

**LA 7.1 Students will learn and apply reading skills and strategies to comprehend text.**

**Grade 7**

Reading Concept

**LA 7.1.1 KNOWLEDGE OF PRINT: MASTERED AT PREVIOUS GRADE LEVEL**

**LA 7.1.2 PHONOLOGICAL AWARENESS: MASTERED AT PREVIOUS GRADE LEVEL**

**LA 7.1.3 WORD ANALYSIS MASTERED AT PREVIOUS GRADE LEVEL.**

**LA 7.1.4 FLUENCY** Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing and expression.

	<b>INDICATORS</b>	<b>CONCEPTS</b> <i>Students will know-nouns</i>	<b>SKILLS</b> <i>Students will do-verbs</i>	<b>ESSENTIAL QUESTIONS and BIG IDEAS</b>	<b>BLOOMS</b> taxonomy	<b>WEBBS</b> Depth of Knowledge	<b>CURRICULUM ALIGNMENT:</b> Activity, Resource/Text, Page/ Location	<b>ASSESSMENT</b> core, common
LA 7.1.4.a	Apply elements of prosodic reading to a group of related texts fluently with accuracy, appropriate pace, phrasing and expression.	Elements of oral prosodic reading	Apply and reflect	<i>Why are different texts read at different rates and tones? Different texts are read at different rates and tones.</i>	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Reading Skill: Read aloud according to punctuation, 741; Reading rate, 1111, 1119, 1126, 1129; Reading fluency, R22; Reading Fluency Checklist, R23; also see: Radio broadcast, 53; Poetry Recitation, 669; Storytelling Workshop, 1061; Skit, 49; Speech, 447, 589; Independent Reading, 221, 451, 627, 793, 999, 1169	NeSA MAPS Textbook unit assessment Teacher made formative assessment
LA 7.1.4.b	Adjust oral and silent reading pace based on purpose, text difficulty, form and style.	Reading pace, purpose, text difficulty, form, style	Adjust	<i>Why do we adjust our reading pace for different texts? adjust my reading pace according to purpose, text difficulty, form and style.</i>	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Reading Skill: Read aloud according to punctuation, 741; Reading rate, 1111, 1119, 1126, 1129; Reading fluency, R22; Reading Fluency Checklist, R23; also see: Poetry Recitation, 669; Storytelling Workshop, 1061; Independent Reading, 221, 451, 627, 793, 999, 1169	

**LA 7.1.5 VOCABULARY** Students will build literary, general academic, and content specific grade level vocabulary.

	<b>INDICATORS</b>	<b>CONCEPTS</b> <i>Students will know-nouns</i>	<b>SKILLS</b> <i>Students will do-verbs</i>	<b>ESSENTIAL QUESTIONS and BIG IDEAS</b>	<b>BLOOMS</b> taxonomy	<b>WEBBS</b> Depth of Knowledge	<b>CURRICULUM ALIGNMENT:</b> Activity, Resource/Text, Page/ Location	<b>ASSESSMENT</b> core, common
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<p>LA 7.1.5.a TESTED DOK 1,2</p>	<p><b>REGIONAL PRIORITY</b> Determine the meaning of words through structural analysis, using knowledge of Greek, Latin and Anglo Saxon roots, prefixes and suffixes to understand complex words, including words in science, mathematics and social studies.</p>	<p>Meaning of words, roots, prefixes, suffixes</p>	<p>Determine</p>	<p><i>How does knowing roots, prefixes and suffixes help us define words?</i> Knowledge of word parts enables us to understand unknown words.</p>	<p>knowledge application analysis synthesis eval</p>	<p>2 skills 3 strategic 4 extended</p>	<p>SE/TE: Prefixes, 24, 31, 32, 45, 50, 59, 60, 67, 310, 319, 320, 333, 666, 673, 674, 681, 774, 807, 936, 943, 944, 955; Suffixes, 218, 225, 226, 245, 338, 343, 344, 359, 422, 429, 430, 437, 602, 609, 610, 617, 648, 648, 655, 655, 656, 661, 990, 997, 998, 1003; Roots, 94, 101, 102, 107, 112, 121, 122, 129, 272, 283, 284, 297, 302, 315, 316, 329, 490, 495, 496, 507, 562, 569, 570, 581, 706, 733, 856, 865, 866, 873, 934, 939, 940, 953</p>	<p>NeSA MAPS Textbook unit assessment Teacher made formative assessment</p>
<p>LA 7.1.5.b</p>	<p><b>REGIONAL PRIORITY</b> Relate new grade level vocabulary to prior knowledge and use in new situations</p>	<p>Grade level vocabulary</p>	<p>Relate and use</p>	<p><i>Why do I need to increase my vocabulary? How do I use new vocabulary?</i> Expanded vocabulary increases communication and comprehension.</p>	<p>Knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Vocabulary development, 24, 31, 32, 45, 50, 67, 78, 100, 111, 112, 125, 130, 137, 138, 149, 160, 218, 225, 226, 245, 250, 257, 258, 277, 310, 319, 320, 333, 338, 343, 344, 359, 370, 422, 429, 430, 437, 442, 449, 450, 457, 468, 492, 497, 798, 503, 508, 515, 516, 525, 536, 584, 591, 592, 597, 602, 609, 610, 617, 628, 648, 655, 656, 661, 666, 673, 674, 681, 692, 738, 769, 774, 807, 818, 832, 857, 866, 914, 921, 922, 931, 936, 943, 944, 955, 966, 990, 997, 1003, 1008, 1015, 1016, 1023, 1034</p>	
<p>LA 7.1.5.c TESTED DOK 2</p>	<p><b>REGIONAL PRIORITY</b> Select and apply knowledge of context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words.</p>	<p>Context clues, text features, meaning of unknown words</p>	<p>Select, apply and determine</p>	<p><i>What are some clues I can use to find meaning of unknown words in text? How can I use clues with text to gain meaning?</i> There are clues within texts to help you determine the meaning of the unknown words.</p>	<p>Knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Context clues, use, P3, 23, 28, 31, 35, 37, 43, 45, 49, 55, 57, 59, 63, 67, 70; Informational Texts: use text features (atlas with map and public document), 72– 77; headings and subheadings (application and contract), 154–159</p>	
<p>LA 7.1.5.d TESTED DOK 2,3</p>	<p><b>REGIONAL PRIORITY</b> Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)</p>	<p>Semantic relationship, figurative language, connotations, subtle distinctions</p>	<p>Analyze</p>	<p><i>What are semantic relationships?</i> Figurative language, connotations, and subtle distinctions help me understand reading.</p>	<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Vocabulary Workshop: Connotation/ Denotation, 708–709; Figurative Language, 1052–1053; Hyperbole, 69, 904, 905, 905, 911; Figurative language, 574, 601, 607, 609, 613, 615, 617</p>	
<p>LA 7.1.5.e</p>	<p>Determine meaning using print and digital reference material.</p>	<p>Meaning, print, digital reference material</p>	<p>Determine, use</p>	<p><i>How can using print and reference material increase meaning?</i> I use print and digital reference material to increase meaning.</p>	<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Vocabulary Workshop: Using a Dictionary and Thesaurus, 186-187; also see: Dictionary, 186, 663, 827, R23; Editing and Proofreading, 645; Revising, 95; Use Dictionary to Verify Spelling, 807</p>	

