



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| READING: Word recognition, Fluency & Vocabulary (WRFV) | Standard  | Core Concepts   | Key terms  |
|--|---|---|--|
| LA.7.WRFV.1  | Identify and understand idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry. | <ul style="list-style-type: none"><li>• Figurative language is used by authors to be more effective, impactful, persuasive, or to connect to the reader's senses.</li><li>• Interpretation of these words involves determining their technical, connotative, and figurative meanings as well as how their use shapes the piece.</li><li>• Additionally, identifying how an author uses them can help readers understand the author's purpose.</li></ul> | <ul style="list-style-type: none"><li>• Figurative language</li><li>• Idioms</li><li>• Analogies</li><li>• Metaphors</li><li>• Similes</li></ul> |



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2017

| <b>READING: Word recognition, Fluency &amp; Vocabulary (WRFV)</b> | <b>Standard</b>  | <b>Core Concepts</b>  | <b>Key terms</b>  |
|---|--|---|---|
| <b>LA.7.WRFV.2</b><br><b>Scaled score</b><br>• <b>2751-2800</b>   | Use knowledge of Greek, Latin and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies and mathematics) | <ul style="list-style-type: none"><li>• Understanding word structure can aid in determining the meaning of unknown words.</li><li>• Many words are the combination of a number of parts, each part playing a role in the overall meaning of the word.</li><li>• Many of these word parts are derived from the Greek and Latin.</li><li>• Knowing these roots and word parts can aid in the analysis of and determination of the meaning of unknown words.</li></ul> | <ul style="list-style-type: none"><li>• Greek, Latin, and Anglo-Saxon roots</li></ul> |
| LA.7.WRFV.3   | Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.                      | <ul style="list-style-type: none"><li>• Readers use a number of strategies to determine the meaning of unknown words when reading.</li><li>• Readers who fully understands the meaning of a word and how it is used in text can define it, provide an example, paraphrase the definition, and/or provide a non-example/contrasting example.</li></ul>   | <ul style="list-style-type: none"><li>• Word meanings</li></ul>                       |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| READING:<br>Comprehension<br>(c)  | Standard   | Core Concepts   | Key terms  |
|---|--|---|--|
| LA.7.RC.1   | Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals). | <ul style="list-style-type: none"><li>• Each category of informational text has a specific purpose and is organized and structured to support that purpose.</li><li>• Understanding that purpose and being able to utilize the organizational and structural features of the text aids in reader comprehension and effective use of the text.</li></ul> | <ul style="list-style-type: none"><li>• Organizational and structural features of text</li></ul> |
| <b>LA.7.RC.2</b><br><b>Scaled score</b><br><b>• 2601-2700</b>                       | Locate information by using a variety of consumer and public documents.  |   | <ul style="list-style-type: none"><li>• Consumer and public documents</li></ul>                  |
| <b>LA.7.RC.3</b><br><b>Scaled score</b><br><b>• 2601-2700</b><br><b>• 2801-2830</b> | Analyze text that uses the cause-and-effect organizational pattern. .  | <ul style="list-style-type: none"><li>• How a text is organized and why it is organized that way is a factor that should be considered during text analysis.</li></ul>  | <ul style="list-style-type: none"><li>• Text organization</li><li>• Cause-and-effect</li></ul>   |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

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|----------------------------------|---|--|---|
| LA.7.RC.4                        | Identify and trace the development of an author's argument, point of view, or perspective in text.          | <ul style="list-style-type: none"><li>• See LA.7.RC.6</li></ul>  | <ul style="list-style-type: none"><li>• Author's argument, point-of-view, perspective</li></ul> |
| LA.7.RC.5                        | Understand and explain the use of a simple mechanical device by following directions in a technical manual. | <ul style="list-style-type: none"><li>• Technical manuals are a kind of informational text which are written to direct a reader how to use or construct an item.</li><li>• Comprehension of a technical manual can be demonstrated both through the successful use or construction of the item or by explaining the use to another individual.</li><li>• Full comprehension of the directions in a technical manual requires that the reader is able to both follow the directions and then explain/paraphrase those directions and explain the use of the device.</li></ul> | <ul style="list-style-type: none"><li>• Technical manual</li></ul>                              |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

