



GRADE 7 LITERACY ALL MARKING PERIODS



Key Terms for Students			Genres
Evidence	Writing Process	Reader's Workshop	Argument
Relevant vs. Irrelevant	Rubric	Main Idea/Supporting Details	Informative/Explanatory
Intended Audience	Author's Purpose/Perspective	Context Clues	
Writer's Workshop	Analyze	Inference	
STANDARD	PERFORMANCE INDICATORS	ASSESSMENTS/EVALUATIONS	RESOURCES
7RS1.A	Reading <ul style="list-style-type: none"> Locate and use school and public library resources to acquire information. 	<ul style="list-style-type: none"> Observational Checklist 	<ul style="list-style-type: none"> Classroom Library School Library Mentor Text
7RS1.B	<ul style="list-style-type: none"> Interpret data facts and ideas from informational texts by applying thinking skills, such as, define, classify and infer. 	<ul style="list-style-type: none"> Reader's Notebook Writer's Notebook Reading Response Letters Writing Samples Oral Response to Text 	<ul style="list-style-type: none"> Go.hrw.com Classroom Library Mentor Text
7RS1.E	<ul style="list-style-type: none"> Use knowledge of structure, content, and vocabulary to understand informational text. 	<ul style="list-style-type: none"> Reader's Notebook Writer's Notebook Reading Response Letters Writing Samples Oral Response to Text 	<ul style="list-style-type: none"> Academic Workout Write Source Classroom Library Mentor Text
7RS1.F	<ul style="list-style-type: none"> Distinguish between relevant and irrelevant information. 	<ul style="list-style-type: none"> Reader's Notebook Writer's Notebook Reading Response Letters Writing Samples Oral Response to Text 	<ul style="list-style-type: none"> Go.hrw.com Classroom Library Mentor Text



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7RS3.E	<ul style="list-style-type: none"> Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning. 	<ul style="list-style-type: none"> Reader's Notebook Writer's Notebook Reading Response Letters 	<ul style="list-style-type: none"> Classroom Library
7RS4.A	<ul style="list-style-type: none"> Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups. 	<ul style="list-style-type: none"> Oral Response to Text Observational Checklist 	<ul style="list-style-type: none"> Writing Samples Classroom Library
7RS4.B	<ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer. 	<ul style="list-style-type: none"> Oral Response to Text Reader's Notebooks Reading Response Letters 	<ul style="list-style-type: none"> Classroom Library
7RS4.D	<ul style="list-style-type: none"> Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication. 	<ul style="list-style-type: none"> Oral Response to Text Reader's Notebooks Writer's Notebooks 	<ul style="list-style-type: none"> Classroom Library Computers/Internet
7LCWR.A	<ul style="list-style-type: none"> Recognize at sight, a large body of words and specialized content vocabulary. 	<ul style="list-style-type: none"> Teacher generated Graphic Organizers 	<ul style="list-style-type: none"> Go.hr.w.com
7LCWR.B	<ul style="list-style-type: none"> Use a variety of word recognition strategies, such as letter sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately. 	<ul style="list-style-type: none"> Buddy Test Graphic Organizers 	<ul style="list-style-type: none"> Go.hr.w.com
7LCWR.C	<ul style="list-style-type: none"> Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy. 	<ul style="list-style-type: none"> Conferring Notes 	<ul style="list-style-type: none"> Go.hr.w.com
7LCKVD.A	<ul style="list-style-type: none"> Develop vocabulary through extensive reading of a variety of texts across subjects and genres. 	<ul style="list-style-type: none"> Reading Response Letters Writing Samples 	<ul style="list-style-type: none"> Classroom Library