**LA 7.1.6 COMPREHENSION** Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

	<b>INDICATORS</b>	<b>CONCEPTS</b> <i>Students will know-nouns</i>	<b>SKILLS</b> <i>Students will do-verbs</i>	<b>ESSENTIAL QUESTIONS and BIG IDEAS</b>	<b>BLOOMS</b> taxonomy	<b>WEBBS</b> Depth of Knowledge	<b>CURRICULUM ALIGNMENT:</b> Activity, Resource/Text, Page/ Location	<b>ASSESSMENT</b> core, common
<b>LA 7.1.6.a</b> <b>TESTED</b> <b>DOK 2,3</b>	<b>REGIONAL PRIORITY</b> Analyze the meaning, reliability and validity of the text considering author's purpose and perspective.	Evaluate author's purpose and perspective.	Reorganize validity of reading text for bias.	<i>Why does knowing the author's purpose determine the meaning and reliability of text? Knowing the Author's purpose and perspective helps understanding how and why they wrote it.</i>	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Author's Purpose, 99, 103, 107, 110, 111, 116, 118, 122, 124, 125, 129, 133, 135, 136, 137, 141, 142, 144, 146, 149, 411, 412, 419; Author's perspective, identify/trace, 812, 817	NeSA MAPS Textbook unit assessment Teacher made formative assessment
<b>LA 7.1.6.b</b> <b>TESTED</b> <b>DOK 1,2,3</b>	<b>REGIONAL PRIORITY</b> Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	Narrative text, characters, setting, plot development, conflict, point of view, theme	Identify and analyze	<i>Why is it important for the reader to identify the elements of narrative text? Identifying elements of narrative text helps the reader to understand and enjoy the text.</i>	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: First/third person, 6; Omniscient / limited, 49; also see: Point of view, 7, 10, 53, 58, 59, 65, 66, 67; Character, 160, 175, 202, 203, 206, 207, 249, 253, 257, 261, 262, 265, 267, 277, 386, 722, 724, 726, 818, 823, 831, 837, 839, 840, 845, 847, 849, 850, 852, 857, 866, 1007; Characterization, direct/indirect, 160, 175, 202, 206, 207, 724; Characters' traits/motives, 160, 202, 249, 257, 277, 818, 823, 837, 839, 840, 845, 847, 849, 850, 852, 857; Hero, 904, 905; Setting, 6, 99, 103, 105, 109, 111, 118, 121, 125, 178, 202, 215, 386; Conflict, 309, 312, 315, 317, 319, 323, 325, 330, 333; Plot, 6, 9, 15, 178, 202, 217, 222, 223, 224, 225, 229, 232, 235, 236, 238, 240, 241, 242, 243, 245, 386, R18	
<b>LA 7.1.6c</b> <b>TESTED</b> <b>DOK 2,3</b>	<b>REGIONAL PRIORITY</b> Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)	Literary devices foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, and irony.	Interpret and explain.	<i>How can authors infer meaning in writing? Authors use literary devices to convey meaning.</i>	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Literary Analysis: Flashback, Foreshadowing, 203, 204, 215, 386; Hyperbole, 69, 904, 905, 905, 911; Personification, poetry, 578, 581; Imagery, 692, 695, 697; Personification, 574, 578, 581, 601, 609, 617, 904, 905, R18; Symbol, 574, 601, 609, 617; Irony, 203, 374, 375, 377, 379, 380, 381, 383	