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|--|--|---|---|
| LA.7.RC.6  | Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. | <ul style="list-style-type: none"><li>• One purpose for writing is to influence or persuade the reader.</li><li>• Critical readers understand this, are able to recognize instances when an author is persuading, are aware of the various literary devices an author can use in the development of his or her argument, and work to identify the author's perspective or opinions, whether stated directly or implied.</li><li>• Critical readers judge the strength and validity of the author's argument by assessing the supporting evidence provided by the author and can determine if that evidence is sound and the author's logic is reasonable.</li></ul> | <ul style="list-style-type: none"><li>• Persuasion</li><li>• Valid arguments</li></ul>    |
| <b>LA.7.RC.7</b><br><b>Scaled score</b> <ul style="list-style-type: none"><li>• <b>2701-2750</b></li></ul> | Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.                     | <ul style="list-style-type: none"><li>• Drawing conclusions about text and then supporting those conclusions is a strategic action undertaken by reflective readers.</li></ul>  | <ul style="list-style-type: none"><li>• Draw conclusions</li><li>• Text support</li></ul> |



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2017

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|----------------------------------|---|---|--|
| LA.7.RC.8                        | Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.  | <ul style="list-style-type: none"><li>• See LA.7.RC.6</li></ul> | <ul style="list-style-type: none"><li>• Persuasive techniques</li></ul>  |
| LA.7.RC.9                        | Identify problems with an author's figures of speech and faulty logic or reasoning.   | <ul style="list-style-type: none"><li>• See LA.7.RC.6</li></ul> | <ul style="list-style-type: none"><li>• Figures of speech</li><li>• Faulty logic</li></ul>   |
| LA.7.RC.10                       | Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise. | <ul style="list-style-type: none"><li>• See LA.7.RC.6</li></ul> | <ul style="list-style-type: none"><li>• Persuasion</li><li>• Propaganda</li><li>• Faulty reasoning</li><li>• Inferencing</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| <b>READING:<br/>Literacy<br/>Response and<br/>Analysis (LRA)</b> | <b>Standard</b>  | <b>Core Concepts</b>   | <b>Key terms</b>   |
|--|--|--|--|
| LA.7.LRA.1   | Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.         | <ul style="list-style-type: none"><li>• Each form of written text has a specific purpose and unique characteristics.</li><li>• Authors choose the form that best suits their purpose in writing.</li><li>• Readers adjust their expectations and therefore their approach when reading different kinds of text in order to better comprehend.</li></ul>  | <ul style="list-style-type: none"><li>• Text purpose and characteristics</li></ul> |
| LA.7.LRA.2   | Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action. | <ul style="list-style-type: none"><li>• Plot refers to the events that make up a storyline.</li><li>• These events relate to each other in a pattern or a sequence.</li><li>• The author weaves the events together in such a way that the story progresses.</li><li>• Some events impact the story progression more than others.</li><li>• Reflective readers attend to the how the events interact with one another to provide insight into and understanding of the story's past, present and future.</li></ul> | <ul style="list-style-type: none"><li>• Plot</li><li>• Foreshadow</li></ul>        |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| READING:<br>Literacy<br>Response and<br>Analysis (LRA)   | Standard   | Core Concepts   | Key terms  |
|--|--|---|--|
| <b>LA.7.LRA.3</b><br><i>Scaled score</i> <ul style="list-style-type: none"><li>• 2701-2750</li><li>• 2801-2830</li></ul> | Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. | <ul style="list-style-type: none"><li>• Authors reveal the nature of characters in a number of ways including physical description, description of his/her behavior and thoughts/feelings, his/her dialogue with other characters, and the response he/she evokes from other characters.</li><li>• This information can be used by the reader to identify why characters might react in particular ways throughout the story.</li></ul> | <ul style="list-style-type: none"><li>• Characterization</li></ul> |
| LA.7.LRA.4   | Identify and analyze themes, such as bravery, loyalty, friendship, and loneliness, which appear in many different works.   | <ul style="list-style-type: none"><li>• A theme or message in a text is the idea or lesson around which the entire text revolves.</li><li>• Themes/messages may be clearly articulated or revealed in less explicit ways</li><li>• . Readers use clues within from the text to identify the theme/message.</li><li>• Some universal themes are used widely in literature and have similar characteristics across texts.</li></ul>       | <ul style="list-style-type: none"><li>• Themes</li></ul>           |



