Grade 7 ELA
All Marking Periods

Key Terms for Students	Genres

STANDARD	PERFORMANCE INDICATORS		ASSESSMENTS / EVALUATIONS	RESOURCES
Reading				
7RS1	• Students will read, write, listen, and speak for information and understanding.		o Guided Reading Notes	o Holt Text, pgs. 682-695 "King Midas and the Golden Touch"
7RS2.H	• Identify questions of personal importance and interest, and list works of literature that addresses them.		o Reader's Notebook o Guided Reading Notes	o Library
7RS2.I	• Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives.		o Graphic Organizer o Reader's Notebooks	o Holt Text, pgs. 698-706 "Oni and the Great Bird"
7RS2.K	• Compare a film, video, or stage version of a literary work with the written version.		o Graphic Organizer o Reader's Notebooks	o Holt Text, pgs. 57-80 "The Monsters Are Due on Maple Street"
7RS3.E	• Identify multiple levels of meaning.		o Word Study	o Read, Write, Think Website
7RS4.A	• Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups.		o Oral Response to Text o Reading List o Independent Reading Conferring Notes	o Library o Independent Reading Book
7RS4.B	• Consider the age, gender, social position, and cultural traditions of the writer.		o Reading Response Letter/Notebook	o Holt Text, pgs. 786-791 "Literary Criticism"
7RS4.D	• Recognize the types of language (e.g., informal,		o Word Study	o Holt Text, pgs. 792-809 "King Arthur"

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	culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication.			
7LCKVD.A	• Develop vocabulary through extensive reading of a variety of texts across subjects and genres.		o Guided Reading Notes o Reading List o Writing Samples	o Holt Text, pgs. 817-819 "Vocabulary Development"
7LCKVD.F	• Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes.[3]		o Reader's Notebook o Writer's Notebook o Writing Samples	o Raft Technique/Format
7LCKVD.J	• Extend understanding of texts by relating content to personal experiences, other texts, and/or world events.		o Writing Samples o Writer's Notebook	o News Articles o Library (Magazines)
7LCKVD.K	• Participate in group discussions to further understanding and response to reading.		o Oral Response to Text	o Holt Text, pgs. 833-841 "Sir Gawain and the Loathly Lady"
7LCKVD.L	• Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations.		o Writer's Response Letter o Independent Writing Conferring Notes o Graphic Organizer	o Holt Text, pgs. 820-832 "Merlin and the Dragons"
7LCKVD.M	• Read grade-level texts with appropriate expression, phrasing, and rate of reading.		o Reading List o Independent Reading Conferring	o Library o Independent Reading Book

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			Notes	
7LCMR.A	• Develop personal reading goals and maintain records of reading accomplishments.		o Reading List o Writer's & Reader's Notebook	o Library o Independent Reading Book
7LCMR.B	• Read voluntarily for a variety of purposes.		o Reading List o Independent Reading Conferring Notes	o Library o Independent Reading Book
7LCMR.D	• Engage in independent silent reading for extended periods of time.		o Reading List o Independent Reading Conferring Notes	o Library o Independent Reading Book
Writing				
7WS1.K	• Write accurate and complete responses to questions about informational material.		o Guided Reading Notes o Writing Samples	o Holt Text, pgs. 880-881 "Reading Informational Texts", pg. 882 "Reading Skills and Strategies"
7WS1.L	• Maintain a portfolio that includes informational writing.		o Writing Samples o Middletown Writing Rubric o Graphic Organizer	o Writing Samples o Writing Folders
7WS2.A 7WS2.A.1	• Write original literary texts to: - develop a narrative, using an organizational plan such as chronology. - sequence events (e.g., rising action, conflict,		o Writing Samples o Sequence Graphic Organizer o Story Map o Independent Writing Conferring	o Writing Source, pg. 93-134 "Narrative Writing"

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7WS2.A.4 7WS2.A.7	climax, falling action, and resolution) to advance a plot, with assistance. - use literary devices. - use language that is creative.		Notes	
7WS2.B.1	• Express opinions and support them through specific references to the text.		o Independent Reading Response Letter	o Holt Text, pgs. 883-886 "From Page to Film"
7WS2.B.2	• Demonstrate understanding of plot and theme.		o Graphic Organizer	o Holt Text, pgs. 2-4 "Plot", pgs. 236-237 "Theme"
7WS2.B.3	• Identify and describe characters and their motivations.		o Graphic Organizer o Oral Response to Text	o Holt Text, pgs. 726-731 "Aunty Misery"
7WS2.B.4	• Analyze the impact of the setting.		o Reader's Notebook	o Holt Text, pgs. 527-532 "Fish Cheeks"
7WS2.B.5	• Explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning.		o Writing Samples	o Holt Text, pgs. 328-329 "To a Golden-Haired Girl in a Louisiana Town"
7WS2.C	• Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.		o Writing Samples o Middletown Writing Rubric	o Writer's Notebook o Writing Folders o Writing Samples
7WS3.G	• Maintain a writing portfolio that includes writing for critical analysis and evaluation.		o Writing Folders o Writing Samples o Middletown Writing Rubric	o Write Source, pgs. 65-69 "Creating a Portfolio"