<p>LA 7.1.6.d TESTED DOK 2,3</p>	<p><b>REGIONAL PRIORITY</b> Summarize, analyze, and synthesize informational text using main idea and supporting details.</p>	<p>Informational text, main idea, supporting details</p>	<p>Summarize, analyze, and synthesize</p>	<p><i>What are main ideas and supporting details? How do they help explain what I've read?</i> Main ideas and supporting details explain to others the meaning of what you read.</p>	<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Summarize, 831, 836, 841, 842, 844, 845, 846, 851, 853, 854, 857; Critical Thinking: Summarize, 419, 873, 980; Paraphrase, 647, 652, 655, 658, 661, 665, 669, 673, 677, 681, 684, 686, 691; Informational Texts: main idea, 686–691; Main idea, 421, 426, 429, 433, 436, 437, 441, 447, 448, 449, 454, 457, 460; Details, 99, 249, 309, 343, 370, 421, 429, 433, 437, 441, 686, 831, 857</p>
<p>LA 7.1.6.e TESTED DOK 2</p>	<p>Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)</p>	<p>Knowledge of organizational patterns in informational text.</p>	<p>Understand and apply.</p>	<p><i>Why are organizational patterns important in different texts?</i> Identifying organizational patterns in texts helps improve comprehension.</p>	<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Elements of nonfiction: organization, 411; Informational Texts: analyze cause and effect organization (textbook article and question and answer), 960–965; Test Practice: Problem-and-solution essay, 717; Comparison-and-contrast essay, 548, 551, 567; Chronological organization, 23, 94, 411, 485</p>
<p>LA 7.1.6.f TESTED DOK 1,2</p>	<p>Apply knowledge of text features to locate information and gain meaning from text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings.)</p>	<p>text features, information, meaning from text</p>	<p>apply, locate, and gain</p>	<p><i>Why are text features important in comprehension?</i> Text features help you locate and gain information.</p>	<p>Knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Informational Texts: use text features (atlas with map and public document), 72– 77; headings and subheadings (application and contract), 154–159; Graphic organizers, 23, 49, 99, 129, 217, 249, 309, 337, 421, 443, 491, 507, 608, 647, 665, 737, 773, 831, 913, 935, 989, 1007</p>

<p>LA 7.1.6.g TESTED DOK 2</p>	<p>Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essay)</p>	<p>Characteristics of narrative and informational genres</p>	<p>Explain and infer based on characteristics.</p>	<p><i>What are the characteristics of different genres?</i> Genres are identified by different characteristics.</p>	<p>Knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Elements of Fiction, 6-7; Literary Analysis: Narrative Text, 23; Literary analysis: Point of View, 49; Comparing Characters, 160, 818; Literary Analysis: Plot, 217; Literary analysis: conflict, 309; What is a short story?, 200–201; Elements of short stories, 202–203; Literary Analysis: Character, 249; Literary analysis: theme, 337; What is poetry, 572–573; Poetry, elements, 574–575; Poetry, forms, 583; Literary Analysis: Figurative Language, 601; Comparing Narrative Poems, 628; Sound devices, 647; Rhyme, Rhythm, Meter, poetry, 665; Comparing imagery, 692; What is storytelling?, 902–903; Characteristics of the Oral Tradition, 904–905; Literary Analysis: myth, 913; Comparing Universal Themes, 966; Literary Analysis: folk tale, 1007; Comparing Tone and Theme, 1034; Elements of Nonfiction, 408–412; Expository Essay, 421, 425, 429, 432, 437; Reflective Essay, 443, 444, 447, 449, 457; Comparing Biography and Autobiography, 468, 472, 476, 478, 479, 481, 483; Persuasive Essay, 495, 497, 503; Informational Texts, 72–77, 154–159, 282–287, 364–369, 462–467, 530–535, 622–627, 686–691, 812–817, 862–865, 960–965, 1028–1033; What is Drama, 722–723; Elements of drama, 724–725; Dialogue, 737; Characters' Motives, 831; Dramatic Speeches, 866</p>
<p>LA 7.1.6.ih</p>	<p>Explain the social, historical, cultural and biographical influences in a variety of genres.</p>				<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Historical context, nonfiction, 7, 129, 132, 134, 137, 144, 149; Peck, Richard on, 8, 18; Cultural context, 989, 994, 997, 1003; also see: Background (cultural), 131, 219, 251, 259, 311, 345, 431, 443, 451, 915, 945, 1009, 1017; Background (historical), 113, 139, 251, 670, 739, 833; Social Studies Connection: Pueblo, The, 223, Tenochtitlan, 952, Union Workhouses, 748, Harlem Renaissance, The, 1001</p>