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2017

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|---|---|---|--|
| <b>LA.7.LRA.5</b><br><i>Scaled score</i><br>• 2601-2700 | Contrast points of view, such as first person, third person, limited and omniscient, and subjective and objective, in narrative text and explain how they affect the overall theme of the work. | <ul style="list-style-type: none"> <li>The point-of-view is the perspective from which a story is told.</li> <li>Authors choose a particular point-of-view based on how they determine the story is best told and how the theme should be revealed.</li> </ul>            | <ul style="list-style-type: none"> <li>Point-of-view</li> <li>Perspective</li> <li>First/third person</li> <li>Omniscient/limited</li> <li>Subjective/objective</li> </ul> |
| LA.7.LRA.6  | Compare reviews of literary works and determine what influenced the reviewer.   |   | <ul style="list-style-type: none"> <li>Literary reviews</li> </ul>   |
| LA.7.LRA.7  | Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.   | <ul style="list-style-type: none"> <li>Literary devices are used by authors to be more effective, impactful, persuasive, or to connect to the reader's senses</li> <li>. Identifying how an author uses them can help readers understand the author's purpose.</li> </ul> | <ul style="list-style-type: none"> <li>Literary devices</li> <li>Symbolism</li> <li>Imagery</li> <li>Metaphor</li> </ul>   |
| LA.7.LRA.8  | Analyze the influence of the setting on the problem and its resolution.   |   |  |
| LA.7.LRA.9  | Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.   |   |  |

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# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| WRITING:<br>Writing Process<br>(WP) | Standard   | Core Concepts   | Key terms   |
|-------------------------------------|--|---|---|
| LA.7.WP.1                           | Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.   | <ul style="list-style-type: none"><li>• Writers seek writing ideas from multiple sources including environmental, print, and digital sources and through discussions with others.</li><li>• They often record ideas to save for later.</li><li>• Planning what will be written is an important part of the writing process. Writers use a variety of organizational tools when planning.</li></ul>                                    |   |
| LA.7.WP.2                           | Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. | <ul style="list-style-type: none"><li>• Each type of composition includes specific elements which define it and complete it.</li><li>• For instance, a narrative will have a plot, setting, characters, problem, and solution. Writers appreciate the importance of each of these elements to the complete written piece and select an organizational structure (i.e. compare and contrast) that insures their goal is met.</li></ul> | <ul style="list-style-type: none"><li>• Organizational structures</li></ul>   |
| LA.7.WP.3                           | Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.                       | <ul style="list-style-type: none"><li>• In order to maintain believability and integrity, writers provide support to their assertions with personal accounts or other factual information.</li></ul>  | <ul style="list-style-type: none"><li>• Anecdotes</li><li>• Descriptions</li><li>• Facts</li><li>• Statistics</li></ul> |

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# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| WRITING:<br>Writing Process<br>(WP) | Standard   | Core Concepts  | Key terms   |
|-------------------------------------|--|--|---|
| LA.7.WP.4                           | Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.   | <ul style="list-style-type: none"><li>Writers use various tools and strategies to help provide structure to writing throughout the writing process.</li></ul>  | <ul style="list-style-type: none"><li>Writing process</li></ul>   |
| LA.7.WP.5                           | Identify topics: ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.  |  | <ul style="list-style-type: none"><li>Writing topics</li><li>Inquiry</li><li>Investigation</li><li>Research</li></ul> |
| LA.7.WP.6                           | Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.  | <ul style="list-style-type: none"><li>Including information from outside sources in a written piece can be done through direct quotations or through paraphrasing, each of which is a distinct writing skill.</li><li>Both also require appropriate citation. Additionally, quotations have specific punctuation requirements.</li></ul> | <ul style="list-style-type: none"><li>Quotation</li><li>Paraphrase</li><li>Citations</li><li>Plagiarism</li></ul>     |
| LA.7.WP.7                           | Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. | <ul style="list-style-type: none"><li>Technology is a tool writers can use throughout the writing process to produce and publish writing and to interact and collaborate with others.</li></ul>  |   |

