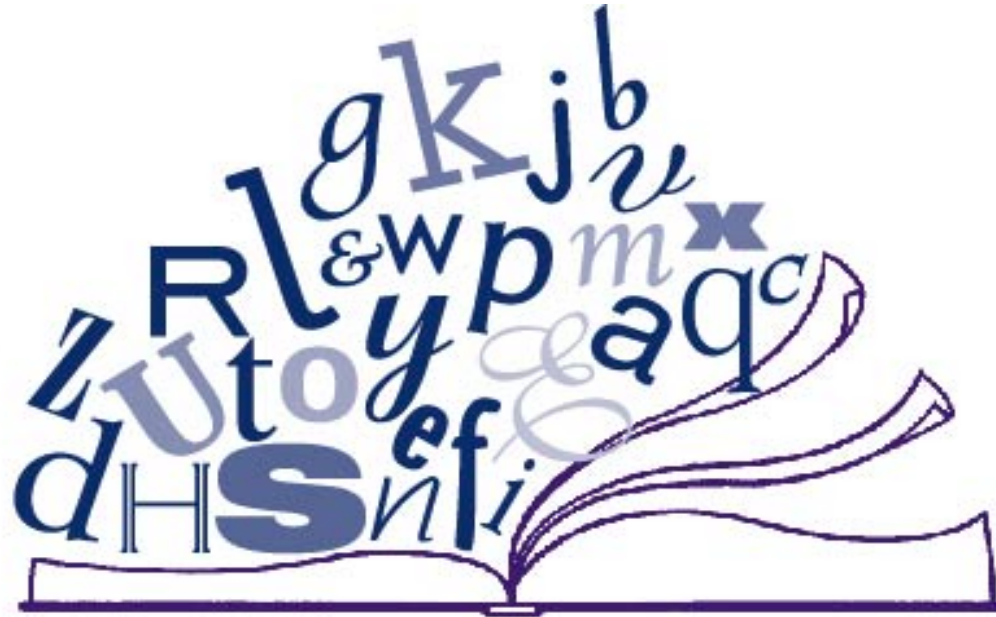


# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



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Board of Education  
Richmond, Virginia  
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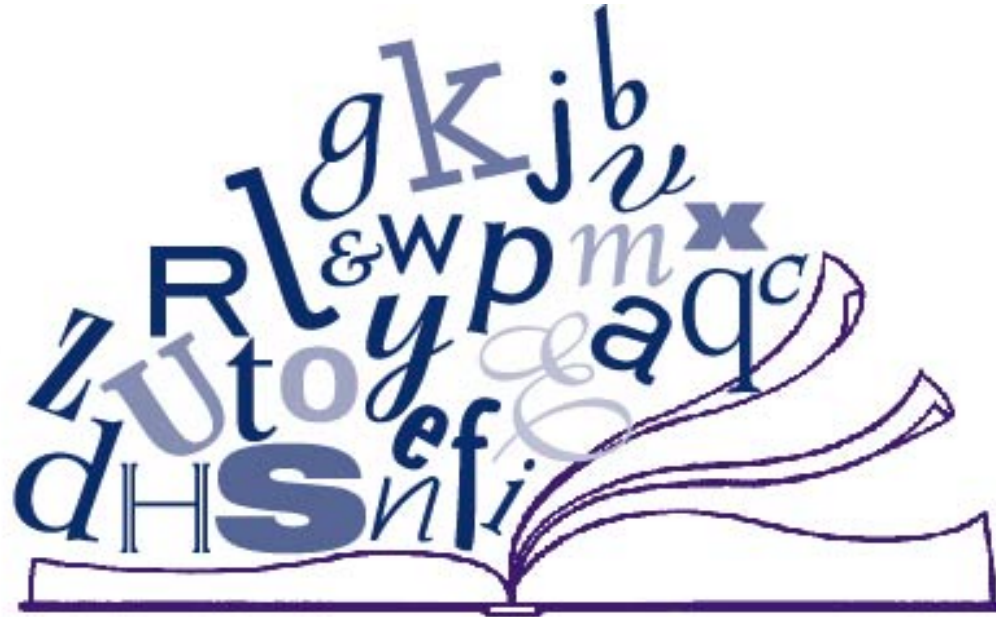
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# ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

*Grade Seven*



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At the seventh-grade level, students will continue to develop oral communication skills and will become more aware of the effects of verbal and nonverbal behaviors in oral communications. Knowledge of the media and its impact on public opinion will be introduced.