LA 7.1.6.i	Use narrative or informational text to develop a national and global multicultural perspective.	Influences, genre. Text, multicultural perspective.	Recognize, use, and develop.	<p><i>Why do different influences affect comprehension of a variety of genres? By understanding different influences, I comprehend a variety of genres. How does reading different materials increase multicultural perspectives? Reading a variety of materials increases my multicultural perspective.</i></p>	<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>The selections in Prentice Hall Literature represent the widest possible range of cultures, literary approaches, genres, and time periods in order to reflect the complexity of human experience. Some of the authors in the grade 7 text include: Authors: Aesop, 1035, 1038 Alvarez, Julia, 131, 132 Bashō, Matsuo, 593, 596 Brooks, Gwendolyn, 675, 680 Clifton, Lucille, 61, 62 Cummings, E.E., 693, 696 Djanikian, Gregory, 629, 637 Frost, Robert, 675, 679 Hamilton, Virginia, 1009, 1010 Hughes, Langston, 611, 613 Hurston, Zora Neale, 999, 1000 Longfellow, Henry Wadsworth, 611, 614 The Literature in Context feature provides background and information about the historical, cultural, and geographic context of literature selections as well as connections to a variety of disciplines such as geography, social studies and science. Examples include: Astronomy Connection: Hothouse Planet, The, 106 Culture Connection: Matter of Luck, A, 64 Fine Arts Connection: Rembrandt Techniques, 418 Language Connection: Spanish Terms, 326</p> <p>Mythology Connection: Gods and Goddesses, 929 Science Connection: Tragedy Strikes (Hindenburg crash), 15 Social Studies Connection: Harlem Renaissance, The, 1001, Pueblo, The, 223, Tenochtitlan, 952, Union Workhouses, 748 Vocabulary Connection: New English Words, 294 The last unit fuses the study of culture and genre with a focus on the oral tradition. See the following pages: Universal theme (characteristics of oral tradition), 904; Comparing Universal Themes, 966–981; Writing to compare Universal Themes, 981</p>

<p>LA 7.1.6.j TESTED DOK 1,2,3</p>	<p><b>REGIONAL PRIORITY</b> Generate and/or answer literal inferential or critical and interpretive questions, analyzing prior knowledge and information from the text and additional sources, to support answers.</p>	<p>Questions, supportive answers, prior knowledge, Information, additional sources</p>	<p>Generate, answer, use</p>	<p><i>Why is it important for readers to ask questions, generate answers, and use background knowledge to maintain understanding of text?</i> Readers use questions, answers, and background knowledge to maintain understanding of text.</p>			<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Questions, ask, 337, 348, 349, 352, 358, 359, 583, 590, 591, 594, 597, 831, 913, 918, 920, 921, 931; also see: Respond, 21, 30, 44, 58, 66, 85, 110, 124, 136, 148, 199, 215, 224, 244, 256, 276, 295, 318, 332, 340, 358, 419, 428, 436, 473, 482, 496, 502, 514, 541, 546, 581, 608, 616, 635, 638, 654, 660, 672, 680, 735, 768, 806, 856, 873, 876, 911, 920, 930, 942, 954, 980, 996, 1002, 1014, 1022, 1037, 1038</p>
<p>LA 7.1.6.k</p>	<p>Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for writing)</p>	<p>Text purpose</p>	<p>Select</p>	<p><i>Why do I read?</i> I have many reasons for reading.</p>			<p>Knowledge comprehen application analysis synthesis</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Independent Reading, 189, 397, 561, 711, 891, 1055</p>
<p>LA 7.1.6.l</p>	<p>Build and activate prior knowledge in order to clarify text, deepen understanding and make connections while reading.</p>	<p>Prior knowledge, text, world connections, reading</p>	<p>Build, activate, identify</p>	<p><i>How does using what I already know help me understand what I read?</i> Using what I know helps me understand what I read.</p>			<p>Knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Knowledge, use prior, 217, 225, 245; using prior knowledge, 217, 221, 225, 230, 233, 239, 245, 989, 995, 1002, 1012, 1014, 1021; Making Connections, 41, 63, 71, 85, 86, 90, 109, 131, 139, 153, 154, 157, 181, 217, 241, 249, 263, 299, 331, 341, 381, 417, 435, 443, 461, 487, 509, 515, 525, 583, 583, 583, 599, 607, 613, 635, 653, 659, 735, 738, 742, 779, 787, 799, 855, 875, 883, 905, 931, 955, 961, 987</p>
<p>LA 7.1.6.m</p>	<p>Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct.</p>	<p>Comprehension, strategy, accuracy, understanding errors</p>	<p>Self-monitor, applying, self-correct</p>	<p><i>How do I use strategies to understand what I read?</i> I use many strategies to understand what I read.</p>			<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Respond, 21, 30, 44, 58, 66, 85, 110, 124, 136, 148, 199, 215, 224, 244, 256, 276, 295, 318, 332, 340, 358, 419, 428, 436, 473, 482, 496, 502, 514, 541, 546, 581, 608, 616, 635, 638, 654, 660, 672, 680, 735, 768, 806, 856, 873, 876, 911, 920, 930, 942, 954, 980, 996, 1002, 1014, 1022, 1037, 1038</p>
<p>LA 7.1.6.n</p>	<p>Use examples and details to make inferences or logical predictions while previewing and reading text..</p>	<p>Examples, details, inferences, predictions, text</p>	<p>Use, make, previewing, readings</p>	<p>Use, make, previewing, readings</p>	<p>Use, make, previewing, readings</p>	<p>Use, make, previewing, readings</p>	<p>knowledge comprehen application analysis synthesis eval</p>	<p>1 recall 2 skills 3 strategic 4 extended</p>	<p>SE/TE: Predictions, make/verify, 221, 225, 230, 233, 239, 245, 249, 253, 257, 263, 266, 270, 272, 274, 275, 277, 280; Predictions, make/verify, 217; Inferences, make, 309, 315, 318, 319, 322, 324, 327, 329, 330, 333, 337, 341, 343, 348, 349, 352, 358, 359, 362, 364; Critical Thinking: Infer, 21, 30, 44, 58, 66, 90, 110, 124, 136, 148, 167, 174, 215, 295, 377, 382, 456, 482, 502, 514, 524, 541, 546, 581, 590, 596, 635, 638, 654, 672, 680, 695, 822, 856, 873, 876, 911, 920, 971, 980, 996, 1014, 1022, 1038</p>

