

Poudre School District
LANGUAGE ARTS
ESSENTIAL STANDARDS FOR SEVENTH GRADE

If no specific skills are listed under a benchmark, then skills are taught to mastery at another level.

STANDARD 1: READING

Students read and understand a variety of materials

1.1 BENCHMARK: COMPREHENSION SKILLS

Students will use a variety of comprehension skills in reading (e.g., preview, predict, compare and contrast, self-monitor, summarize)

- Compare and contrast *different texts*
- Identify main ideas and important supporting details from the passage
- Summarize newspaper articles, magazine articles, film, on-line sources, technical writing and **fiction** and **non-fiction texts** for **plot** or main ideas
- Draw conclusions and make inferences
- Identify details to support conclusions or inferences

1.2 BENCHMARK: PRIOR KNOWLEDGE

Make connections between texts and prior knowledge and identify knowledge needed before reading about a topic

- Make connections between **texts** and the world

1.3 BENCHMARK: READING PURPOSE

Adjust reading strategies for different purposes

- Compare **texts** with similar main ideas and create connections between **texts**
- Summarize main ideas
- Follow sequence in **fiction** and in **non-fiction** with support
- Identify the most appropriate topic **sentence** for paragraphs

1.4 BENCHMARK: WORD RECOGNITION STRATEGIES

Use a variety of word recognition skills and resource

- Understanding the meaning of roots, prefixes and suffixes to determine the definition of words

1.5 BENCHMARK: VOCABULARY

Use information from reading to increase vocabulary and enhance language usage

- Determine word meanings using context clues, word roots and word recognition skills

STANDARD 2: WRITING AND SPEAKING

Students write and speak for a variety of purposes and audiences

2.1 BENCHMARK: GENRE

Students write and speak in a variety of genres

- Write multi-paragraphed **texts** in a variety of **genres** (e.g., personal **narrative**, poetry, **fiction**, exposition, persuasion and description)
- Speak in a variety of formats including discussion, planned presentations, impromptu presentations and drama
- Write paragraphs with indented first lines that focus on one specific topic and include a topic **sentence**, body and a closing **sentence**

***Skills listed on this document should be mastered at the grade level where they appear.**

2.2 BENCHMARK: AUDIENCE AND PURPOSE

Write and speak for a variety of audiences and purposes

- Define the main idea clearly to match audience and **purpose**
- **Interpret**, then address prompts appropriately to determine if the response should be **expository, persuasive** or **narrative**
- Recognize differences in voice related to audience and **purpose**

2.3 BENCHMARK: WRITING PROCESS

Use the steps of the writing process (e.g., plan, draft, revise, edit, share)

- Create an outline/web multi-paragraphed plan, produce a rough draft, edit and revise to a final copy
- Develop ideas and content with a sufficient number of significant details, examples and/or reasons
- Practice peer **editing** a variety of student created **texts** using checklists, rubrics or **modeling** strategies
- Create the most appropriate topic **sentence** for a paragraph

2.4 BENCHMARK: DEVICES AND WORD CHOICE

Use a variety of devices (e.g., figure of speech, symbolism, dialect, vocabulary) to convey meaning

- Incorporate the use of action verbs into writing
- Practice the use of **figure of speech** and visual imagery to enhance meaning in writing and speaking
- Use a variety of **sentence** beginnings, **sentence** structures and **sentence** lengths

2.5 BENCHMARK: ORGANIZATION

Use a variety of strategies to organize written and oral presentations (e.g., lists, outlining, cause/effect, comparison/contrast)

- Write with an engaging hook and a natural voice suited to the **text's purpose** and audience
- Organize ideas to create an introduction, a logical arrangement of ideas and a conclusion
- Use transition words to link ideas and paragraphs
- Write paragraphs focused on a well supported main idea

2.6 BENCHMARK: PRODUCT PRESENTATION

Use appropriate strategies to publish writing

- Create legible written **texts** appropriate to audience and **purpose**
- Produce polished and legible hand written and/or computer generated **texts** in a manner appropriate to audience and **purpose**

STANDARD 3: LANGUAGE STRUCTURE

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling

3.1 BENCHMARK: GRAMMAR AND USAGE

Use conventions of grammar and usage in writing and speaking

- Identify parts of speech, including nouns, verbs, adjectives, adverbs, pronouns and interjections and explain how each contributes to the meaning of a **sentence**
- Identify and apply knowledge of proper, common, concrete and collective nouns and explain how each contributes to the meaning of a **sentence**
- Identify and apply knowledge of action, linking and helping verbs and explain how each contributes to the meaning of a **sentence**
- Identify and apply knowledge of articles and modifiers
- Identify and apply knowledge of homonyms and homophones

