

## **GRADE 7**

### **READING**

#### **Reading Fluency and Accuracy**

- Accuracy: reading material appropriate for grade 7 with at least 90-94% accuracy
- Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading
- Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue

#### **Word Identification Skills and Strategies**

- Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns

#### **Vocabulary Strategies**

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) EXAMPLE (of common root): inspection (in -spec-tion)

#### **Breadth of Vocabulary**

- Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning
- Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

#### **Initial Understanding of Literary Texts**

- Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action
- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
- Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information
- Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories)
- Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, or personification

#### **Analysis and Interpretation of Literary Text, Citing Evidence**

- Explaining or supporting logical predictions

- Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time
- Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text
- Explaining how the narrator's point of view affects the reader's interpretation
- Explaining how the author's message or theme is supported within the text

### **Analysis and Interpretation of Literary Text, Citing Evidence**

- Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, or personification) to analyze literary works EXAMPLE: Why did the author choose to use flashback in this story?
- Demonstrating knowledge of use of literary elements and devices (e.g., rhyme schemes, alliteration, simile, dialogue, metaphors, onomatopoeia, repetition, or idioms) to analyze literary works

### **Generates a Personal Response**

- Comparing stories or other texts to related personal experience, prior knowledge, or to other books
- Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective)

### **Initial Understanding of Informational Text (Expository and Practical Text across Content Areas)**

- Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
- Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
- Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information
- Identifying the characteristics of a variety of types of text (e.g., reference: thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets)

## **Analysis and Interpretation of Informational Text (Expository and Practical Text across Content Areas), Citing Evidence**

- Explaining connections about information within a text, across texts, or to related ideas
- Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece.
- Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts
- Making inferences about causes or effects
- Evaluating the clarity and accuracy of information

## **Strategies for Monitoring and Adjusting Reading**

- Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues, etc.)

## **Reading Comprehension Strategies**

- Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential)

## **Reading Widely and Extensively**

- Reading with frequency, including in-school, out-of-school, and summer reading
- Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts)
- Reading multiple texts for depth of understanding an author, subject, theme, or genre

### **Participating in Literate Community**

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

### **Reading for Research Across Content Areas** (multiple sources (including print and non-print texts))

- Identifying potential sources of information
- Evaluating information presented, in terms of relevance
- Gathering, organizing, analyzing, and interpreting the information
- Using evidence to support conclusions

## *ORAL COMMUNICATION*

### **Interactive Listening**

- Following verbal instructions to perform specific tasks, to answer questions, or to solve problems
- Summarizing, paraphrasing, questioning, or contributing to information presented
- Participating in large and small group discussions showing respect for a range of individual ideas
- Reaching consensus to solve a problem, make a decision, or achieve a goal

### **Make Oral Presentations**

- Exhibiting logical organization and language use, appropriate to audience, context, and purpose
- Maintaining a consistent focus
- Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion **EXAMPLES** (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts
- Effectively responding to audience questions and feedback
- Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively

## *WRITTEN COMMUNICATION*

### **Writing Process**

- Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

### **Writing Extensively**

- Writing with frequency, including in-school, out-of-school, and during the summer
- Sharing thoughts, observations, or impressions
- ... Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, Letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics
- Writing in a variety of genres

### **Structures of Language – Applying Understanding of Sentences, Paragraphs, and Text Structures – Structures of Language are assessed within all genres of writing**

- Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
- Using the paragraph form: indenting, main idea, supporting details
- Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes Lesson Plan: Cut and Paste Paragraphs: Editing Paragraphs on the Computer
- Applying a format and text structure appropriate to the purpose of the writing
- Applying directionality as appropriate to text

### **Writing in Response to Literary or Informational Text-Showing Understanding of Ideas in Text**

- Selecting and summarizing key ideas to set context
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas

### **Writing in Response to Literary or Informational Text-Making Analytical Judgments about Text**

- Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
- Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres
- Using specific details and references to text or relevant citations to support focus or judgment
- Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure

## **Narratives**

- In written narratives, students organize and relate a story line/plot/series of events by creating a clear and coherent (logically consistent) story line
- In written narratives, students organize and relate a story line/plot/series of events by establishing context, character motivation, problem/conflict/challenge, and resolution and maintaining point of view
- In written narratives, students organize and relate a story line/plot/series of events by using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning
- In written narratives, students organize and relate a story line/plot/series of events by establishing and maintaining a theme
- In written narratives, students organize and relate a story line/plot/series of events by providing a sense of closure
- Using relevant and descriptive details and sensory language to advance the plot/story line
- Using dialogue to advance plot/story line
- Developing characters through description, dialogue, and actions
- Using voice appropriate to purpose
- Maintaining focus
- Selecting and elaborating important ideas; and excluding extraneous details