LA 7.1.6.o	Respond to text verbally, in writing, or artistically	Use, make, previewing, readings	Respond	How can I respond to what I have read? I show understanding of what I have read by speaking, writing, or through art.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Integrated Language Skills, 47, 69, 127, 151, 247, 279, 335, 361, 439, 459, 505, 527, 599, 619, 663, 683, 771, 809, 859, 933, 957, 1005, 1025
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**LA 7.2 Students will learn and apply writing skills and strategies to communicate.**

**Grade 7**

Concept

**LA 7.2.1 WRITING PROCESS:** Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

	<b>INDICATORS</b>	CONCEPTS <i>Students will know-nouns</i>	SKILLS <i>Students will do-verbs</i>	<b>ESSENTIAL QUESTIONS and BIG IDEAS</b>	BLOOMS taxonomy	WEBBS Depth of Knowledge	<b>CURRICULUM ALIGNMENT:</b> Activity, Resource/Text, Page/ Location	<b>ASSESSMENT</b> core, common
LA 7.2.1.a	Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions.	Activities, tools, technology, information, writing, questions	Use, generate, organize, guide,, answer	<i>What skills and tools will improve my writing?</i> Using a variety of tools and skills will increase my writing.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Writing Workshop: Prewriting, 92, 177, 302, 385, 484, 549, 640, 699, 824, 879, 982, 1040; Writing Workshop: Work in Progress, 47, 69, 127, 151, 247, 279, 335, 361, 439, 459, 505, 527, 599, 619, 663, 683, 771, 809, 859, 933, 957, 1005, 1025	NeSA MAPS Textbook unit assessment Teacher made formative assessment
LA 7.2.1.b	<b>REGIONAL PRIORITY</b> Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with variety of sentence length and complexity avoiding fragments and runs-ons. -Using effective transitional words and cues to unify important ideas	What skills and tools will improve my writing? Using a variety of tools and skills will increase my writing.	Generate, select, organize, compose, conclude, revise, edit.	<i>Why do good writers use the writing process?</i> Good writers use the writing process to compose a written piece of work.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Writing Workshop: Drafting, 94, 178, 304, 386, 486, 550, 642, 700, 826, 880, 984, 1042 SE/TE: Compound sentence, 682; Compound-complex sentence, R41; also see: Sentence, 643, 703, 858, 883; also see: Revising: Sentences, 487, 552, 643, 702, 1044 SE/TE: Transitions, 94, 486, 771, 826, 859, 882, 1044	
LA 7.2.1.c	<b>REGIONAL PRIORITY</b> Revise to improve writing (e.g. quality of ideas, organization, sentence fluency, word choice, voice)	Writing	Revise and improve	<i>How can revision improve my writing?</i> Revision can improve my writing.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Revising, 94, 180, 304, 388, 486, 552, 642, 702, 826, 882, 984, 1044; Writer's Toolbox, 95, 305, 487, 553, 643, 703, 827, 985, 1045	



