

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SEVENTH GRADE**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

**Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)
Reading Standards: Foundational Skills (RF)
Writing (W)
Speaking and Listening (SL)
Language (L)**

READING STANDARDS FOR LITERATURE

Suggested Materials:

- **Elements of Literature Anthology Collections 1, 2, 3, and 4 (Semester One)**
- **Elements of Literature Anthology Collections 5, 6, 7, and 8 (Semester Two)**
- **Native American Novel: Two Old Women (Semester Two)**
- **Novels from Approved District List**

Key Ideas and Details

7.RL.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Semester One and Two)

- Identify resources from a text
- Identify explicit information from a text
- Recognize credible resources/sources
- Explicitly analyze what a text says
- Formulate inferences from textual material
- Cite resources that support analysis

7.RL.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Semester One and Two)

- Recognize theme and central ideas
- Identify supporting details
- Determine a theme or central idea
- Analyze theme or central idea development over the course of a text

7.RL.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Semester One and Two)

- Describe elements of a story or drama
- Identify interactions between elements
- Analyze how a change in one element shapes another
- Analyze how elements of a story or drama interact

Craft and Structure

7.RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Semester One and Two)

- Identify figurative words and phrases

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- Identify connotative words and phrases
- Identify rhymes and repetitions of sounds, including alliteration in a verse or stanza
- Identify rhymes and repetitions of sounds, including alliteration in a story or drama
- Interpret figurative meanings
- Interpret connotative meanings
- Analyze the impact of rhymes and repetitions of sounds in a stanza or poem
- Analyze the impact of rhymes and repetitions of sounds in a story or drama

7.RL.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Semester One and Two)

- Identify the poetic elements contributing to form/structure
- Identify the form/structure of various types of poetry and drama
- Explain the meaning of a poem
- Analyze the structure of a drama or poem
- Analyze the meaning of a drama or poem
- Analyze the relationship between the poem/drama’s form and structure

7.RL.6 – Analyze how an author develops and contrasts the point of view of different characters or narrators in a text. (Semester One and Two)

- Identify authors’ strategies used to contrast points of view of different characters or narrator
- Cite details or examples where the author develops the point of view of various characters or narrators
- Compare/contrast points of view of different characters or narrators
- Analyze how the author develops points of view of different characters or the narrators
- Analyze how the author contrasts different points of view in a single text

Integration of Knowledge and Ideas

7.RL.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (Semester One and Two)

- Identify various mediums
- Recognize multimedia versions, film and stage
- Analyze the effects of various medium techniques on written text – stories, dramas, and poems
- Analyze the effects of various medium techniques on audio, film, stage and multimedia
- Determine the similarities of text to media
- Determine the differences of text to media

7.RL.8 – Not applicable

7.RL.9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Include texts that contain portrayals and/or accounts by and about American Indians. (Semester One and Two)

- Identify a time, place, or character in an historical account
- Identify a time, place, or character in a fictional work
- Compare/contrast historical portrayal of a time, place, or character against a historical account of the same period

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Range of Reading and Level of Text Complexity

7.RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Identify/understand key ideas and details
- Identify/understand craft and structure
- Comprehend key ideas and details
- Comprehend craft and structure

READING STANDARDS FOR INFORMATIONAL TEXT

Suggested Materials:

- **Elements of Literature Anthology Collections 2 and 6**
- **Counting Coup (Semester One)**
- **Biography Research Unit using Ebscohost**
- **Write to Learn**

Key Ideas and Details

7.RI.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Semester One and Two)

- Identify inferences from a text
- Identify explicit information from a text
- Recognize credible resources/sources
- Analyze several pieces of a text to determine what it explicitly says
- Formulate inferences for textual material

7.RI.2 – Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (Semester One and Two)

- Identify two or more central ideas
- Define and recognize an objective summary
- Analyze the development of two or more central ideas
- Provide an objective summary of the text

7.RI.3 – Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Semester One and Two)

- Identify key ideas about individuals, events, and ideas in a text
- Analyze the interactions between individuals, events, and ideas in a text
- Discuss how ideas influence events
- Discuss how individuals influence ideas or events

Craft and Structure

7.RI.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Semester One and Two)

- Identify figurative, connotative, and technical words and phrases

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- Identify tone in text
- Determine the meaning of figurative, connotative, and technical words/phrases
- Analyze how meaning and tone are impacted by specific word choice

