Tennessee English Language Arts Standards
Effective 2009-2010
Grade 7
Standard 1 - Language

Grade Level Expectations

GLE 0701.1.1 Demonstrate control of Standard English through grammar usage, and mechanics (punctuation, capitalization, and spelling).

GLE 0701.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0701.1.3 Understand and use correctly a variety of sentence structures.

Checks for Understanding (Formative/Summative Assessment)

✓ **0701.1.1** Know and use appropriately the meaning, forms, and functions of **nouns** (including collective nouns, compound nouns, noun clauses, noun functions as direct and indirect objects, and as predicate nouns), **pronouns** (including proper case: nominative, objective, possessive; reflexive pronouns, interrogative; demonstrative; agreement of pronouns with their antecedents), **verbs** (including agreement with subject in person and number, verbs that take objects, regular and irregular verb forms, correct use of the three perfect tenses), **adjectives** (including comparative and superlative forms, compound predicate adjectives, adjective clauses), **adverbs** (including comparative and superlative forms, punctuation with introductory adverb phrases and clauses, correct placement within the sentence), **conjunctions** (including coordinating, correlative, and subordinating conjunctions to combine words, phrases, clauses, and sentences), **interjections**, and **prepositions** (recognize prepositional phrases as adjective/adverb modifiers and note their functions in the sentence).

✓ **0701.1.2** Recognize and correct usage errors (e.g., subject-verb agreement, pronoun case {with emphasis on who/whom}, double negatives, comparative and superlative forms, troublesome words {to/too/two, their/there/they're, its/it's, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).

✓ **0701.1.3** Use capitalization correctly (e.g., titles, friendly and business letters, quotations, proper adjectives).

✓ **0701.1.4** Demonstrate the correct use of **commas** (including after introductory words, phrases or clauses; setting off appositives and interrupters; before coordinating conjunction joining independent clauses to form compound sentences), **colons** (including in business letters or before a list of items in a series), **semicolons** (including combining sentences, between items in a series when the items already contain commas), **underlining and italicizing** (including titles; certain words, letters, figures; foreign words), **quotation marks**

(including with direct quotations, to set off dialogue, in titles, use of end punctuation with quotation marks) and **apostrophes** (including forming both singular and plural possessives).

✓ **0701.1.5** Spell correctly high frequency, misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary.

✓ **0701.1.6** Demonstrate knowledge of correct sentence structure by correcting run-on sentences (e.g., conjunctions, semicolons, periods to join or separate elements) and sentence fragments (e.g., supplying the missing elements).

✓ **0701.1.7** Identify and use appositives and appositive phrases.

✓ **0701.1.8** Identify and use infinitives and infinitives phrases.

✓ **0701.1.9** Explore gerund and participial phrases.

✓ **0701.1.10** Differentiate between independent and subordinate clauses.

✓ **0701.1.11** Recognize and differentiate among simple, compound, and complex sentences.

✓ **0701.1.12** Identify the complete subject and predicate of interrogative and inverted sentences.

✓ **0701.1.13** Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.

✓ **0701.1.14** Define and recognize word synonyms, antonyms, and homonyms.

✓ **0701.1.15** Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, mal) and recognize English words that are based on them (e.g., audible, autobiography, malice).

✓ **0701.1.16** Use roots and affixes to determine the meaning of unfamiliar words and to clarify the meaning of familiar words.

✓ **0701.1.17** Continue to use previously learned strategies to distinguish among multi-meaning words and to determine the meaning of unfamiliar words.

✓ **0701.1.18** Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.

✓ **0701.1.19** Use textual structure (e.g., examples of cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multi-meaning words.

✓ **0701.1.20** Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, *déjà vu*, *faux pas, du jour, bon voyage*).

State Performance Indicators

SPI 0701.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate) and pronouns (i.e., agreement, reflexive, interrogative, demonstrative) within context.

SPI 0701.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.

SPI 0701.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative and superlative forms) within context.

SPI 0701.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.

SPI 0701.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.

SPI 0701.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

SPI 0701.1.7 Identify within context a variety of appropriate sentence combining techniques (i.e., comma with coordinating conjunction, use of semicolon, introductory phrases or clauses).

SPI 0701.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.

SPI 0701.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).

SPI 0701.1.10 Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.

SPI 0701.1.11 Identify the correct use of appositives and appositive phrases within context.

SPI 0701.1.12 Identify the correct use of infinitives and infinitive phrases within context.

SPI 0701.1.13 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.