LA 7.2.1.d	Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing	Feedback, writers, writing	Provide, utilize, improve	<i>How does sharing written work improve my writing?</i> Sharing work and feedback improves my writing.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Peer Review, 180, 383, 552, 702, 882, 1044; Writing Workshop: Rubrics 97, 183, 307, 391, 489, 555, 645, 705, 829, 885, 987, 1049
LA 7.2.1.e	<b>REGIONAL PRIORITY</b> Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Writing, format, conventions	Edit	<i>Why is editing important?</i> Editing improves the format and conventions of my work.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Writing Workshop: Editing, 97, 183, 307, 391, 489, 555, 645, 705, 829, 885, 987, 1049; Spell-check feature, 489, 829, 859; Vocabulary Workshop: Using a Dictionary and Thesaurus, 186-187; also see: Dictionary, 186, 663, 827, R23; Editing and Proofreading, 645; Revising, 95; Use Dictionary to Verify Spelling, 807
LA 7.2.1.f	<b>REGIONAL PRIORITY</b> Publish a legible document (e.g., report, podcast, webpage, PowerPoint) that applies formatting techniques to aid comprehension (e.g., different fonts, title page, highlighting, spacing)	Document, techniques, comprehension	Publish, apply, aid	<i>Why do legibility and format improve comprehension?</i> legible and well formatted document is easily understood.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Writing Workshop: Publishing, 97, 183, 307, 391, 489, 555, 645, 705, 829, 885, 987, 1049

LA 7.2.2 WRITING GENRES: Student will write for a variety of purposes and audiences in multiple genres.								
	INDICATORS	CONCEPTS <i>Students will know-nouns</i>	SKILLS <i>Students will do-verbs</i>	ESSENTIAL QUESTIONS and BIG IDEAS	BLOOMS taxonomy	WEBBS Depth of Knowledge	CURRICULUM ALIGNMENT: Activity, Resource/Text, Page/ Location	ASSESSMENT core, common
LA 7.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	Genre, purpose	Write	<i>What is my purpose for writing?</i> My selected genre depends on my purpose for writing.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Writing Workshops: Descriptive Essay, 92–97; Autobiographical Narrative, 176–183; Review of a Short Story, 302–307; Short Story, 384–391; How–to Essay, 484–489; Comparison and Contrast, 548–555; Problem and Solution, 640–645; Persuasive Essay, 698–705; Multimedia Report, 824–829; Cause and Effect Essay, 878–885; Business Letter, 982–987; Research Report, 1040–1049	NeSA MAPS Textbook unit assessment Teacher made formative assessment
LA 7.2.2.b	Write in a variety of genres considering audience (e.g., known and unknown individual, business, organization, or cyber audience)	Audience, interest, background knowledge, expectations	Write and consider	<i>Why do I write for specific audiences?</i> Good writing can address a specific audience.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Audience, consider, 825; Audience, appeal to, 700, 984	
LA 7.2.2.c	<b>REGIONAL PRIORITY</b> Write considering typical characteristics of selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)	Characteristics, genre	Write and consider	<i>Why do I write in different genres?</i> I expand my writing ability by using different genres.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Writing Workshops: Descriptive Essay, 92–97; Autobiographical Narrative, 176–183; Review of a Short Story, 302–307; Short Story, 384–391; How–to Essay, 484–489; Comparison and Contrast, 548–555; Problem and Solution, 640–645; Persuasive Essay, 698–705; Multimedia Report, 824–829; Cause and Effect Essay, 878–885; Business Letter, 982–987; Research Report, 1040–1049	
LA 7.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question.)	Structure, task	Select and apply	<i>Why is organizational structure important?</i> Structured writing is easier to understand.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: How–to Essay, 484–489; Comparison and Contrast, 548–555; Problem and Solution, 640–645; Persuasive Essay, 698–705; Cause and Effect Essay, 878–885	
LA 7.2.2.e	Analyze models and examples (own and others') of various genres to create a similar piece	Models, examples, genres, piece	Analyze and create	How can modeling existing genres improve writing structure?	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Professional Model, 179, 551, 701, 881, 1043; Student Model, 96, 182, 488, 554, 644, 704, 828, 859, 1046	