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3.2 BENCHMARK: SENTENCE STRUCTURE

Use correct sentence structure in writing

- Write simple, compound and complex **sentences**

3.3 BENCHMARK: PUNCTUATION

Use conventions of punctuation in writing

- Use apostrophes correctly in contractions (she'd), in place of omitted letters or numbers (class of '99), to form plurals (A's), to express time or amount (tomorrow's school lesson, lost an entire day's work)
- Use commas correctly to set off dialogue, in compound and complex **sentences** and in direct address

3.4 BENCHMARK: CAPITALIZATION

Use conventions of capitalization in writing

- Use capitals correctly in direct quotations and proper complex nouns

3.5 BENCHMARK: SPELLING

Use conventions of spelling in writing

- Identify and apply knowledge of homophones to form correct spelling

STANDARD 4: THINKING AND VIEWING

Students apply thinking skills to their reading, writing, speaking, listening and viewing

4.1 BENCHMARK: THINKING AND ANALYTICAL SKILLS

Use thinking and analytical skills in writing, reading, speaking, listening and viewing

- Explain the main idea of passages or sections of passages and identify details in the **text** to support the explanation

4.2 BENCHMARK: PROBLEM SOLVING

Use reading, writing, speaking, listening and viewing to define and solve problems

- Use reading, writing and listening skills to solve problems, list possible solutions and provide support for the solutions

4.3 BENCHMARK: OPINIONS

Recognize, express and support opinions orally and in writing

- Identify opinions stated in a variety of **texts**

4.4 BENCHMARK: AUTHOR'S POINT OF VIEW

Know the purpose, perspective and historical and cultural influences of a speaker, author or director

- Identify the difference between the authors of **texts** and the narrator of **texts** (e.g., the director of a film vs. the narrator in a film)

4.5 BENCHMARK: EVALUATION

Use a variety of criteria to evaluate information (e.g., reliability, accuracy, relevancy)

- Make predictions and draw conclusions by identifying details in **texts** to support them

STANDARD 5: RESEARCH

Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources

5.1 BENCHMARK: RESOURCES

Understand the structure, organization and use of resources to gather information for research

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- Identify and use organizational features of **texts** (e.g., table of contents, index, glossary, bold headings and introductory sections)
- Identify **author's purpose** in **texts**
- Use library databases and organizational features of electronic information (e.g., e-mail, on-line sources, CD/DVD) to locate information
- Locate information from a bibliography or works cited page
- Use **text** features (e.g., quotation marks, italics, parentheses, footnotes) to locate information

5.2 BENCHMARK: ORGANIZATION OF INFORMATION

Use a variety of strategies to organize information

- Use graphic organizers (e.g., Venn diagram, outline, time line) to summarize and synthesize information and ideas from **texts**

5.3 BENCHMARK: DOCUMENTATION

Document information sources

- Define and refrain from **plagiarism**
- Understand the concept of copyright limitations

5.4 BENCHMARK: RESEARCH PRODUCTS

Communicate the results of research

- Create posters, PowerPoint presentations, oral presentations and other **texts** synthesizing information found during a research process

STANDARD 6: LITERATURE AND CULTURE

Students read and recognize literature as a record of human experience

6.1 BENCHMARK: LITERARY TERMINOLOGY

Recognize and use literary terminology

- Identify foreshadowing, simile, personification, onomatopoeia, alliteration and flashback accurately and explain how each literary technique adds meaning to the **texts**

6.2 BENCHMARK: READING GENRES

Read a variety of literary and informational texts

- Read, discuss and analyze a variety of **fiction** and **non-fiction texts** from the menu offered on the **PSD Novels List**

6.3 BENCHMARK: CULTURE

Read to learn about culture

- Compare and contrast multiple **texts** and the ways in which those **texts** reflect the ethnic background of the authors and the cultures in which they were written, including mythology

6.4 BENCHMARK: LITERARY ANALYSIS

Use a variety of strategies to understand and analyze texts

- Define theme as it appears in such **texts** as myths, fables, fairy tales, etc.
- Identify flat and **round characters**
- Define **direct** and **indirect characterization**
- Understand and identify conflict in a variety of **texts**

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