

**STANDARD #1 – Students will demonstrate the interest and ability to read age appropriate materials fluently, with understanding and appreciation.**

**VOCABULARY**

**Students will:**

- define and use vocabulary generated from all types of reading from all content areas.
- explain, use, and analyze roots, affixes, and origins of words.
- use word analysis and decoding skills to unlock meaning of new vocabulary.
- predict and/or infer words using context clues.
- practice and study dictionary skills including pronunciation, parts of speech, etymology, and usage.
- generate a list of new vocabulary words from readings.
- generate and discuss words in a cloze-type activity.

**TEXT STRUCTURE**

**Students will:**

- scan as a means of locating specific information.
- skim as a means of assessing specific purposes for reading.
- identify use of titles, subtitles, bold, and italics in content-area textbooks.
- begin to set a purpose for reading according to text structure.
- identify different patterns of organization in a text (e.g., example, definition, chronological order, cause and effect, and compare and contrast).
- use reference materials, including world almanac, for research purposes.
- summarize information including main idea and supporting data and begin to analyze for relevance.
- begin to analyze for writer's bias.

**FLUENCY**

**Students will:**

- develop a greater awareness of the more subtle intonations which characterize mood, atmosphere, pace, and tension.
- adjust rate of reading for purpose.

**READING BEHAVIORS**

**Students will:**

- repair faulty comprehension.
- monitor the adequacy of their understanding.
- read from a variety of sources.
- read for specific purposes.
- demonstrate think-aloud behaviors as modeled by the teacher.
- cite evidence from text to support thinking.

**METACOGNITIVE STRATEGIES**

**Students will:**

- use comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.

**CONNECTING**

**Students will:**

- consider ideas and information in the text with their own experience and prior knowledge.

**QUESTIONING**

**Students will:**

- formulate questions (who, what, when, where, why, how) from titles, headings, etc., particularly in a nonfiction text, and read to find the information (e.g., SQ3R: survey, question, read, recite, respond), skimming, and scanning.

**VISUALIZING**

**Students will:**

- create visual images in their minds based on literal and figurative language from text to enhance comprehension.

**DETERMINING IMPORTANCE**

**Students will:**

- identify essential and supporting ideas that are central to the meaning.

**INFERRING**

**Students will:**

- practice inferential skills (predicting outcomes, implied but not stated ideas) in selected comprehension paragraphs.

**SYNTHESIZING**

**Students will:**

- gather information from reading and combine with prior knowledge to formulate ideas and draw conclusions.

**STANDARD #2 – Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.****CONTENT****Students will:**

- write for a variety of purposes in a variety of subject areas with an emphasis on developing skills in the following:
  - short story.
  - compare/contrast essay.
  - business letter.
  - lab report.
  - piece of writing based on research (e.g., poster, newspaper, comic book).
- write to a teacher-selected prompt.
- bring **6** pieces to final copy.
- write open-response answers to questions, supplying supporting details.

**PROCESS****Students will:**

- free write regularly to enhance fluency and ease in composing.
- apply the writing process.
- initiate writing for a variety of purposes and audiences including creative, expository, narrative, and practical writing.
- use paragraphing independently to show a central idea which is clear and complete; indicate changes in idea, setting, time, or character; and employ appropriate organizational patterns (e.g., chronological order and compare/contrast).
- use transitional words appropriately.
- use varied sentence length and structure to enhance meaning.
- use interesting leads/hooks.
- write a conclusion that provides closure.
- use style, expressions, voice, and point of view (1<sup>st</sup>, 3<sup>rd</sup>, omniscient) that are appropriate to the purpose and audience.
- self-edit for spelling and items listed in Mechanics and Usage for grades K-7.
- analyze and revise their writing independently and in collaboration with others.
- conference with teacher and peers resulting in revision for clarity, expansion, conciseness, richness, and voice.