SPI 0701.1.14 Form singular and plural possessives using apostrophes correctly.

SPI 0701.1.15 Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).

SPI 0701.1.16 Identify correctly and incorrectly spelled words in context.

SPI 0701.1.17 Use context clues and background knowledge of roots and affixes to determine the meaning of multi-meaning words.

SPI 0701.1.18 Use context clues and background knowledge of roots and affixes to determine the meaning of unfamiliar words.

SPI 0701.1.19 Replace unknown words in context with appropriate synonyms or antonyms.

SPI 0701.1.20 Recognize and use grade appropriate and/or content specific vocabulary within context.

SPI 0701.1.21 Decode unknown grade level words in context, using previously learned strategies as aids in determining meaning.

SPI 0701.1.22 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas, du jour, bon voyage).*

Standard 2 - Communication

Grade Level Expectations

<u>**Listening**</u>

GLE 0701.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

GLE 0701.2.2 Distinguish among summaries, paraphrases, and critiques.

GLE 0701.2.3 Identify the thesis and main points of a speech.

GLE 0701.2.4 Analyze the organizational structure of a speech.

<u>**Speaking**</u>

GLE 0701.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

GLE 0701.2.6 Deliver effective oral presentations.

GLE 0701.2.7 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

<u>**Listening**</u>

✓ **0701.2.1** Follow multi-step oral instructions to perform single tasks, to answer questions, and to solve problems.

✓ **0701.2.2** Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used; determine the essential elements that elaborate it.

✓ **0701.2.3** Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.

✓ **0701.2.4** Paraphrase accurately ideas and information presented orally by others.

✓ **0701.2.5** Construct a summary and a paraphrase of a speech.

✓ **0701.2.6** Construct a critique of a speech.

✓ **0701.2.7** Identify and analyze the structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

✓ **0701.2.8** Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal barriers (e.g., emotional state, prejudices) and external barriers (e.g., physical setting, difficulty hearing, recovering from distractions) to aid comprehension.

Speaking

✓ **0701.2.9** Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.

✓ **0701.2.10** Organize oral presentations incorporating a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.

✓ **0701.2.11** Use an organizational pattern appropriate for the topic and purpose (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

✓ **0701.2.12** Arrange ideas logically and group related ideas in ways that enhance the topic.

✓ **0701.2.13** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., use listing words such as *first*, *in addition*, *but*, and *however*).

✓ **0701.2.14** Provide an effective conclusion that reinforces the focus of the presentation.

✓ **0701.2.15** Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.

✓ **0701.2.16** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, to solve a problem, to make a decision) by adhering to the list below.

Behavior of Individuals within the Group
- Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group, are purposeful in moving the team toward its goal, and contribute to the topic of group discussion.
- Consult and reference texts or other resources as sources for ideas or to support ideas under group discussion.
- Ask relevant questions that move the team toward its goals and contribute to the topic of discussion.
- Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).
- Summarize and paraphrase essential information from the input of others, and clarify points of agreement and disagreement.

Goals and Aims of the Group
- Understand the purpose for working as a team and work according to that purpose.

- Articulate the goals which have been provided for the team work and ask appropriate clarifying questions.
- Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task.

Group Dynamics and Roles
- Understand the responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader, timekeeper).
- Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow a prescribed process for accomplishing the task (e.g., list every idea in a brainstorming session before criticism is allowed).
- Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making.

State Performance Indicators

SPI 0701.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0701.2.2 Identify the targeted audience of a speech.

SPI 0701.2.3 Identify the thesis and main points of a speech.

SPI 0701.2.4 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

SPI 0701.2.5 Organize ideas in the most effective order for an oral presentation.

SPI 0701.2.6 Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

SPI 0701.2.7 Select the most appropriate behaviors for participating productively in a team (e.g., ask primarily relevant questions that move the team toward its goal and contribute to the topic of discussion, articulate the goals that have been provided for the team work and ask clarifying questions, come to agreement by seeking consensus or following the majority).

SPI 0701.2.8 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

SPI 0701.2.9 Distinguish between a summary and a critique.

Standard 3 - Writing

Grade Level Expectations

GLE 0701.3.1 Write in a variety of modes for different audiences and purposes.

GLE 0701.3.2 Employ various prewriting strategies.

GLE 0701.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

GLE 0701.3.4 Refine strategies for editing and revising written work.

Checks for Understanding (Formative/Summative Assessment)

✓ **0701.3.1** Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.