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2017

| <b>WRITING:<br/>Writing Process<br/>(WP)</b> | <b>Standard</b>   | <b>Core Concepts</b>  | <b>Key terms</b>   |
|--|---|---|--|
| LA.7.WP.8                                    | Review, evaluate, and revise writing for meaning and clarity. | <ul style="list-style-type: none"><li>• Writers undertake the revision process to insure that their purpose for writing is met and in order to make writing stronger and clearer to readers.</li><li>• Revision involves reviewing and evaluating writing for clarity of content, proper spelling, and appropriate use of conventions (punctuation, capitalization, sentence structure, etc.).</li><li>• Writers make adjustments to their writing (making corrections, adding words/information, deleting words/information, changing text, reorganizing content) as needed to improve focus, flow and clarity and based on their own evaluation of writing and/or feedback provided by peer editors and teachers.</li><li>• Editors often use an editing checklist or list of rules to insure a complete evaluations.</li></ul> | <ul style="list-style-type: none"><li>• Revision</li><li>• Proofread</li><li>• Editing</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| <b>WRITING:<br/>Writing Process<br/>(WP)</b> | <b>Standard</b>  | <b>Core Concepts</b> | <b>Key terms</b> |
|--|--|----------------------|------------------|
| LA.7.WP.9                                    | Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. |                      |                  |
| LA.7.WP.10                                   | Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.                                      |                      |                  |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| <b>WRITING:<br/>Writing<br/>Applications<br/>(WA)</b> | <b>Standard</b>  | <b>Core Concepts</b>   | <b>Key terms</b>   |
|---|--|--|--|
| LA.7.WA.1   | Write biographical or autobiographical narratives (stories) that: • develop a standard plot line, including a beginning, conflict, rising action, climax, and denouement (resolution) and point of view. • develop complex major and minor characters and a definite setting. • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. | <ul style="list-style-type: none"><li>• Biographical narratives describe the life of a real person, past or present, using effective story telling technique, well-chosen details and language, a variety of narrative devices, and well-structured event sequence.</li><li>• Narratives have a central focus with a beginning, middle and end.</li><li>• Writers develop the narrative by identifying events in the person’s life in a logical order and within a clearly developed context but also through the use of carefully chosen descriptive words that describe actions, and other strategies appropriate to the story being told.</li></ul> | <ul style="list-style-type: none"><li>• Narrative</li><li>• Biography</li><li>• Autobiography</li><li>• Plot</li><li>• Point-of-view</li><li>• Characters</li><li>• Narrative strategies</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| <b>WRITING:<br/>Writing<br/>Applications<br/>(WA)</b> | <b>Standard</b>  | <b>Core Concepts</b>  | <b>Key terms</b>  |
|---|--|---|---|
| LA.7.WA.2   | Write responses to literature that:<br>• develop interpretations that show careful reading, understanding, and insight.<br>• justify interpretations through sustained use of examples and evidence from the text. | <ul style="list-style-type: none"><li>• In order to respond to literature, the student must read closely to determine what the text says explicitly.</li><li>• Then they must clearly state their thoughts and opinions and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, identify information within the text and from prior knowledge to support their viewpoint, and share this thinking.</li><li>• Students build their response by linking their ideas together.</li></ul> | <ul style="list-style-type: none"><li>• Close reading</li><li>• Reader response</li><li>• Interpretation</li><li>• Text support</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| WRITING:<br>Writing<br>Applications<br>(WA) | Standard  | Core Concepts   | Key terms   |
|---|---|---|---|
| LA.7.WA.3                                   | <p>Write research reports that:</p> <ul style="list-style-type: none"> <li>• pose relevant and focused questions about the topic.</li> <li>• communicate clear and accurate perspectives on the subject.</li> <li>• include evidence and supporting details compiled through the formal research process, including use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.</li> <li>• document sources with reference notes and a bibliography.</li> </ul> | <ul style="list-style-type: none"> <li>• A research report is more than a collection of different pieces of information about a topic, and more than a review of the literature in a field.</li> <li>• A research report is the culmination and final product of a process of exploring a topic in greater detail by developing a research question that helps bring focus to the topic, researching the topic, thinking critically about the information, evaluating sources, organizing, and composing.</li> <li>• A research project involves surveying a field of knowledge using primary and secondary sources, both print and digital, in order to find the best possible information in that field.</li> <li>• Researchers build upon what they already know about the subject and make a deliberate attempt to find out what experts know.</li> <li>• others' ideas and information.</li> </ul> | <ul style="list-style-type: none"> <li>• Research</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Topic</li> <li>• Summarization</li> <li>• Research question</li> </ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| <b>WRITING:<br/>Writing<br/>Applications<br/>(WA)</b> | <b>Standard</b>  | <b>Core Concepts</b>   | <b>Key terms</b>  |
|---|--|--|---|
| LA.7.WA.4   | Write persuasive compositions that: • state a clear position or perspective in support of a proposition or proposal. • describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments. | <ul style="list-style-type: none"><li>• The purpose of a persuasive text or argument is to convince the reader to take a specific point of view on an issue (often the writer's), to take some action, or to critique.</li></ul>   | <ul style="list-style-type: none"><li>• Persuasion</li></ul>    |
| LA.7.WA.5   | Write summaries of reading materials that: • include the main ideas and most significant details. • use the student's own words, except for quotations. • reflect underlying meaning, not just the superficial details.  | <ul style="list-style-type: none"><li>• Summarization requires that the reader/writer reads closely and critically to determine the main idea/theme of the piece, is able to identify the most significant points from the story that develop the idea/theme and then articulate that in a synopsis.</li></ul> | <ul style="list-style-type: none"><li>• Summarization</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| <b>WRITING:<br/>Writing<br/>Applications<br/>(WA)</b> | <b>Standard</b>   | <b>Core Concepts</b>  | <b>Key terms</b>   |
|---|---|---|--|
| LA.7.WA.6   | Use varied word choices to make writing interesting and more precise.                                     |   |  |
| LA.7.WA.7   | Write for different purposes and to a specific audience or person, adjusting style and tone as necessary. | <ul style="list-style-type: none"><li>• Writers have a particular purpose when writing and an intended audience. The development and organization of the piece, and style of writing chosen are determined based on the task, purpose and audience.</li></ul> | <ul style="list-style-type: none"><li>• Writer's purpose</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| <b>WRITING:<br/>English<br/>Language<br/>Conventions<br/>(ELC)</b> | <b>Standard</b>  | <b>Core Concepts</b> | <b>Key terms</b>   |
|--|--|----------------------|--|
| LA.7.ELC.1   | Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.  |                      | <ul style="list-style-type: none"><li>• Modifiers</li><li>• Active voice</li></ul>                       |
| LA.7.ELC.2   | Identify and use infinitives (the word to followed by the base form of a verb, such as to understand or to learn) and participles (made by adding -ing, -d, -ed, -n, -en, or -t to the base form of the verb, such as dreaming, chosen, built, and grown). |                      | <ul style="list-style-type: none"><li>• Infinitives</li><li>• Base verbs</li><li>• Participles</li></ul> |
| LA.7.ELC.3   | Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.   |                      | <ul style="list-style-type: none"><li>• Pronouns</li><li>• Antecedents</li></ul>                         |