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		<ul style="list-style-type: none"> o Reader's Notebooks 	
7LCKVD.C	<ul style="list-style-type: none"> • Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues. 	<ul style="list-style-type: none"> o Graphic Organizers o Quizzes 	<ul style="list-style-type: none"> o Go.hrw.com o Classroom Library
7LCKVD.F	<ul style="list-style-type: none"> • Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes. 	<ul style="list-style-type: none"> o Reader's Notebooks o Writer's Notebooks o Middletown Writing Rubric o Reading Response Letters 	<ul style="list-style-type: none"> o Classroom Library
7LCKVD.G	<ul style="list-style-type: none"> • Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading. 	<ul style="list-style-type: none"> o Oral Response to Text o Reader's Notebooks o Writer's Notebooks o Writing Samples 	<ul style="list-style-type: none"> o Go.hrw.com o Classroom Library
7LCKVD.H	<ul style="list-style-type: none"> • Use a variety of comprehension strategies (e.g., predicting, questioning, summarizing, visualizing, and making connections) to support understanding and response to reading. 	<ul style="list-style-type: none"> o Oral Response to Text o Reader's Notebooks o Writer's Notebooks o Writing Samples 	<ul style="list-style-type: none"> o Go.hrw.com o Classroom Library
7LCKVD.I	<ul style="list-style-type: none"> • Identify and analyze points of view presented in written texts. 	<ul style="list-style-type: none"> o Oral Response to Text o Reader's Notebooks o Writer's Notebooks o Writing Samples 	<ul style="list-style-type: none"> o Go.hrw.com o Classroom Library
7LCKVD.J	<ul style="list-style-type: none"> • Extend understanding of texts by relating content to personal experiences, other texts, and/or world events. 	<ul style="list-style-type: none"> o Oral Response to Text o Reader's Notebooks o Writer's Notebooks o Writing Samples 	<ul style="list-style-type: none"> o Classroom Library
7LCKVD.K	<ul style="list-style-type: none"> • Participate in group discussions to further understanding and response to reading. 	<ul style="list-style-type: none"> o Oral Response to Text o Reader's Notebooks o Writer's Notebooks 	<ul style="list-style-type: none"> o Classroom Library



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		<ul style="list-style-type: none"> o Writing Samples 	
7LCKVD.L	<ul style="list-style-type: none"> • Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations. 	<ul style="list-style-type: none"> o Oral Response to Text o Reader's Notebooks o Writer's Notebooks o Writing Samples o Reading Response Letters 	<ul style="list-style-type: none"> o Classroom Library
7LCKVD.M	<ul style="list-style-type: none"> • Read grade-level texts with appropriate expression, phrasing, and rate of reading. 	<ul style="list-style-type: none"> o Independent Reading Conferring Notes o Observational Checklist 	<ul style="list-style-type: none"> o Classroom Library
7LCMR.A	<ul style="list-style-type: none"> • Develop personal reading goals and maintain records of reading accomplishments. 	<ul style="list-style-type: none"> o Reading List o Independent Reading Conferring Notes 	<ul style="list-style-type: none"> o Classroom Library o Teachers Modeling
7LCMR.B	<ul style="list-style-type: none"> • Engage in reading <u>voluntarily</u> for a variety of purposes, topics, and audiences. 	<ul style="list-style-type: none"> o Reading List o Independent Reading Conferring Notes 	<ul style="list-style-type: none"> o Classroom Library
7LCMR.C	<ul style="list-style-type: none"> • Be familiar with titles and authors of a wide range of grade or age-appropriate literature. 	<ul style="list-style-type: none"> o Reading List o Independent Reading Conferring Notes 	<ul style="list-style-type: none"> o Classroom Library
7LCMR.D	<ul style="list-style-type: none"> • Engage in independent silent reading for extended periods of time. 	<ul style="list-style-type: none"> o Reading List o Independent Reading Conferring Notes 	<ul style="list-style-type: none"> o Classroom Library
7LCCOM.A	<p>Writing 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.</p>	<ul style="list-style-type: none"> o Observational Checklist o Graphic Organizer o Writer's Notebook o Independent Writing Conferring Notes 	<ul style="list-style-type: none"> o Classroom Library o Teacher Modeling o Middletown Writing Rubric
7LCCOM.B	<ul style="list-style-type: none"> • Write on a wide range of topics, both student and teacher selected. 	<ul style="list-style-type: none"> o Writing Samples 	<ul style="list-style-type: none"> o Middletown Writing Rubric
7LCCOM.C	<ul style="list-style-type: none"> • Write for a variety of purposes, with attention given to using the form of writing that best supports its purpose. 	<ul style="list-style-type: none"> o Paragraphs o Essays o Graphic Organizers 	<ul style="list-style-type: none"> o Write Source o 6+1 Writing Traits