✓ **0701.3.2** Practice writing to a prompt within a specified time limit.

✓ **0701.3.3** Create somewhat complicated work-related texts, such as instructions, directions, letters, memos, e-mails, and reports using the techniques listed below.
- Select a medium or format appropriate to purpose for writing and maintain focus on the purpose.
- Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).
- Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, word choice, and tone.
- Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.
- Use accurate and accessible vocabulary to convey meaning.
- Provide accurate and relevant support for the main points in the text.
- Follow customary formats (e.g., use salutation, closing, and signature for business letters, and format for memos).
- Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).
- Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.

✓ **0701.3.4** Develop focused, appropriate, and interesting topics for writing.

✓ **0701.3.5** Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.

✓ **0701.3.6** Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.

✓ **0701.3.7** Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).

✓ **0701.3.8** Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., for a problem/solution paper indicate the order of steps in the solution).

✓ **0701.3.9** Use text features (e.g., headings, subheadings, formatting) as appropriate to signal relationships between ideas.

✓ **0701.3.10** Use accurate and precise language to convey meaning.

✓ **0701.3.11** Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.

✓ **0701.3.12** Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language.

✓ **0701.3.13** Incorporate a variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).

✓ **0701.3.14** Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.

✓ **0701.3.15** Use language that conveys the writer's point of view.

✓ **0701.3.16** When other sources are used or referenced (such as in research, informational essays, or literary essays) adhere to the list below.
- Acknowledge source material (e.g., list sources).
- Understand the differences between/among quoting, paraphrasing, and summarizing.
- Quote, paraphrase, or summarize text, ideas, and other information taken from print/electronic sources.
- Embed quotations and graphics from other sources, when appropriate.

✓ **0701.3.17** Generate notes on text, and identify main and supporting ideas.

✓ **0701.3.18** Edit writing for mechanics (punctuation, capitalization), spelling, and grammar (e.g., consistent verb tense, noun and pronoun agreement).

✓ **0701.3.19** Based on readers' comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.

✓ **0701.3.20** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.

✓ **0701.3.21** Use relatively basic software programs (e.g., Word, PowerPoint) to write texts and create graphics to present ideas visually and in writing.

✓ **0701.3.22** Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

State Performance Indicators

SPI 0701.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0701.3.2 Identify the audience for which a text is written.

SPI 0701.3.3 Select an appropriate thesis statement for a writing sample.

SPI 0701.3.4 Rearrange a multi-paragraphed work in a logical and coherent order.

SPI 0701.3.5 Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0701.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0701.3.7 Identify the sentence(s) irrelevant to a paragraph's theme or flow.

SPI 0701.3.8 Select an appropriate concluding sentence for a well-developed paragraph.

SPI 0701.3.9 Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.

SPI 0701.3.10 Select an appropriate title that reflects the topic of a written selection.

SPI 0701.3.11 Identify individual writing selections as technical, narrative, persuasive, and/or descriptive in mode.

SPI 0701.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.

SPI 0701.3.13 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).

Standard 4 - Research

Grade Level Expectations

GLE 0701.4.1 Define and narrow a problem or research topic.

GLE 0701.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

GLE 0701.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.

GLE 0701.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.

Checks for Understanding (Formative/Summative Assessment)

✓ **0701.4.1** Narrow a topic so that the research process is manageable and the controlling idea is focused.

✓ **0701.4.2** Take and organize notes on what is known and what needs to be researched about the topic.

✓ **0701.4.3** Focus on relevant information and/or theories.

✓ **0701.4.4** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.

✓ **0701.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.

✓ **0701.4.6** Identify reasons for choosing one source over another, including those found on websites.

✓ **0701.4.7** Identify the characteristics and limitations of source material.

✓ **0701.4.8** Provide relevant research information to develop and support a complicated topic.

✓ **0701.4.9** Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic.

✓ **0701.4.10** Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause/effect).

✓ **0701.4.11** Craft an introductory paragraph in which the thesis statement(s) clearly presents the topic of the documented essay.

✓ **0701.4.12** Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.

✓ **0701.4.13** Connect ideas using a variety of transition strategies.

✓ **0701.4.14** Create an effective organizing structure based on research information (e.g., description, problem-solution, question-answer, comparison-contrast, cause-effect).

✓ **0701.4.15** Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.

✓ **0701.4.16** Acknowledge source material using a predetermined standard format (e.g., APA, MLA).

✓ **0701.4.17** Understand the differences among quoting, paraphrasing, and summarizing.

✓ **0701.4.18** Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.