7.RI.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (Semester One and Two)

- Determine how major sections of text contribute to or develop the main idea
- Analyze how sentences contribute to, or develop the main idea
- Analyze how paragraphs contribute to, or develop the main idea
- Analyze how a chapter/section contributes to, or develop the main idea

7.RI.6 – Determine an author’s point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others. (Semester One and Two)

- Determine the author’s point of view or purpose
- Identify details or examples for developing the point of view or purpose
- Explain how the author conveys his/her point of view
- Make a distinction between the author’s point of view and those of others mentioned or implied
- Contrast how the author distinguishes his/her position from that of others
- Support your analysis with textual examples

Integration of Knowledge and Ideas

7.RI.7 – Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (Semester One and Two)

- Recognize characteristics of audio, video, and multimedia versions of text
- Describe similarities and differences between various media portrayals of subjects
- Analyze how the audio, video, or multimedia version of various text portrays the subject

7.RI.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Include texts by and about American Indians. (Semester One and Two)

- Define relevant evidence
- Define sufficient evidence
- Define sound reasoning
- Identify the argument and claims in a text
- Trace the argument and specific claims
- Assess the relevance of evidence for specific claims
- Assess the sufficiency of evidence for specific claims
- Assess the soundness of the reasoning
- Evaluate the argument and specific claims

7.RI.9 – Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Include texts by and about American Indians. (Semester One and Two)

- Identify key information by different authors emphasizing different evidence
- Identify key information by different authors advancing different interpretations of facts

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- Analyze how texts by different authors shape their ideas by emphasizing different evidence
- Analyze how texts by different authors shape their ideas by advancing different interpretations of facts

Range of Reading and Level of Text Complexity

7.RI.10 – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently; with scaffolding as needed at the high end of the range. (Semester One and Two)

- Identify/understand key ideas and details
- Identify/understand craft and structure
- Comprehend key ideas and details
- Comprehend craft and structure

WRITING

Text Types and Purposes

7.W.1 – Write arguments to support claims with clear reasons and relevant evidence. (Semester 2)

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence
- d. Establish and maintain a formal style
- e. Provide a concluding statement or section that follows from and supports the argument presented

Suggested Materials:

- **Step Up to Writing Section 9**
- **Elements of Language Chapters 6 and 7**
- **Elements of Literature Writer’s Workshop Collection 3 and 7**

7.W.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Both)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic
- e. Establish and maintain a formal style
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented

Suggested Materials:

- **Step Up to Writing Sections 4 and 5**
- **Elements of Language Chapters 2, 3, 4, and 5**

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- **Elements of Literature Writer’s Workshop Collections 4, 5, and 8**

7.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Semester 1)

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events

Suggested Materials:

- **Step Up to Writing Sections 6 and 7**
- **Elements of Language Chapter 1**
- **Elements of Literature Writer’s Workshop Collections 1, 2, and 6**

Production and Distribution of Writing

7.W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-2 above.) (Both)

- Analyze the reason for writing to inform task, purpose, and audience
- Determine suitable idea development strategies, organization, and style

Suggested Materials:

- **Step Up to Writing Sections 4 and 5**
- **Elements of Literature Writer’s Workshop**

7.W.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.) (Both)

- Recognize how to plan, revise, edit, and rewrite
- Know how to edit for conventions
- Develop and strengthen writing by planning, revision, editing, and rewriting
- Develop and strengthen writing by trying a new approach
- Determine how well the focus of the purpose has been addressed
- Determine how well the focus of audience has been addressed

Suggested Materials:

- **Write to Learn**
- **Step Up the Writing additional resources**

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- **Elements of Literature Writer’s Workshop**

7.W.6 – Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (Both)

- Identify publishing and collaborative options that use technology
- Explain how to cite sources
- Explain how to create hyperlinks
- Know how to collaborate effectively
- Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience
- Determine the best technology options for communicating and collaborating with others for an intended purpose

Suggested Materials:

- **Web 2.0 tools such as Google Docs, Prezi.com, Google Presentation, etc.**
- **Write to Learn**
- **Elements of Literature Writer’s Workshop**

Research to Build and Present Knowledge

7.W.7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians. (Semester 2)