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		<ul style="list-style-type: none"> o Research Paper 	
7LCCOM.E	<ul style="list-style-type: none"> • Write for a range of audiences, adjusting writing style and tone accordingly. 	<ul style="list-style-type: none"> o Paragraphs o Essays o Graphic Organizers o Research Paper 	<ul style="list-style-type: none"> o Write Source o 6+1 Writing Traits
7LCCOM.F	<ul style="list-style-type: none"> • Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts. 	<ul style="list-style-type: none"> o Reader's Notebook o Writer's Notebook o Middletown Writing Rubric 	<ul style="list-style-type: none"> o Classroom Library o Teacher Modeling
7LCCOM.J	<ul style="list-style-type: none"> • Work collaboratively with peers to plan, draft, revise, and edit written work. 	<ul style="list-style-type: none"> o Oral Response to Text o Observational Checklist o Independent Writing Conferencing Notes 	<ul style="list-style-type: none"> o Writing Samples
7LCCOM.K	<ul style="list-style-type: none"> • Write, using a variety of media to communicate ideas and information. 	<ul style="list-style-type: none"> o Writing Samples 	<ul style="list-style-type: none"> o Classroom Library o Computers/ Internet
7LCMW.A	<ul style="list-style-type: none"> • Engage in writing <u>voluntarily</u> for a variety of purposes, topics, and audiences. 	<ul style="list-style-type: none"> o Independent Writing Conferencing Notes o Observational Checklist 	<ul style="list-style-type: none"> o My Access o Reader's and Writer's Notebooks
7LCMW.B	<ul style="list-style-type: none"> • Publish writing in a variety of presentations or display media. 	<ul style="list-style-type: none"> o Writer's Notebooks o Middletown Writing Rubric 	<ul style="list-style-type: none"> o Computers/ Internet
7WS1.L	<ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing. 	<ul style="list-style-type: none"> o Writer's Notebook 	<ul style="list-style-type: none"> o My Access
7WS2.C	<ul style="list-style-type: none"> • Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing. 	<ul style="list-style-type: none"> o Writer's Notebook o Writing Samples 	<ul style="list-style-type: none"> o My Access
7WS4.C	<ul style="list-style-type: none"> • Develop a personal voice that enables the reader to get to know the writer. 	<ul style="list-style-type: none"> o Writer's Notebook o Reading Response Letters 	<ul style="list-style-type: none"> o Write Source o 6+1 Writing Traits o Middletown Writing Rubric



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7WS 1.D	<ul style="list-style-type: none"> Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance. 	<ul style="list-style-type: none"> Graphic Organizers Writing Samples 	<ul style="list-style-type: none"> Write Source 6+1 Writing Traits
7WS 1.F	<ul style="list-style-type: none"> Use paraphrase and quotation correctly. 	<ul style="list-style-type: none"> Writing Samples 	<ul style="list-style-type: none"> Write Source 6+1 Writing Traits
7WS1.K	<ul style="list-style-type: none"> Write accurate and complete responses to questions about informational material. 	<ul style="list-style-type: none"> Reader's Notebooks Writing Samples 	<ul style="list-style-type: none"> Classroom Library
7WS2.A.1	<ul style="list-style-type: none"> Write original literary texts to develop a narrative, using an organizational plan such as chronology. 	<ul style="list-style-type: none"> Graphic Organizers Writing Samples 	<ul style="list-style-type: none"> Classroom Library Middletown Writing Rubric
7WS 2.A.5	<ul style="list-style-type: none"> Write original literary texts to maintain a consistent point of view that enhances the message. 	<ul style="list-style-type: none"> Writing Samples 	<ul style="list-style-type: none"> Write Source 6+1 Writing Traits Middletown Writing Rubric
7WS3.G	<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation. 	<ul style="list-style-type: none"> Writing Samples 	<ul style="list-style-type: none"> Middletown Writing Rubric My Access
7WS4.F	<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social communication. 	<ul style="list-style-type: none"> Writing Samples 	<ul style="list-style-type: none"> My Access
7WS4.G	<ul style="list-style-type: none"> Use the conventions of email. 	<ul style="list-style-type: none"> Writing Samples 	<ul style="list-style-type: none"> Computers/Internet Middletown Writing Rubric
7LS1.B	<ul style="list-style-type: none"> Listen in planning or brainstorming sessions with peers. 	<ul style="list-style-type: none"> Oral Response to Text Observational Checklist 	<ul style="list-style-type: none"> Writing Samples
7LS1.C	<ul style="list-style-type: none"> Listen to and follow multi-step directions that provide information about a task or assignment. 	<ul style="list-style-type: none"> Observational Checklist 	<ul style="list-style-type: none"> My Access
7LS1.D	<ul style="list-style-type: none"> Recall significant ideas and details, and describe the relationships between and among them. 	<ul style="list-style-type: none"> Conferring Oral Response to Text 	<ul style="list-style-type: none"> Classroom Library
7LS2.A	<ul style="list-style-type: none"> Interpret and respond to texts on a variety of themes from different genres and authors. 	<ul style="list-style-type: none"> Reader's Notebooks Reading Response Letters 	<ul style="list-style-type: none"> Classroom Library