✓ **0701.4.19** Follow a standard format and use the appropriate technology to embed text graphics, including a title, contents page, numbered pages, and a bibliography.

✓ **0701.4.20** Include effective graphics and illustrative material to support research ideas in the text.

State Performance Indicators

SPI 0701.4.1 Select the most focused research topic.

SPI 0701.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).

SPI 0701.4.3 Determine the most appropriate research source for a given research topic.

SPI 0701.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.

SPI 0701.4.5 Discern irrelevant research material from written text.

Standard 5 - Logic

Grade Level Expectations

GLE 0701.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.

GLE 0701.5.2 Analyze text for fact-opinion, cause-effect, inferences, evidence, and conclusions.

GLE 0701.5.3 Demonstrate an understanding of deductive and inductive reasoning.

GLE 0701.5.4 Analyze written and oral communication for persuasive devices.

GLE 0701.5.5 Explore the concept of premises, including false premises.

GLE 0701.5.6 Explore the concept of logical fallacies.

Checks for Understanding (Formative/Summative Assessment)

✓ **0701.5.1** Make logical predictions of future events in text.

✓ **0701.5.2** Identify sequence of events in text.

✓ **0701.5.3** Construct and complete analogies using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, and verb forms.

✓ **0701.5.4** Identify and analyze stated or implied cause/effect relationships in text.

✓ **0701.5.5** Determine criteria for recognizing factual claim and opinion (e.g., scientific method, provability, quality of evidence, sources).

✓ **0701.5.6** Determine the relevance and quality of evidence given to support or oppose an argument.

✓ **0701.5.7** Compare and contrast evidence and conclusions between/among two or more arguments on the same topic.

✓ **0701.5.8** Identify and analyze examples of deductive and inductive reasoning in text.

✓ **0701.5.9** Understand the meaning of the words "premise" and "fallacy."

✓ **0701.5.10** Identify and describe the structure of an argument, including its main claim and supporting premises.

✓ **0701.5.11** Identify a variety of false premises, including those involving categorical claims (e.g., all mammals are human beings).

✓ **0701.5.12** Identify the persuasive devices in written and oral communication (e.g., bandwagon, loaded terms, testimonial, name-calling, plain folks).

✓ **0701.5.13** Explore common logical fallacies (e.g., appeal to fear, personal attack, false dilemma, false analogy) in a variety of texts.

✓ **0701.5.14** Explore the concepts of stereotyping and bias.

State Performance Indicators

SPI 0701.5.1 Make predictions about the outcome of a given text.

SPI 0701.5.2 Evaluate text for fact/opinion.

SPI 0701.5.3 Identify stated or implied cause/effect relationships.

SPI 0701.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling, plain folks).

SPI 0701.5.5 Select the correct word or phrase to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, and verb forms.

SPI 0701.5.6 Identify an example of deductive or inductive reasoning in text.

SPI 0701.5.7 Identify a false premise in text.

SPI 0701.5.8 Make inferences and draw conclusions based on evidence in text.

Standard 6 - Informational Text

Grade Level Expectations

GLE 0701.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

GLE 0701.6.2 Analyze the organizational structures of informational texts.

GLE 0701.6.3 Read, interpret, and analyze text features that support informational texts.

Checks for Understanding (Formative/Summative Assessments)

✓ **0701.6.1** Use previously learned strategies to comprehend informational texts (e.g., formulate questions before, during, and after reading; visualize, predict, identify the writer's purpose).

✓ **0701.6.2** Identify/infer the details that support the main idea of an informational text and identify the details supporting it.

✓ **0701.6.3** Recognize clear, but subtly stated relationships among ideas (e.g., cause/effect, comparative, sequential) in informational texts.

✓ **0701.6.4** Make inferences and draw conclusions.

✓ **0701.6.5** Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in informational texts.

✓ **0701.6.6** Summarize, paraphrase, and critique texts.

✓ **0701.6.7** Identify the organizational structures of informational texts (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).

✓ **0701.6.8** Recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspapers/magazines, letters, dramas, technical manuals, textbooks).

✓ **0701.6.9** Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of contents, footnotes, illustrations).

✓ **0701.6.10** Comprehend and interpret factual, quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.

✓ **0701.6.11** Follow instructions in informational or technical texts.

State Performance Indicators

SPI 0701.6.1 Formulate clarifying questions before, during, or after reading.

SPI 0701.6.2 Identify the main idea and supporting details in text.

SPI 0701.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).