- Use reliable sources of information
- Select appropriate sources to answer a question
- Determine relevant and irrelevant information from sources in order to answer a question
- Formulate focused questions from sources of information for further research and investigation
- Conduct steps for research to answer a question
- Generate additional related, focused questions for further research and investigation

Suggested Materials:

- **Step Up to Writing Section 5**
- **Easy Bib.com**
- **Son of Citation Machine.com**
- **Elements of Literature Writer’s Workshop**

7.W.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Semester 2)

- Use effective search terms
- Recognize standard formats for citations
- Recognize credibility and accuracy
- Follow standard citation format
- Assess the credibility and accuracy of each source
- Quote or paraphrase the data and conclusions of others avoiding plagiarism

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Suggested Materials:

- **Step Up to Writing Section 5**

7.W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. (Both)

- a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”)
- b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)

Suggested Materials:

- **Step Up to Writing Section 9**
- **Elements of Literature Writer’s Workshop Collection 2**

Range of Writing

7.W.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences. (Both)

- Identify audience, topic, and purpose
- Identify appropriate organizational structure for various writing
- Determine when to write for short or extended time frames based on audience, purpose, or task
- Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience

SPEAKING AND LISTENING

Semester 1 and 2

Suggested Materials:

- **Step Up to Writing Section 8**
- **Elements of Literature Speaking and Listening Workshops Collections 2, 4, 5, and 8**
- **TeacherTube and YouTube**
- **Web 2.0 Tools**

Comprehension and Collaboration

7.SL.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed

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- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
- d. Acknowledge new information expressed by others and, when warranted, modify their own views

7.SL.2 – Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

- Identify main details and supporting details that contribute to the topic, text, and issue studied of various media formats
- Visually, quantitatively and orally analyze the main ideas and supporting details presented in diverse media and formats
- Explain how the ideas clarify the topic, text, and issue studied

7.SL.3 – Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

- Define and identify sound reasoning, arguments, reasons, relevant and sufficient evidence, and claims
- Delineate a speaker's argument and specific claims
- Evaluate the soundness of the speaker's reasoning
- Evaluate the relevance and sufficiency of the speaker's evidence

Presentation of Knowledge and Ideas

7.SL.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- Identify claims/findings and salient points
- Identify appropriate eye contact, adequate volume, and clear pronunciation
- Determine salient points and pertinent descriptions, facts, details, and examples
- Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner

7.SL.5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- Recognize claims, findings and salient points
- Determine what multimedia components/visual display options best clarify information

7.SL.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

- Describe formal and informal settings
- Describe qualities of formal and informal speech
- Determine if formal or informal speech is appropriate in the context of a given situation

LANGUAGE

Conventions of Standard English (Semester One)

7.L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences

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- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

Suggested Materials:

- **Elements of Language Chapters 14, 15, and 16**
- **Elements of Literature Sentence Workshops Collections 2 and 4**

7.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Semester One and Two)

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore and old (,) green shirt*)
- b. Spell correctly

Suggested Materials:

- **Elements of Language Chapters 23**
- **Elements of Literature Spelling and Vocabulary Ancillary Resources**

Knowledge of Language

7.L.3 – Use knowledge of language and its conventions when writing, speaking, reading or listening. (Both)

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

Suggested Materials:

- **Elements of Literature Sentence Workshop Collection 5**

Vocabulary Acquisition and Use

7.L.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (Both)

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*)
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

Suggested Materials:

- **Words to Own Ancillary Resource**
- **Vocabulary from Latin and Greek Roots: A Study of Word Families**
- **Elements of Literature pp. 201 and 529**

7.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in

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word meanings. (Both)

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*)
- d. Recognize the influence time, culture, gender and social relationships have upon word meaning.

Suggested Materials:

- **Use various literature selections (Elements of Literature 44, 120, 215, 324, 385, 564)**

7.1.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Both)

- a. Identify general academic and domain-specific words and phrases
- b. Gather vocabulary knowledge important to comprehension or expression
- c. Accurately use words important to the comprehension of academic and domain specific words
- d. Apply vocabulary knowledge when considering words important to comprehension of expression
- e. Select appropriate resources to aid in gathering vocabulary knowledge

Suggested Materials:

- **Vocabulary from Latin and Greek Roots: A Study of Word Families**
- **Use various literature selections**
- **Write to Learn**