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# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| <b>WRITING:<br/>English<br/>Language<br/>Conventions<br/>(ELC)</b> | <b>Standard</b>   | <b>Core Concepts</b> | <b>Key terms</b>   |
|--|---|----------------------|--|
| LA.7.ELC.4   | Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences. |                      | <ul style="list-style-type: none"><li>• Parts of speech</li><li>• Types of sentences</li></ul>                     |
| LA.7.ELC.5   | Demonstrate appropriate English usage (such as pronoun reference).  |                      | <ul style="list-style-type: none"><li>•</li></ul>  |
| LA.7.ELC.6   | Identify and correctly use hyphens (-), dashes (—), brackets ( [ ] ), and semicolons (;).   |                      | <ul style="list-style-type: none"><li>• Hyphens</li><li>• Dashes</li><li>• Brackets</li><li>• Semicolons</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| WRITING:<br>English<br>Language<br>Conventions<br>(ELC) | Standard  | Core Concepts | Key terms  |
|---|---|---------------|--|
| LA.7.ELC.7  | Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.  |               | <ul style="list-style-type: none"><li>• Quotation marks</li><li>• Commas</li><li>• Subordinate clauses</li></ul> |
| LA.7.ELC.8  | Use correct capitalization.   |               | <ul style="list-style-type: none"><li>• Capitalization</li></ul>   |
| LA.7.ELC.9  | Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes). |               | <ul style="list-style-type: none"><li>• Derivatives</li><li>• Word bases</li><li>• Affixes</li></ul>             |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| Listening and Speaking (LS) | Standard   | Core Concepts   | Key terms  |
|-----------------------------|--|---|--|
| LA.7.LS.1                   | Ask questions to elicit information, including evidence to support the speaker's claims and conclusions. | <ul style="list-style-type: none"><li>• Attentive, active listeners integrate and evaluate information being conveyed in various oral formats (speakers, read-alouds, videos, other media, etc.) with the intent to understand.</li><li>• They are able to ask appropriate questions when they do not understand in order to clarify or gain more information as well as describe the main idea in a presentation with supporting evidence, make inferences, provide feedback to the speaker, and draw conclusions concerning the speaker's attitude.</li><li>• They are also aware that speakers convey messages non-verbally as well as verbally and work to understand all the information the speaker is communicating.</li></ul> |  |
| LA.7.LS.2                   | Determine the speaker's attitude toward the subject.   |   | <ul style="list-style-type: none"><li>• Speaker's attitude</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