**LA 7.3 Students will learn and apply speaking and listening skills and strategies to communicate.**

**Grade 7**

**LA 7.3.1 SPEAKING SKILLS: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.**

	<b>INDICATORS</b>	<b>CONCEPTS</b> <i>Students will know-nouns</i>	<b>SKILLS</b> <i>Students will do-verbs</i>	<b>ESSENTIAL QUESTIONS and BIG IDEAS</b>	<b>BLOOMS</b> taxonomy	<b>WEBBS</b> Depth of Knowledge	<b>CURRICULUM ALIGNMENT:</b> Activity, Resource/Text, Page/ Location	<b>ASSESSMENT</b> core, common
LA 7.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	Ideas, information, purpose, manner, setting	Communicate	<i>Why should students be able to communicate orally?</i> Communicating orally allows me to present my information to specific audiences.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Communications Workshop: Delivering Narrative Presentation, 188; Delivering an Oral Summary, 396; Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Conducting an Interview, 890; Research Presentation, 1054	NeSA MAPS Textbook unit assessment Teacher made formative assessment
LA 7.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations.	Speaking techniques, variety, purposes, situations	Demonstrate	<i>Why should I demonstrate speaking skills in a variety of situations?</i> Using good speaking skills creates effective communication.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Communications Workshop: Delivering Narrative Presentation, 188; Delivering an Oral Summary, 396; Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Conducting an Interview, 890; Research Presentation, 1054	
LA 7.3.1.c	Utilize available media to enhance communications	Media, communications	Utilize, enhance	<i>How can media enhance communication?</i> Using media enhances communication.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Research Report, 1040–1049; Research and Technology: Annotated Bibliography, 21, Biographical Report, 69, Outline, 279, Poster, 361, Scientific Explanation, 619, Survey, 683, Costume Plans, 771	

**LA 7.3.2 LISTENING SKILLS: Students will develop and demonstrate active listening skills across a variety of situations.**

	<b>INDICATORS</b>	<b>CONCEPTS</b> <i>Students will know-nouns</i>	<b>SKILLS</b> <i>Students will do-verbs</i>	<b>ESSENTIAL QUESTIONS and BIG IDEAS</b>	<b>BLOOMS</b> taxonomy	<b>WEBBS</b> Depth of Knowledge	<b>CURRICULUM ALIGNMENT:</b> Activity, Resource/Text, Page/ Location	<b>ASSESSMENT</b> core, common
LA 7.3.2.a	Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-on-one, group)	Skills, situations, modalities	Demonstrate	<i>Why are listening skills important?</i> Listening in any situation increases my understanding.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Response to Big Questions: Talk and Write About It, 185, 393, 556, 707, 887, 1051; also see: Discussion, 127; Put Yourself in the Picture, 7, 203, 411, 575, 725, 905; Debate, 247, 933, 1051	NeSA MAPS Textbook unit assessment Teacher made formative assessment

LA 7.3.2.b	Listen and ask probing questions to elicit information.	Questions, notes, information	Listen, ask, clarify, take, ensure	How can active participation increase knowledge? Active participation in any situation will increase my learning.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Questions, ask, 337, 348, 349, 352, 358, 359, 583, 590, 591, 594, 597, 831, 913, 918, 920, 921, 931; Response to Big Questions: Talk and Write About It, 185, 393, 556, 707, 887, 1051; also see: Discussion, 127; Put Yourself in the Picture, 7, 203, 411, 575, 725, 905; Debate, 247, 933, 1051; also see: Critical Thinking: Discuss, 30, 44, 110, 124, 136, 148, 224, 244, 256, 276, 332, 428, 456, 660, 856, 920, 930, 996, 1002
LA 7.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of the information being communicated.	Message, purpose, perspective, information	listen, analyze, evaluate, communicate	Why do I use listening skills? Through listening I can discuss and apply what I learn.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Conducting an Interview, 890

**LA 7.3.3 RECIPROCAL COMMUNICATION: Students will develop and apply reciprocal communication skills.**

	<b>INDICATORS</b>	<b>CONCEPTS</b> <i>Students will know-nouns</i>	<b>SKILLS</b> <i>Students will do-verbs</i>	<b>ESSENTIAL QUESTIONS and BIG IDEAS</b>	<b>BLOOMS</b> taxonomy	<b>WEBBS</b> Depth of Knowledge	<b>CURRICULUM ALIGNMENT:</b> Activity, Resource/Text, Page/ Location	<b>ASSESSMENT</b> core, common
LA 7.3.3.a	Demonstrate sensitivity to the use of words in general as well as to particular audience (e.g., stereotypes, connotations, subtleties of language)	Sensitivity, use, words, audience	Demonstrate	Why should appropriate words be used in communication? Using appropriate wording expands my communication skills.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Communication Workshop: Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; identify author's perspective (review and interview); identify bias and stereotyping (editorials), 862–865; analyze point of view (editorials), 1028–1033; also see: Discussion, 127; Put Yourself in the Picture, 7, 203, 411, 575, 725, 905; Debate, 247, 933, 1051; also see: Critical Thinking: Discuss, 30, 44, 110, 124, 136, 148, 224, 244, 256, 276, 332, 428, 456, 660, 856, 920, 930, 996, 1002	NeSA MAPS Textbook unit assessment Teacher made formative assessment
LA 7.3.3.b	Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)	Conversation strategies	Apply	Why should conversation strategies be used in communication? Using communication strategies makes me a better communicator.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Discussion, 127; Put Yourself in the Picture, 7, 203, 411, 575, 725, 905; Debate, 247, 933, 1051; also see: Critical Thinking: Discuss, 30, 44, 110, 124, 136, 148, 224, 244, 256, 276, 332, 428, 456, 660, 856, 920, 930, 996, 1002; Peer Review, 180, 383, 552, 702, 882, 1044	

