

***GRADE 7 ENGLISH
LANGUAGE ARTS (ELA)
GLEs
Color Coded***

GLE content to be taught and *tested* in Grade 7 ELA in 2012-13 and 2013-14

| GLE # | Grade-Level Expectation Text | Aligned CCSS # |
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| ELA.7.1 | Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts | RL.7.4 RI.7.4 L.7.4 L.7.5 L.7.6 |
| ELA.7.2 | Explain story elements, including: <ul style="list-style-type: none"> • the revelation of character motivation through thoughts, words, and actions • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) • conflicts (e.g., man vs. man, nature, society, self) and their effect on plot • effects of first- and third-person points of view • theme development | RL.5.6 RL.6.6 RL.7.2 RL.7.3 RL.7.6 |
| ELA.7.3 | Interpret literary devices, including: <ul style="list-style-type: none"> • symbolism • puns • analogies | L.7.5 |
| ELA.7.8 | Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> • fiction (e.g., science fiction/fantasy) • nonfiction (e.g., essays, letters) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) | RL.7.5 |
| ELA.7.9 | Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices | RL.7.1 RI.7.1 RI.7.2 |
| ELA.7.12 | Explain the effects of an author’s stated purpose for writing | RI.7.6 |
| ELA.7.13 | Identify an author’s bias (objectivity) for, against, or neutral toward an issue | RI.7.6 |

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| ELA.7.14 | Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning | RI.7.3 |
| ELA.7.15 | Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details | W.7.1 W.7.2 W.7.4 |
| ELA.7.17 | Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure | L.7.3 W.7.4 |
| ELA.7.18 | Develop grade-appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics) • proofreading/editing • publishing using technology | W.7.5 W.7.6 |
| ELA.7.19 | Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition | W.7.1 W.7.2 W.7.3 |
| ELA.7.20 | Use the various modes to write compositions, including: <ul style="list-style-type: none"> • essays based on a stated opinion • fictional narratives | W.7.1 W.7.3 |
| ELA.7.21 | Develop writing using a variety of literary devices, including analogies, symbolism, and puns | W.7.3 L.7.5 |

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| ELA.7.22 | Write for various purposes, including: <ul style="list-style-type: none"> • letters of complaint supported with complete and accurate information and reasons • evaluations of media, such as television, radio, and the arts • text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels • applications, such as memberships and library cards | W.7.9 |
| ELA.7.23 | Use standard English punctuation, including: <ul style="list-style-type: none"> • commas to set off direct quotations, nouns of direct address, and after introductory words or phrases • semicolons or colons to separate independent clauses | L.7.2 |
| ELA.7.24 | Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives | L.7.1 |
| ELA.7.25 | Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • infinitives and participles • superlative and comparative degrees of adjectives • adverbs | L.7.1 |
| ELA.7.26 | Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly | L.7.2 |
| ELA.7.39 | Locate and select information using organizational features of grade-appropriate resources, including: <ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) | W.7.8 |
| ELA.7.40 | Locate and integrate information from a variety of grade-appropriate resources, including: <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) | W.7.8 |
| ELA.7.41 | Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) | W.7.8 |
| ELA.7.43 | Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • works cited lists and/or bibliographies | W.7.7 |
| ELA.7.44 | Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents | W.7.6 |

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| ELA.7.45 | Give credit for borrowed information following acceptable use policy, including: <ul style="list-style-type: none">• integrating quotations and citations• using end notes• creating bibliographies and/or works cited lists | W.7.8 |
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GLEs, CCSS, and extended CCSS content (highlighted) to be taught but *not tested* in 2012-13 and 2013-14

| GLE # | Grade-Level Expectation Text | |
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| ELA.7.28 | Adjust diction and enunciation to suit the purpose for speaking | |
| ELA.7.29 | Use standard English grammar, diction, syntax, and pronunciation when speaking | |
| ELA.7.32 | Adjust volume and inflection to suit the audience and purpose of presentations | |
| ELA.7.33 | Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion | |
| ELA.7.34 | Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) | |
| ELA.7.36 | Deliver grade-appropriate research-based presentations | |
| ELA.7.37 | Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery | |
| ELA.7.38 | Participate in group and panel discussions, including: <ul style="list-style-type: none"> • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) | |
| CCSS # | Common Core State Standard Text | Year to be Implemented |
| RI.7.3 | 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). ¹ | 2012-13 |
| RI.7.5 | 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. | 2012-13 |
| RI.7.9 | 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. | 2012-13 |
| RI.7.10 | 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. | 2012-13 |
| RL.7.1 RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 2012-13 |
| RL.7.7 | 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). | 2012-13 |

¹ The highlighted CCSS match GLEs, but the highlighted CCSS content goes beyond the GLEs and will be added to the curriculum in the year shown.

GLEs, CCSS, and extended CCSS content (highlighted) to be taught but *not tested* in 2012-13 and 2013-14

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| RL.7.9 | 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. | 2012-13 |
| RL.7.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 2012-13 |
| W.7.1 | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> 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 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. | 2012-13 |
| W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | 2012-13 |
| W.7.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature. b. Apply grade 7 Reading standards to literary nonfiction. | 2012-13 |
| L.7.4 | <p>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.</p> <ul style="list-style-type: none"> a. Use context clues (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. 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 definition of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 2013-14 |
| L.7.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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). | 2013-14 |
| L.7.6 | 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. | 2013-14 |

GLEs, CCSS, and extended CCSS content (highlighted) to be taught but *not tested* in 2012-13 and 2013-14

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| RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone. | 2013-14 |
| RI.7.7 | 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). | 2013-14 |
| RI.7.8 | 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. | 2013-14 |
| RL.7.4 | 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. | 2013-14 |
| RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | 2013-14 |
| SL.7.1 | 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. <ul style="list-style-type: none"> 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. 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. | 2013-14 |
| SL.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | 2013-14 |
| W.7.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> 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 and varied 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. | 2013-14 |
| W.7.6 | 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. | 2013-14 |
| W.7.10 | 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, purposes, and audiences. | 2013-14 |

Asterisk * - Content to be taught during the transition years to prevent gaps in curriculum, but will not be tested until 2014-2015.

Reading and Responding – 33%

Standard 1: Read, Comprehend and Respond – 21% (GLEs 1,2, 3)

Standard 6: Read, Analyze, Respond to Literature – 4% (GLE 8)

Standard 7: Apply Reasoning and Problem Solving Skills – 8% (GLEs 9, 12, 13, 14)

Standard 2: Write Competently – 16% (GLEs 15, 17, 18, 19, 20, 21, 22)

Standard 3: Use Conventions of Language – 44% (GLEs 23, 24, 25, 26)

Standard 5: Locate, Select, Synthesize Information – 7% (GLE 39, 40, 41, 43, 44, 45)

NOT CURRENTLY ASSESSED