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7WS4.A	• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups.		o Independent Writing Conferring Notes o Writing Samples o Writing Folder	o Write Source, pgs. 57-64 "Publishing Your Writing"
7WS4.C	• Develop a personal voice that enables the reader to get to know the writer.		o Writing Samples o Observational Checklist o Middletown Writing Rubric	o Write Source, pgs. 556-557 "Use Dialogue"
7WS4.F	• Maintain a portfolio that includes writing for social communication.		o Writing Samples o Writing Folder o Middletown Writing Rubric	o Write Source, pgs. 329-341 "Across the Curriculum"
7WS4.G	• Use the conventions of email.		o Writing Samples	o Computer Lab
Listening				
7LS1.B	• Listen in planning or brainstorming sessions with peers.		o Independent Writing Conferring Notes	o Write Source, pgs. 417-422 "Listening and Speaking"
7LS1.C	• Listen to and follow multi-step directions that provide information about a task or assignment.		o Observational Checklist o Oral Response and Oral Retelling	o Write Source, pgs. 449-458 "Completing Writing Assignments"
7LS1.D	• Recall significant ideas and details, and describe the relationships between and among them.		o Reading Response Letter	o Holt Text, pgs. 746-757 "Aschenputtle", pgs. 758-763 "Dinorella"

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STANDARD	PERFORMANCE INDICATORS		ASSESSMENTS / EVALUATIONS	RESOURCES
7LS2.A	• Interpret and respond to texts on a variety of themes from different genres and authors.		o Reading Response Letter	o Holt Text, pgs. 168-173 “A Rice Sandwich”
7LS2.B	• Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text.		o Oral Response and Oral Retelling	o Holt Text, pgs. 1047-1060 “Speaking and Listening Handbook”
7LS3.E	• Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance.		o Observational Checklist	o Holt Text, pgs. 1047-1060 “Speaking and Listening Handbook”
7LS3.F	• Identify missing or unclear information.		o KWL Graphic Organizer	o Holt Text, pgs. 340-343 “Mongoose on the Loose”
7LS3.G	• Evaluate the organization of presentations.		o Observational Checklist	o Write Source, pg. 551 “Use Patterns of Organization”
7LS4.A	• Participate as a listener in social conversation with one or more people who are friends or acquaintances.		o Oral Response and Oral Retelling o Oral Response to Text	o Holt Text, pg. 614 (Interview) “The Infinite Mind”
7LS4.B	• Respect the age, gender, social position, and cultural traditions of the speaker.		o Oral Response to Text o Writer’s Notebook o Writing Samples	o Holt Text, pg. 414 “Elizabeth 1”

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7LS4.D	• Withhold judgment.		o Reading Response Letter	o Holt Text, pg. 414 “Elizabeth 1”
7LS4.E	• Appreciate the speaker’s uniqueness.		o Reading Response Letter	o Holt Text, pg. 414 “Elizabeth 1”
7LCCOM.A	• Use a variety of strategies to plan and organize ideas for writing, such as keeping a list of topic ideas and a writer’s notebook, using graphic organizers, etc.		o Observational Checklist o Middletown Writing Rubric o Graphic Organizer o Writing Samples	o Write Source, pg. 13 “Pre-writing”
7LCCOM.B	• Write on a wide range of topics, both student and teacher selected.		o Writing Samples o Graphic Organizer o Middletown Writing Rubric	o Mentor Text o Teacher Modeling
7LCCOM.F	• Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts.		o Writing Samples o Writer’s Notebooks o Writer’s Folders o Middletown Writing Rubric	o Teacher Modeling
7LCCOM.J	• Work collaboratively with peers to plan, draft, revise, and edit written work.		o Middletown Writing Rubric o Independent Writing and Reading Conferring Notes	o Write Source, pgs. 29-31 “Peer Responding”
7LCCOM.K	• Write, using a variety of media to communicate ideas and information.		o Writer’s Notebook	o Holt Text, pg. 909 “Public Service Announcement”
7LCMW.A	• Engage in writing voluntarily for a variety of purposes, topics, and audiences.		o Reader’s and Writer’s Notebook	o Mentor Text

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7LCMW.B	• Publish writing in a variety of presentations or display media.		o Graphic Organizer o Writing Samples o Middletown Writing Rubric	o Write Source, pg. 59 "Preparing to Publish"
Speaking				
7SS1.B	• Contribute to group discussions by offering comments to clarify ideas and information.		o Oral Response to Text	o Mentor Text o Teacher Modeling
7SS1.E	• Connect, compare, and contrast ideas and information.		o Graphic Organizer	o Holt Text, pg. 164 "Understanding Comparison and Contrast"
7SS2.A	• Present interpretations and support them through specific references to the text.		o Writing Samples o Oral Response to Text o Guided Reading Notes	o Teacher Modeling o Holt Text, pgs. 508-525 "Song of the Trees"
7SS2.E	• Use an introduction that catches and excites the interest of the listener.		o Writing Samples o Writing Folders	o Write Source, pgs. 93-95 o Teacher Modeling
7SS3.D	• Present content, using strategies designed for the audience and purpose.		o Writer's Notebooks	o Teacher Modeling
7SS4.A	• Respect the age, gender, social position, and cultural traditions of the listener.		o Writing Samples o Oral Response to Text	o Holt Text, pgs. 402-410 "An Unforgettable Journey"
7SS4.B	• Provide feedback by asking questions.		o Oral Response to Text	o Mentor Text

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7SS4.C	• Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting.		o Oral Response and Oral Retelling	o Teacher Modeling
7SS4.D	• Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener.		o Writing Samples o Reading Response Letter	o Raft Technique o Teacher Modeling
7SS4.E	• Adopt conventions of email to establish friendly tone in electronic-based social communication.		o Writing Samples	o Holt Text, pg. 1042 “You’ve Got Mail”
7LCSPK.E	• Participate actively and productively in group discussions.		o Oral Response to Text	o Write Source, pgs. 420-421 “Participating In a Group”