LA 7.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions and ideas using a variety of media and formats	Others, situations, questions, information, opinion, ideas, variety, media, format	Interact, collaborate, contribute, using	What skills can I use to interact effectively with others? I can interact effectively through questioning and sharing ideas using a variety of information.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Communications Workshop, 188, 396, 560, 710, 890, 1054; Discussion, 127; Put Yourself in the Picture, 7, 203, 411, 575, 725, 905; Debate, 247, 933, 1051; also see: Critical Thinking: Discuss, 30, 44, 110, 124, 136, 148, 224, 244, 256, 276, 332, 428, 456, 660, 856, 920, 930, 996, 1002; Peer Review, 180, 383, 552, 702, 882, 1044
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**LA 7.4 Students will identify, locate and evaluate information  
Grade 7**

Concept

**LA 7.4.1 MULTIPLE LITERACIES: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).**

	<b>INDICATORS</b>	<b>CONCEPTS</b> <i>Students will know-nouns</i>	<b>SKILLS</b> <i>Students will do-verbs</i>	<b>ESSENTIAL QUESTIONS and BIG IDEAS</b>	<b>BLOOMS</b> taxonomy	<b>WEBBS</b> Depth of Knowledge	<b>CURRICULUM ALIGNMENT:</b> Activity, Resource/Text, Page/ Location	<b>ASSESSMENT</b> core, common
LA 7.4.1.a	<b>REGIONAL PRIORITY</b> Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)	Resources, questions, validity, information	Select, use, generate, answer, establish	How can I evaluate and verify my information? A variety of resources will help me evaluate and verify my information.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Writing Workshop: Multimedia Report, 824–829; Research Report, 1040–1049; Research and Technology: Annotated Bibliography, 21, Biographical Report, 69, Outline, 279, Poster, 361, Scientific Explanation, 619, Survey, 683, Costume Plans, 771; Research Presentation, 1054; Writing Letters (formatting), R26–R27; 21st Century Skills, R28–R33; Citing Sources and Preparing Manuscripts, R34–R35	NeSA MAPS Textbook unit assessment Teacher made formative assessment
LA 7.4.1.b	<b>REGIONAL PRIORITY</b> Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)	Information, sources, format	Demonstrate, citing, use	<i>How do I cite sources correctly?</i> Properly citing sources validates my research and communication skills.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Use Primary and Secondary Sources, 1041; Avoid Plagiarism, 1041; Bibliography, 1048, 1049; Annotated Bibliography on Peck, 21; Citing Sources, R34–R35	
LA 7.4.1.c	<b>REGIONAL PRIORITY</b> Practice safe and ethical behaviors when communicating and interacting with others (e.g. safe information to share on line, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives.)	Safe Behaviors	Practice, communicate, interact	<i>Why do I need to practice safe behaviors when communicating and interacting with others? What are safe behaviors?</i> Practicing safe and appropriate behaviors protects me and others.	Knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Internet, use, 824, 879, 982, 987, 1041; Website and government publication, 364–369; Web page and textbook article, 462–467; 21st Century Skills, R28–R33	

LA 7.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., pod casts, video chats, distance learning)	Activities, cultures, learners, electronic means	Engage	<i>Why is sharing information electronically important?</i> Electronic interaction with other cultures expands my understanding.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Internet, use, 824, 879, 982, 987, 1041; Website and government publication, 364–369; Web page and textbook article, 462–467; 21st Century Skills, R28–R33
LA 7.4.1.e	While reading, listening and viewing, evaluate the message for bias, commercialism, and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	Bias, commercialism, message, agendas	Reading, listening, viewing, evaluate	<i>Why should I be aware of bias?</i> Understanding bias allows me to evaluate hidden messages.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710
LA 7.4.1.f	Gather and share information and opinions as a result of communication with others ( e.g., video/audio chat, interview, pod cast, multi-media presentations.)	Information, opinions, communication, others	Gather, share, communicate	<i>Why should we gather and share information?</i> Gathering and sharing information promotes understanding.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Conducting an Interview, 890; Talk About It: Interview, 557; Writing Workshop: Multimedia Report, 824–829; Research Report, 1040–1049; Research and Technology: Annotated Bibliography, 21, Outline, 279, Poster, 361, Research Presentation, 1054; Internet, use, 824, 879, 982, 987, 1041; Website and government publication, 364–369; Web page and textbook article, 462–467; 21st Century Skills, R28–R33
LA 7.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Social networks, Information tools	Use, gather, share	How can social networks and information tools be used to share information? Information can be gathered and shared through social networks and information tools.	knowledge comprehen application analysis synthesis eval	1 recall 2 skills 3 strategic 4 extended	SE/TE: Internet, use, 824, 879, 982, 987, 1041; Website and government publication, 364–369; Web page and textbook article, 462–467; 21st Century Skills, R28–R33