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|-----------------------------|--|---|--|
| LA.7.LS.3                   | Organize information to achieve particular purposes and to appeal to the background and interests of the audience. | <ul style="list-style-type: none"><li>• Students prepare for and participate in a range of oral activities including conversations, formal and informal presentations, recitations, dramatic readings/performances, and providing explanations expressing their ideas clearly and persuasively.</li><li>• Speakers use a variety of strategies to insure they convey meaning to their listeners including careful word choice, strategic use of examples, anecdotes, and supporting details/facts, organization that supports flow and emphasizes the main idea and line of reasoning, selection of structures (e.g. cause/effect) that help develop the main idea, and use of meaningful gestures, facial expressions and vocal modulations.</li><li>• Speakers deliver material in a manner appropriate to the type of presentation or performance being given (tone of voice, timing rhythm, fluency).</li></ul> | <ul style="list-style-type: none"><li>• Audience</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

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| LA.7.LS.4                   | Arrange supporting details, reasons, descriptions, and examples effectively.  |  |  |
| LA.7.LS.5                   | Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations. |  | <ul style="list-style-type: none"><li>• Speaking techniques</li><li>• Tone</li><li>• Volume</li><li>• Timing</li><li>• Enunciation</li><li>• Eye contact</li></ul> |
| LA.7.LS.6                   | Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.            | <ul style="list-style-type: none"><li>• See LA.7.LS.1 &amp; 2</li></ul>  |  |
| LA.7.LS.7                   | Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.                      | <ul style="list-style-type: none"><li>• Speakers employ a variety of techniques to enhance the effective transmission of their message.</li><li>• Attentive listeners can identify those techniques and analyze their effectiveness.</li></ul> |  |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

| Listening and Speaking (LS) | Standard   | Core Concepts   | Key terms   |
|-----------------------------|--|---|---|
| LA.7.LS.8                   | Deliver narrative (story) presentations that: • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • describe major and minor characters and a definite setting. • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions. | <ul style="list-style-type: none"><li>• See LA.7.WA.1</li></ul> | <ul style="list-style-type: none"><li>• Narrative</li><li>• Plot</li><li>• Point-of-view</li><li>• Characters</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

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| LA.7.LS.9                   | Deliver oral summaries of articles and books that: • include the main ideas and the most significant details. • state ideas in own words, except for when quoted directly from sources. • demonstrate a complete understanding of sources, not just superficial details.   | <ul style="list-style-type: none"><li>• See LA.7.WA.5</li></ul> | <ul style="list-style-type: none"><li>• Summarization</li></ul>  |
| LA.7.LS.10                  | Deliver research presentations that: • pose relevant and concise questions about the topic. • provide accurate information on the topic. • include evidence generated through the formal research process including the use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, and dictionaries. • cite reference sources appropriately. | <ul style="list-style-type: none"><li>• See LA.7.WA.3</li></ul> | <ul style="list-style-type: none"><li>• Research</li><li>• Research question</li><li>• Primary and secondary sources</li></ul> |



# ADW GRADE 7 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

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| LA.7.LS.11                  | Deliver persuasive presentations that: • state a clear position in support of an argument or proposal. • describe the points in support of the proposal and include supporting evidence.   | <ul style="list-style-type: none"><li>• See LA.7.WA.4</li></ul> | <ul style="list-style-type: none"><li>• Persuasion</li></ul>  |
| LA.7.LS.12                  | Deliver descriptive presentations that: * establish a clear point of view on the subject of the presentation, * establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved), * contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. |   | <ul style="list-style-type: none"><li>• Point-of-view</li><li>• Imagery</li><li>• Perspective</li><li>• Sensory details</li></ul> |