

## FLORIDA READING AND LANGUAGE ARTS STANDARDS: GRADE 7

**INSTRUCTIONS:** At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** with an “M” and a **skill you are working on** with a “W”. If you find a **skill you are not ready to tackle**, indicate that with a “NA”. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

### READING PROCESS

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Fluency Standard - The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. The student will:

\_\_\_ adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard - The student uses multiple strategies to develop grade appropriate vocabulary. The student will:

- \_\_\_ use new vocabulary that is introduced and taught directly;
- \_\_\_ listen to, read, and discuss familiar and conceptually challenging text;
- \_\_\_ use context clues to determine meanings of unfamiliar words;
- \_\_\_ categorize key vocabulary and identify salient features;
- \_\_\_ relate new vocabulary to familiar words;
- \_\_\_ distinguish denotative and connotative meanings of words;
- \_\_\_ identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- \_\_\_ identify advanced word/phrase relationships and their meanings;
- \_\_\_ determine the correct meaning of words with multiple meanings in context;
- \_\_\_ determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- \_\_\_ identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.

Reading Comprehension Standard - The student uses a variety of strategies to comprehend grade level text. The student will:

- \_\_\_ use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- \_\_\_ analyze the author’s purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
- \_\_\_ determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- \_\_\_ identify cause-and-effect relationships in text;
- \_\_\_ analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
- \_\_\_ analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- \_\_\_ compare and contrast elements in multiple texts; and
- \_\_\_ use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

### LITERARY ANALYSIS

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Fiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:

- \_\_\_ identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
- \_\_\_ locate and analyze the elements of characterization, setting, plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
- \_\_\_ locate various literary devices (e.g., sound, meter, figurative and descriptive)
- \_\_\_ identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);

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- \_\_\_ develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
- \_\_\_ compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
- \_\_\_ locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
- \_\_\_ explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
- \_\_\_ describe changes in the English language over time, and support these descriptions with examples from literary texts; and
- \_\_\_ use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

**Nonfiction Standard** -The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:

- \_\_\_ locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
- \_\_\_ use information from the text to state the main idea and/or provide relevant details;
- \_\_\_ organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
- \_\_\_ identify the characteristics of a variety of types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
- \_\_\_ use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

### **WRITING PROCESS**

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**Prewriting Standard** - The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:

- \_\_\_ generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
- \_\_\_ making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and
- \_\_\_ using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

**Drafting Standard** - The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:

- \_\_\_ developing main ideas from the pre-writing plan using primary and secondary sources appropriate to purpose and audience;
- \_\_\_ organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
- \_\_\_ analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.

**Revising Standard** - The student will revise and refine the draft for clarity and effectiveness. The student will revise by:

- \_\_\_ evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- \_\_\_ creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;
- \_\_\_ creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and

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\_\_\_ applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Editing for Language Conventions Standard - The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:

- \_\_\_ spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
- \_\_\_ capitalization, including regional names (e.g., East Coast), historical events and documents;
- \_\_\_ punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;
- \_\_\_ the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
- \_\_\_ consistency in verb tense in simple, compound, and complex sentences.

Publishing Standard - The student will write a final product for the intended audience. The student will:

- \_\_\_ prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- \_\_\_ use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
- \_\_\_ share the writing with the intended audience.

### WRITING APPLICATIONS

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Creative Standard - The student develops and demonstrates creative writing. The student will:

- \_\_\_ write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
- \_\_\_ write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.

Informative Standard - The student develops and demonstrates technical writing that provides information related to real-world tasks. The student will:

- \_\_\_ Write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
- \_\_\_ record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
- \_\_\_ write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
- \_\_\_ write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
- \_\_\_ write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.

Persuasive Standard - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:

- \_\_\_ write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;
- \_\_\_ include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).

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### COMMUNICATION

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Penmanship Standard - The student engages in the writing process and writes to communicate ideas and experiences. The student will:

\_\_\_ use fluent and legible handwriting skills.

Listening and Speaking Standard - The student effectively applies listening and speaking strategies. The student will:

- \_\_\_ use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
- \_\_\_ analyze persuasive techniques in both formal and informal speech; and
- \_\_\_ organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.

### INFORMATION AND MEDIA LITERACY

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Informational Text Standard - The student comprehends the wide array of informational text that is part of our day to day experiences. The student will:

- \_\_\_ explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- \_\_\_ use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
- \_\_\_ create a technical manual or solve a problem.

Research Process Standard - The student uses a systematic process for the collection, processing, and presentation of information. The student will:

- \_\_\_ select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
- \_\_\_ assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
- \_\_\_ write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
- \_\_\_ understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

Media Literacy Standard - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. The student will:

- \_\_\_ analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
- \_\_\_ demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
- \_\_\_ distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

Technology Standard - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. The student will:

- \_\_\_ select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
- \_\_\_ evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.