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		<ul style="list-style-type: none"> o Oral Response to Text 	
7LS2.B	<ul style="list-style-type: none"> • Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text. 	<ul style="list-style-type: none"> o Observational Checklist 	<ul style="list-style-type: none"> o Teacher Modeling o Classroom Discussions
7LS.3.E	<ul style="list-style-type: none"> • Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance. 	<ul style="list-style-type: none"> o Oral Response to Text o Reader's Notebooks 	<ul style="list-style-type: none"> o Classroom Library
7LS3.F	<ul style="list-style-type: none"> • Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate. 	<ul style="list-style-type: none"> o Oral Response to Text o Conferring 	<ul style="list-style-type: none"> o Teacher Modeling
7LS3.G	<ul style="list-style-type: none"> • Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response. 	<ul style="list-style-type: none"> o Observational Checklist o Conferring 	<ul style="list-style-type: none"> o Teacher Modeling
7LS4.A	<ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends or acquaintances. 	<ul style="list-style-type: none"> o Oral Response to Text 	<ul style="list-style-type: none"> o Classroom Discussions
7LS4.B	<ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the speaker. 	<ul style="list-style-type: none"> o Oral Response to Text o Observational Checklist 	<ul style="list-style-type: none"> o Teacher Modeling
7LS4.D	<ul style="list-style-type: none"> • Withhold judgment. 	<ul style="list-style-type: none"> o Conferring o Oral Response to Text 	<ul style="list-style-type: none"> o Teacher Modeling
7LS4.E	<ul style="list-style-type: none"> • Appreciate the speaker's uniqueness. 	<ul style="list-style-type: none"> o Oral Response to Text 	<ul style="list-style-type: none"> o Teacher Modeling
7LS 3.C	<ul style="list-style-type: none"> • Use personal experience and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives. 	<ul style="list-style-type: none"> o Reader's Notebooks o Writer's Notebooks o Reading Response Letters o Middletown Writing Rubric 	<ul style="list-style-type: none"> o Write Source o 6+1 Writing Traits
7LCWLC.A	<ul style="list-style-type: none"> • Correctly spell a large body of words. 	<ul style="list-style-type: none"> o Writing Samples o Middletown Writing Rubric 	<ul style="list-style-type: none"> o Write Source o 6+1 Writing Traits



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7LCWLC.B	<ul style="list-style-type: none"> Use a variety of spelling strategies (e.g., spelling patterns) and spelling resources (e.g., spelling dictionaries and spell-check tools) to support correct spelling. 	<ul style="list-style-type: none"> Writing Samples 	<ul style="list-style-type: none"> Write Source 6+1 Writing Traits
7LCWLC.C	<ul style="list-style-type: none"> Use legible print or cursive handwriting, or word processing, as is appropriate to the writing context. 	<ul style="list-style-type: none"> Writing Samples 	<ul style="list-style-type: none"> Write Source 6+1 Writing Traits Computers/Internet
7LCCOM.H	<ul style="list-style-type: none"> Revise writing to improve organization, clarity, and coherence. 	<ul style="list-style-type: none"> Writing Samples Middletown Writing Rubric 	<ul style="list-style-type: none"> Write Source 6+1 Writing Traits
7LCCOM.I	<ul style="list-style-type: none"> Edit writing to adhere to the conventions of written English. 	<ul style="list-style-type: none"> Writing Samples Middletown Writing Rubric 	<ul style="list-style-type: none"> Write Source 6+1 Writing Traits
7WS4.B	<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the recipient. 	<ul style="list-style-type: none"> Writing Samples Middletown Writing Rubric 	<ul style="list-style-type: none"> Write Source 6+1 Writing Traits
7LS1.E	<p>Listening</p> <ul style="list-style-type: none"> Distinguish between relevant and irrelevant oral information. 	<ul style="list-style-type: none"> Oral Response to Text Conferring 	<ul style="list-style-type: none"> Classroom Library
7LS1.F	<ul style="list-style-type: none"> Make confirm, or revise predictions by distinguishing between relevant and irrelevant oral information. 	<ul style="list-style-type: none"> Oral Response to Text Conferring 	<ul style="list-style-type: none"> Classroom Library
7LCL.A	<ul style="list-style-type: none"> Listen actively and attentively, for an extended period of time, to a variety of texts read aloud. 	<ul style="list-style-type: none"> Observational Checklist 	<ul style="list-style-type: none"> My.hrw.com Classroom Library
7LCL.D	<ul style="list-style-type: none"> Respond appropriately to what was heard. 	<ul style="list-style-type: none"> Oral Response to Text Observational Checklist 	<ul style="list-style-type: none"> My.hrw.com Classroom Library
7LCL.B	<ul style="list-style-type: none"> Listen actively and attentively, for an extended 	<ul style="list-style-type: none"> Observational Checklist 	<ul style="list-style-type: none"> My.hrw.com