## **Poetry**

- Writing poems that express the speaker's moods, thoughts, or feelings
- Choosing conventional or alternative text structures to achieve impact EXAMPLE (text structures): free verse, haiku, concrete poems

## **Reflective Essay**

### **Informational Writing - Reports, Procedures, or Persuasive Writing**

- Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution
- Selecting appropriate information to set context, which may include a lead/hook
- Using transitional words or phrases appropriate to organizational text structure
- Writing a conclusion that provides closure
- Listing and citing sources
- Establishing a topic
- Stating and maintaining a focus/controlling idea
- Writing with a sense of audience, when appropriate
- Including facts and details relevant to focus/controlling idea, and excluding extraneous information

- Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images
- Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)
- Commenting on the significance of information, when appropriate

**Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics -  
Conventions are assessed within all genres of writing**

- Applying rules of standard English usage to correct grammatical errors  
EXAMPLES: Clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns
- Applying capitalization rules
- In independent writing, students demonstrate command of appropriate English conventions
- Applying appropriate punctuation to various sentence patterns to enhance meaning  
EXAMPLES: colons, semicolons
- Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules  
EXAMPLES: consonant doubling, consonant patterns, units of meaning-common roots, base words, pre/suffixes

*MATH*

**Number and Operations**

- Demonstrates conceptual understanding of rational numbers with respect to: square roots of perfect squares, rates, and proportional reasoning.
- Demonstrates conceptual understanding of rational numbers with respect to percents as a means of comparing the same or different parts of the whole when the wholes vary in magnitude (e.g., 8 girls in a classroom of 16 students compared to 8 girls in a classroom of 20 students, or 20% of 400 compared to 50% of 100); and percents as a way of expressing multiples of a number (e.g., 200% of 50) using models, explanations, or other representations.
- Demonstrates understanding of the relative magnitude of numbers by ordering, comparing, or identifying equivalent rational numbers across number formats, numbers with whole number bases and whole number exponents (e.g., 33, 43), integers, absolute values, or numbers represented in scientific notation using number lines or equality and inequality symbols.
- Demonstrates conceptual understanding of operations with integers and whole number exponents (where the base is a whole number) using models, diagrams, or explanations.
- Accurately solves problems involving the addition or subtraction of integers, raising numbers to whole number powers, and determining square roots of perfect square numbers and non-perfect square numbers.

- Accurately solves problems involving proportional reasoning; percents involving discounts, tax, or tips; and rates. **IMPORTANT:** Applies the conventions of order of operations including parentheses, brackets, or exponents.)
- Uses a variety of mental computation strategies to solve problems (e.g., using compatible numbers, applying properties of operations, using mental imagery, using patterns) and to determine the reasonableness of answers; and mentally calculates benchmark perfect squares and related square roots (e.g.,  $1^2$ ,  $2^2$  ...  $12^2$ ,  $15^2$ ,  $20^2$ ,  $25^2$ ,  $100^2$ ,  $1000^2$ ); determines the part of a number using benchmark percents and related fractions (1%, 10%, 25%,  $33\frac{1}{3}\%$ , 50%,  $66\frac{2}{3}\%$ , 75%, and 100%) (e.g., 25% of 16;  $33\frac{1}{3}\%$  of 330). (**IMPORTANT:** The intent of this GLE is to embed mental arithmetic throughout the instructional program, not to teach it as a separate unit.)
- Makes estimates in a given situation (including tips, discounts, and tax) by identifying when estimation is appropriate, selecting the appropriate method of estimation, determining the level of accuracy needed given the situation, analyzing the effect of the estimation method on the accuracy of results, and evaluating the reasonableness of solutions appropriate to grade level GLEs across content strands.
- Applies properties of numbers (odd, even, remainders, divisibility, and prime factorization) and field properties (commutative, associative, identity, distributive, inverses) to solve problems and to simplify computations, and demonstrates conceptual understanding of field properties as they apply to subsets of the real numbers (e.g., the set of whole numbers does not have additive inverses, the set of integers does not have multiplicative inverses).