SPI 0701.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).

SPI 0701.6.5 Choose the correct order of a set of instructions.

SPI 0701.6.6 Identify the organizational structure of an informational text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).

Standard 7 - Media

Grade Level Expectations

GLE 0701.7.1 Analyze media for their ability to inform, persuade, and entertain.

GLE 0701.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.

GLE 0701.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.

GLE 0701.7.4 Apply and adapt the principles of written composition to create coherent media productions.

Checks for Understanding (Formative/Summative Assessment)

✓ **0701.7.1** Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production; evaluate the effectiveness of the techniques.

✓ **0701.7.2** Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media and explain how the elements support or conflict with each other.

✓ **0701.7.3** Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television/film or layout, pictures, and typeface in print materials) in various media, and explain how they carry or influence messages.

✓ **0701.7.4** Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.

✓ **0701.7.5** Demonstrate an awareness of audience needs through choice of medium and the selection of images, words, and sounds.

✓ **0701.7.6** Consider potential audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.

State Performance Indicators

0701.7.1 Choose the most appropriate medium for a prescribed purpose and audience.

0701.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.

0701.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).

0701.7.4 Draw an inference from a non-print medium.

0701.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.

0701.7.6 Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.

Standard 8 - Literature

Grade Level Expectations

GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.

GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

GLE 0701.8.3 Recognize the conventions of various literary genres.

GLE 0701.8.4 Analyze works of literature for what is suggested about the historical period in which they were written.

GLE 0701.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).

Checks for Understanding (Formative/Summative Assessment)

✓ **0701.8.1** Use previously learned strategies to comprehend informational texts (e.g., formulate questions before, during, and after reading; visualize, predict, identify the writer's purpose).

✓ **0701.8.2** Sequence and identify the plot's main events, their causes, and the influence of each event on future actions.

✓ **0701.8.3** Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text.

✓ **0701.8.4** Identify and describe character (major/minor, antagonists/protagonists) features and relationships in literary texts.

✓ **0701.8.5** Identify moral dilemmas in works of literature, as revealed by character motivation and behavior.

✓ **0701.8.6** Differentiate between internal and external conflict.

✓ **0701.8.7** Identify the kind(s) of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) present in literary plots.

✓ **0701.8.8** Identify the basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

✓ **0701.8.9** Identify and analyze the setting (location and time) and its impact on plot, character, and theme in literary texts.

✓ **0701.8.10** Explore how the author reveals character (e.g., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).

✓ **0701.8.11** Identify the narration and point of view (e.g., first person, third-person objective, third-person limited, third-person omniscient) in literary texts.

✓ **0701.8.12** Consider how forms and conventions within genres (poetry, drama, essays, short stories) affect meaning.

✓ **0701.8.13** Identify sound devices (e.g., alliteration, onomatopoeia, rhyme scheme), figurative language (e.g., metaphor, simile), and other conventions of verse in poetry (e.g., limerick, lyric, narrative, haiku) and explain how these contribute to the poem's meaning and to the poem's effect.

✓ **0701.8.14** Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in plays that are read or viewed.

✓ **0701.8.15** Identify and explain the stated or implied theme of a literary text.

✓ **0701.8.16** Identify and explain the development of similar themes across two or more literary texts.

✓ **0701.8.17** Identify the historical period in which a literary text was written and explain the text in light of this understanding.

✓ **0701.8.18** Demonstrate understanding that an author's individual viewpoint may differ from the general values, attitudes, and beliefs of the author's society and culture.

✓ **0701.1.19** Determine the appropriate meaning of figurative words and phrases (e.g., idiom, metaphor, simile, personification, pun) in passages.

✓ **0701.1.20** Explore the concept of allusion.

State Performance Indicators

SPI 0701.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.

SPI 0701.8.2 Identify the author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

SPI 0701.8.3 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

SPI 0701.8.4 Determine the common characteristics of literary drama, nonfiction, novels, poetry, and short stories.

SPI 0701.8.5 Identify the stated or implied theme of a literary text.

SPI 0701.8.6 Identify how the author reveals character (i.e., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).

SPI 0701.8.7 Identify flashback, foreshadowing, and symbolism within context.

SPI 0701.8.8 Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia, repetition, rhyme, internal rhyme) in context.

SPI 0701.8.9 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).

SPI 0701.8.10 Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context.

SPI 0701.8.11 Recognize and identify words within context that reveal particular time periods and cultures.

SPI 0701.8.12 Identify the author's purpose for writing.