesis</li> <li>• evaluation</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <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> <ol style="list-style-type: none"> <li>a. locates and gathers relevant information from print and digital sources. (L: 3/4/5)</li> <li>b. uses search terms effectively. (L: 3/4/5)</li> <li>c. assesses credibility and accuracy of each source. (L: 3/4/5)</li> <li>d. takes notes on sources. (L: 3/4/5)</li> <li>e. quotes or paraphrases data and conclusions. (L: 3/4/5)</li> <li>f. avoids plagiarism. (L: 3/4/5)</li> <li>g. follows standard format for citing sources. (L: 3/4/5)</li> </ol>	<ul style="list-style-type: none"> <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>	<b>19. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> (W.7.9)	<b>Performance will be satisfactory when the student:</b> a. compares and contrasts 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. (L: 3/4/5) b. composes a reflective or research-based piece in response to literature and literary nonfiction. (L: 3/4/5) c. analyzes a prompt about a text to determine what is being said. (L: 3/4/5) d. forms ideas in response to a prompt about a text and supports ideas with evidence from a text. (L: 3/4/5) e. traces an argument and specific claims. (L: 3/4/5) f. composes an analytical, reflective or research-based piece in response to literature and literary nonfiction. (L: 4/5) g. traces and evaluates an argument and specific claims. (L: 4/5)	<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> </ul>
	<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)	<b>Performance will be satisfactory when the student:</b> a. completes various pieces of writing over varying lengths of time based on task, audience, and purpose. (L: 3/4/5) b. organizes clear and coherent pieces of writing for a variety of reasons and in a variety of settings. (L: 3/4/5)	<ul style="list-style-type: none"> <li>• Writing continuum</li> <li>• Writing samples</li> <li>• Rubric</li> <li>• Writer’s notebook</li> <li>• On-demand writing</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Speaking and Listening</b>	<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. comes to discussions prepared, having read or researched material under study. (L: 3/4/5)</li> <li>b. explicitly draws on that preparation by referring to evidence on the topic, text, or issue to reflect on ideas under discussions. (L: 3/4/5)</li> <li>c. follows rules for collegial discussions, tracks progress toward specific goals, and deadlines, and defines individual roles as needed. (L: 3/4/5)</li> <li>d. poses questions that elicit elaboration and responds to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (L: 3/4/5)</li> <li>e. acknowledges new information expressed by others. (L: 3/4/5)</li> <li>f. explicitly draws on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussions. (L: 4/5)</li> <li>g. acknowledges new information expressed by others and, when warranted, modifies his/her own views. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Group discussion guides</li> <li>• Reflections</li> <li>• Rubric</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. evaluates the credibility and accuracy of information presented in diverse media and formats. (L: 3/4/5)</li> <li>b. considers how ideas clarify the topic, text, or issue under study. (L: 3/4/5)</li> <li>c. analyzes information seen or heard in diverse media formats. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Group discussions</li> </ul>

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>Speaking and Listening</b>	<p><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></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. listens attentively to a speaker to identify and evaluate. (L: 3/4/5)</p> <ul style="list-style-type: none"> <li>• main argument</li> <li>• specific claims</li> <li>• claims supported by evidence</li> <li>• claims not supported by evidence</li> <li>• reasoning and use of supporting evidence</li> </ul> <p>b. identifies signal words included in speeches to indicate transitions or relationships between ideas. (L: 3/4/5)</p> <p>c. evaluates main argument and relevance and sufficiency of evidence. (L: 4/5)</p>	<ul style="list-style-type: none"> <li>• Exit slip</li> <li>• Reader/writer-response notebook</li> </ul>
	<p><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></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. uses speaking to present claims and findings by selecting details and examples to complement main ideas. (L: 3/4/5)</p> <p>b. uses appropriate eye contact, adequate volume, and clear pronunciation. (L: 3/4/5)</p> <p>c. uses verbal and non-verbal techniques to emphasize key points. (L: 4/5)</p>	<ul style="list-style-type: none"> <li>• Speaking presentation rubric</li> <li>• Presentation</li> <li>• Graphic organizer</li> <li>• Individual presentations</li> </ul>
	<p><b>25. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize most important points. (SL.7.5)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. clarifies claims and findings. (L: 3/4/5)</p> <p>b. emphasizes most important points in a presentation through the use of multimedia components and visual displays. (L: 3/4/5)</p>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Checklist</li> <li>• Individual or group</li> <li>• Presentation</li> </ul>
	<p><b>26. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. adapts his/her speech appropriately to task and situation. (L: 3/4/5)</p> <p>b. demonstrates command of formal English when appropriate to task and situation. (L: 3/4/5)</p>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Speaking-presentation rubric</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. applies conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience. (L: 3/4/5)</li> <li>b. explains the function of phrases and clauses in general and their function in specific sentences. (L: 3/4/5)</li> <li>c. varies sentence structure by choosing among simple and compound sentences to signal differing relationships among ideas. (L: 3/4/5)</li> <li>d. uses phrases and clauses correctly by placing them within a sentence. (L: 3/4/5)</li> <li>e. varies sentence structure by choosing among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Checklist</li> <li>• Quizzes</li> </ul>
	<p><b>28. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie, but not He wore an old [,] green shirt</i>).</li> <li>b. Spell correctly (L.7.2)</li> </ul>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. applies conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience. (L: 3/4/5)</li> <li>b. uses commas correctly. (L: 3/4/5)</li> <li>c. spells words correctly. (L: 3/4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Checklist</li> <li>• Quizzes</li> </ul>
	<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 language that expresses ideas precisely and concisely by reducing wordiness and eliminating redundancy. (L: 3/4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing revisions</li> <li>• Checklist</li> <li>• Writing conferences</li> </ul>



	<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>Language</b>	<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. determines the meaning of unknown words or phrases by drawing upon context clues and inferred meaning in context. (L: 3/4/5)</li> <li>b. identifies and uses Greek and Latin affixes and roots to determine the meaning of a word (i.e., belligerent, bellicose, rebel). (L: 3/4/5)</li> <li>c. uses techniques to verify his/her preliminary determination of the meaning of a word. (L: 3/4/5)</li> <li>d. uses reference materials (e.g., dictionaries, glossaries, thesauruses) in print and digital format to ascertain or verify a word’s pronunciation, precise meaning, or part of speech. (L: 3/4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary journal</li> <li>• Quizzes</li> <li>• Sentence writing</li> <li>• Conferences</li> </ul>
	<p><b>31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies figurative language. (L: 3/4/5)</li> <li>b. uses the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words. (L: 3/4/5)</li> <li>c. interprets figures of speech (e.g. literary, biblical, and mythological allusions) in context. (L: 4/5)</li> <li>d. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (L: 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Writing samples</li> <li>• Sentence writing</li> </ul>
	<p><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></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. acquires and accurately uses grade-appropriate general academic words and phrases. (L: 3/4/5)</li> <li>b. accurately uses grade appropriate domain-specific words and phrases. (L: 3/4/5)</li> <li>c. identifies and investigates vocabulary important to comprehension. (L: 3/4/5)</li> <li>d. identifies and investigates vocabulary important to expression. (L: 3/4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary journal</li> <li>• Quizzes</li> <li>• Sentence writing</li> <li>• Conferences</li> <li>• Writing samples</li> </ul>