## Grade 7

**GRAMMAR/USAGE/MECHANICS****Students will:**

- self-edit for spelling and items listed in Mechanics and Usage grades K-7.
- define and identify adverbs, linking verbs, action verbs, case of pronouns, and prepositions.
- review **8** parts of speech.
- identify run-on sentences and sentence fragments.
- use verb tenses appropriately.
- capitalize words that indicate particular sections of the country (e.g., We love living in the Southwest.) but not words that indicate directions (e.g., I am traveling east today.).
- capitalize abbreviations of titles and organizations (e.g., UNH, NHDI, SMS, GBS).
- capitalize names of official documents (e.g., Declaration of Independence, Gettysburg Address).
- capitalize the name of a specific course but not the name of a general subject (e.g., I take Integrated Math. I am going to math class.). However, all languages are proper nouns and are always capitalized (e.g., French, Spanish).
- use colons to introduce a list (e.g., On July 4<sup>th</sup> our family attended a picnic. We brought the following: hot dogs, rolls, pickles, and ketchup.).
- use a semi-colon to join two independent clauses that are not connected with a coordinate conjunction. Each of the clauses can stand alone as a separate sentence (e.g., My parents wanted to go to Disney World for summer vacation; we wanted to go to Aruba.).
- use a colon after the greeting of a business letter.
- use commas for appositives, words that interrupt a sentence. (e.g., Mr. Smith, our French teacher, taught us to count to ten.).
- use commas for parenthetical expressions. (e.g., That book, I think, has the best plot I ever read.)
- use commas for common parenthetical expressions (e.g., a matter of fact, consequently, however).

**STANDARD #3 – Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively****Students will:**

- use appropriate articulation, pronunciation, volume, and inflection.
- listen and view responsively by using eye contact, body language, and focus.
- monitor understanding of the spoken message and seek clarification as needed.
- listen to identify examples of rich language such as rhyme schemes, figurative language, and interesting vocabulary.
- participate in dramatic presentations (e.g., reader's theater and role playing).
- choose and adapt spoken language to the audience, purpose, and occasion.
- anticipate words, meanings, and outcomes.
- reflect what a speaker has said.
- draw conclusions.
- continue to view and listen effectively to spoken and audio-visual messages (e.g., stories, factual presentations and directions).
- understand and evaluate spoken and audio-visual messages by
  - following sequence of ideas, making informed reasoned inferences, making judgments, and making interpretations.
- make oral presentations with notes.
- integrate visuals to clarify and refine ideas before making a presentation (e.g., diagram, time-line, picture).
- give informative speeches.
- select the appropriate word for the context using different levels of language (e.g., polite, informal, colloquial, and slang).
- use oral language skills to accomplish the following:
  - clarify ideas.
  - solve problems.
  - make decisions.
  - paraphrase what is said.
  - use varied vocabulary.
  - voice an opinion.
- follow and give a multi-step direction.

## Grade 7

**STANDARD #4 – Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.**

**READING BEHAVIORS****Students will:**

- understand characteristics of a wide variety of genres with an emphasis on short stories.
- demonstrate think-aloud behaviors as modeled by the teacher.
- analyze text structure for organizational frameworks.
- understand that themes and events in literature often parallel real life.
- identify, analyze, and interpret literary themes and elements.
- monitor the adequacy of their understanding.
- use “fix-up” strategies flexibly to repair faulty comprehension

**NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-6) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS**

- Demonstrate knowledge of use of literary terms: protagonist, antagonist, and symbol.

**METACOGNITIVE STRATEGIES**

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

**CONNECTING****Students will:**

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- begin to analyze the ways that literature reflects the range of human experience.
- begin to analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.

**QUESTIONING****Students will:**

- ask questions of themselves about plot, theme, character, setting, and point of view to help them understand the text.

**VISUALIZING****Students will:**

- use sensory imagery from the text to visualize settings, characters and actions.
- create visual images in their minds based on literal and figurative language from the text to enhance comprehension.

**DETERMINING IMPORTANCE****Students will:**

- identify essential and supporting ideas which are central to the meaning.

Grade 7

**INFERRING**

**Students will:**

- begin to think abstractly to create an understanding of characters, theme, and meaning.
- make predictions based on explicit or implicit information from the text and/or personal experience.
- evaluate predictions.

**SYNTHESIZING**

**Students will:**

- synthesize information within and across texts and relate it to their prior reading and personal experiences.
- consider a text objectively by performing a range of tasks including comparing and contrasting, understanding the impact of the organizational structure, and analyzing the use of such elements as humor, redundancy, metaphor, and symbolism.
- begin to critically analyze and evaluate texts for their practical, informational, or aesthetic value.
- begin to analyze and evaluate text for writer's craft, writer's biases, and the inherent ability of the work to communicate.

**STANDARD #5 – Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.**

**Students will:**

- continue to use a variety of questioning strategies to obtain and evaluate information.
- continue to locate and begin to compare and evaluate information from multiple sources on a given topic, including the world almanac and internet.
- continue to use a variety of organizational strategies at appropriate grade level.
- read, listen to, view, and understand a variety of informational resources at appropriate grade level.
- summarize information including main idea, supporting data, and begin to analyze for relevancy.