### **Geometry and Measurement**

- Uses properties of angle relationships resulting from two or three intersecting lines (adjacent angles, vertical angles, straight angles, or angle relationships formed by two non-parallel lines cut by a transversal), or two parallel lines cut by a transversal to solve problems.
- Applies theorems or relationships (triangle inequality or sum of the measures of interior angles of regular polygons) to solve problems.
- Applies the concepts of congruency by solving problems on a coordinate plane involving reflections, translations, or rotations.
- Applies concepts of similarity by solving problems involving scaling up or down and their impact on angle measures, linear dimensions and areas of polygons, and circles when the linear dimensions are multiplied by a constant factor. Describes effects using models or explanations.
- Demonstrates conceptual understanding of the area of circles or the area or perimeter of composite figures (quadrilaterals, triangles, or parts of circles), and the surface area of rectangular prisms, or volume of rectangular prisms, triangular prisms, or cylinders using models, formulas, or by solving related problems. Expresses all measures using appropriate units.

- Demonstrates conceptual understanding of spatial reasoning and visualization by sketching three-dimensional solids; and draws nets of rectangular and triangular prisms, cylinders, and pyramids and uses the nets as a technique for finding surface area.

### **Functions and Algebra**

- Identifies and extends to specific cases a variety of patterns (linear and nonlinear) represented in models, tables, sequences, graphs, or in problem situations; and generalizes a linear relationship using words and symbols; generalizes a linear relationship to find a specific case; or writes an expression or equation using words or symbols to express the generalization of a nonlinear relationship.
- Demonstrates conceptual understanding of linear relationships ( $y = kx$ ;  $y = mx + b$ ) as a constant rate of change by solving problems involving the relationship between slope and rate of change, by describing the meaning of slope in concrete situations, or informally determining the slope of a line from a table or graph; and distinguishes between constant and varying rates of change in concrete situations represented in tables or graphs; or describes how change in the value of one variable relates to change in the value of a second variable in problem situations with constant rates of change.
- Demonstrates conceptual understanding of algebraic expressions by using letters to represent unknown quantities to write algebraic expressions (including those with whole number exponents or more than one variable); or by evaluating algebraic expressions (including those with whole number exponents or more than one variable); or by evaluating an expression within an equation (e.g., determine the value of  $y$  when  $x = 4$  given  $y = 5x^3 - 2$ ).
- Demonstrates conceptual understanding of equality by showing equivalence between two expressions (expressions consistent with the parameters of the left- and right-hand sides of the equations being solved at this grade level) using models or different representations of the expressions, solving multi-step linear equations of the form
- $ax \pm b = c$  with  $a \neq 0$ ,  $ax \pm b = cx \pm d$  with  $a, c \neq 0$ , and  $(x/a) \pm b = c$  with  $a \neq 0$ , where  $a, b, c$  and  $d$  are whole numbers; or by translating a problem-solving situation into an equation consistent with the parameters of the type of equations being solved for this grade level.

### **Data, Statistics, and Probability**

- Interprets a given representation (circle graphs, scatter plots that represent discrete linear relationships, or histograms) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (IMPORTANT: Analyzes data consistent with concepts and skills in M(DSP)–7–2.)
- Analyzes patterns, trends, or distributions in data in a variety of contexts by solving problems using measures of central tendency (mean, median, or mode),

dispersion (range or variation), or outliers to analyze situations to determine their effect on mean, median, or mode; and evaluates the sample from which the statistics were developed (bias).

- Organizes and displays data using tables, line graphs, scatter plots, and circle graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
- Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M(DSP)–7–1. (IMPORTANT: Analyzes data consistent with concepts and skills in M(DSP)–6–2.)
- Uses counting techniques to solve problems in context involving combinations or permutations (e.g., How many different ways can eight students place first, second, and third in a race?) using a variety of strategies (e.g., organized lists, tables, tree diagrams, models, Fundamental Counting Principle, or others).
- For a probability event in which the sample space may or may not contain equally likely outcomes, determines the theoretical probability of an event and tests the prediction through experiments and simulations; compares and contrasts theoretical and experimental probabilities; finds the odds of an event and understands the relationship between probability and odds.
- For a probability event in which the sample space may or may not contain equally likely outcomes, determines the experimental or theoretical probability of an event in a problem-solving situation.
- In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested while considering the limitations that could affect interpretations; and when appropriate makes predictions; and asks new questions and makes connections to real world situations.