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	period of time, to oral presentations.		o Classroom Library
7LCL.C	<ul style="list-style-type: none"> Listen actively and attentively, for an extended period of time, for different purposes and to different speakers. 	o Teacher Observation	<ul style="list-style-type: none"> My.hrw.com Classroom Library
7SS1.D	<p>Speaking</p> <ul style="list-style-type: none"> Present examples, definitions, and direct references to the text in support of ideas. 	o Teacher Monitoring and Observation	o Academic Workout
7SS2.A	<ul style="list-style-type: none"> Present interpretations and support them through specific references to the text. 	o Oral Response to Text	o Teacher Modeling
7SS2.E	<ul style="list-style-type: none"> Use an introduction that catches and excites the interest of the listener. 	o Oral Response to Text	<ul style="list-style-type: none"> Teacher Modeling Academic Workout Write Source
7SS3.D	<ul style="list-style-type: none"> Present content, using strategies designed for the audience and purpose. 	o Oral Response to Text	<ul style="list-style-type: none"> Teacher Modeling Academic Workout Write Source
7SS4.A	<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the listener. 	o Oral Response to Text	<ul style="list-style-type: none"> Teacher Modeling Academic Workout Write Source
7SS4.B	<ul style="list-style-type: none"> Provide feedback by asking questions. 	o Conferring	o Teacher Modeling
7SS4.C	<ul style="list-style-type: none"> Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting. 	o Oral Response to Text	o Teacher Modeling
7SS4.D	<ul style="list-style-type: none"> Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener. 	o Oral Response to Text	o Teacher Modeling



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7SS4.E	<ul style="list-style-type: none"> Adopt conventions of email to establish friendly tone in electronic-based social communication. 	<ul style="list-style-type: none"> Writing Samples 	<ul style="list-style-type: none"> Computers/Internet
7LCSPK.A	<ul style="list-style-type: none"> Speak in grammatically correct sentences, communicating ideas in an organized and coherent manner. 	<ul style="list-style-type: none"> Observational Checklist Oral Response to Text 	<ul style="list-style-type: none"> Teacher Modeling Write Source
7LCSPK.B	<ul style="list-style-type: none"> Use appropriate and precise vocabulary to convey ideas effectively. 	<ul style="list-style-type: none"> Observational Checklist 	<ul style="list-style-type: none"> My.hrw.com
7LCSPK.C	<ul style="list-style-type: none"> Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. 	<ul style="list-style-type: none"> Observational Checklist 	<ul style="list-style-type: none"> My.hrw.com
7LCSPK.E	<ul style="list-style-type: none"> Participate actively and productively in group discussions. 	<ul style="list-style-type: none"> Oral Response to Text Conferring 	<ul style="list-style-type: none"> Classroom Library
7LCSPK.F	<ul style="list-style-type: none"> Organize information to achieve particular purposes and to appeal to the background and interest of the audience, with logic and coherence, when making presentations. 	<ul style="list-style-type: none"> Observational Checklist Graphic Organizer Oral Response to Text 	<ul style="list-style-type: none"> My.hrw.com Classroom Library