- 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.
- Use oral vocabulary and style appropriate for listeners.
  - Communicate ideas and information orally in an organized and succinct manner.
  - Ask probing questions to seek elaboration and clarification of ideas.
  - Make supportive statements to communicate agreement with or acceptance of others' ideas.
  - Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations.</li> <li>Students will express opinions forthrightly yet respectfully, demonstrating interest in and respect for the opinions of others.</li> <li>Students will use grammatically correct language.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand and demonstrate appropriate audience behavior</li> <li>prepare and deliver oral presentations</li> <li>participate effectively in group discussions and presentations</li> <li>show awareness of audience, topic, and purpose.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>contribute relevant ideas, opinions, and feelings in large and small groups</li> <li>offer and seek summary statements</li> <li>select vocabulary, tone, and style with audience in mind</li> <li>state points clearly and directly</li> <li>maintain a focused discussion</li> <li>ask questions in order to encourage discussion and foster understanding</li> <li>provide feedback to other group members.</li> </ul>

- 7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.
- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.
  - Use nonverbal communication skills, such as eye contact, posture, and gestures.
  - Compare/contrast a speaker's verbal and nonverbal messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will use verbal and nonverbal communication to contribute to discussions.</li> <li>Students will support other members of the group in making contributions in order to facilitate group interaction.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>exhibit confidence when speaking</li> <li>exhibit courtesy when listening</li> <li>use appropriate facial expressions, posture, and gestures to indicate listening.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use appropriate facial expressions and gestures or motions to add to what is being said</li> <li>use proper posture and stance when speaking</li> <li>identify whether or not a nonverbal message complements the spoken message</li> <li>match vocabulary, tone, and volume to the audience, purpose, and topic of the message.</li> </ul>

- 7.3 The student will describe persuasive messages in nonprint media, including television, radio, and video.
- Identify persuasive technique used.
  - Distinguish between fact and opinion.
  - Describe how word choice conveys viewpoint.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• Students will identify persuasive techniques used in the media, including               <ul style="list-style-type: none"> <li>◦ <b>name calling or innuendo</b> – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language</li> <li>◦ <b>glittering generalities or card stacking</b> – telling only part of the truth; generalizing from a shred of evidence</li> <li>◦ <b>bandwagon</b> – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd</li> <li>◦ <b>testimonials</b> – using the declaration of a famous person or authoritative expert to give heightened credibility</li> <li>◦ <b>appeal to prestige, snobbery, or plain folks</b> – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience</li> <li>◦ <b>appeal to emotions</b> – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul> </li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that facts can be verified and opinions cannot</li> <li>• distinguish fact from opinion</li> <li>• identify the effect of persuasive messages on the audience</li> <li>• notice use of persuasive language and connotations to convey viewpoint.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify persuasive techniques in the media</li> <li>• identify opinions in the media</li> <li>• identify facts in the media</li> <li>• describe the effect on the audience of persuasive messages in the media</li> <li>• identify effective word choice in the media</li> <li>• identify viewpoint in the media.</li> </ul>

At the seventh-grade level, students will continue the study of roots and affixes for vocabulary development and begin a study of figurative language. Connotations and analogies will be introduced. They will read and understand information from various sources including a variety of fiction, nonfiction, and poetry. They will continue to read for appreciation and comprehension in both classic and recent works. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics.



- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.
- Use roots and affixes to expand vocabulary.
  - Recognize analogies and figurative language.
  - Identify connotations.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will become independent learners of vocabulary.</li> <li>Students will come to understand prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts are frequently related to each other in origin and meaning.</li> <li>Students will begin the study of figurative language and analogies and continue to use the context to help determine the meaning of words.</li> <li>Students will begin to notice connotations of words and use reference books and context to determine the nuances of connotative language.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>use word structure to analyze and find relationships among words</li> <li>recognize internal and external inflections that change meaning and pronunciation</li> <li>recognize relationships used to create analogies</li> <li>recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning</li> <li>recognize that figurative language and analogy enrich text.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>dent</i> from <i>dentist</i> and <i>fric</i> from <i>friction</i> to predict the meaning of <i>dentifrice</i></li> <li>recognize and apply relationships common to analogy construction <ul style="list-style-type: none"> <li>purpose – chair: sit</li> <li>cause/effect – sun: burn</li> <li>sequence – day: week</li> <li>characteristic – snow: cold</li> <li>product – tree: lumber</li> <li>degree – warm: hot</li> </ul> </li> <li>recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i></li> <li>recognize, understand, and use figures of speech, including <ul style="list-style-type: none"> <li><b>simile</b> – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons</li> <li><b>personification</b> – figure of speech that applies human characteristics to non-human objects</li> <li><b>hyperbole</b> – intentionally exaggerated figure of speech.</li> </ul> </li> </ul>

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.**
- a) Describe setting, character development, plot structure, theme, and conflict.**
  - b) Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.**
  - c) Describe the impact of word choice, imagery, and poetic devices.**
  - d) Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.**
  - e) Draw conclusions based on explicit and implied information.**
  - f) Make inferences based on explicit and implied information.**
  - g) Summarize text.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will begin to analyze text including fiction, narrative nonfiction, and poetry.</li> <li>• Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author’s craft makes an impact on readers.</li> <li>• Students will compare and contrast narrative and poetic forms and recognize poetic devices in prose and poetry.</li> <li>• Students will read at and beyond the literal level, including <b>making inferences</b> – making judgments or drawing conclusions based on what an author has implied.</li> <li>• The <b>initiating event</b> is the incident that introduces the central conflict in a story; it may have occurred before the opening of the story.</li> </ul> <p>CONTINUED</p>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• recognize that authors make choices to create stories</li> <li>• understand that language has an impact on readers</li> <li>• make inferences and draw conclusions based on information supplied by an author combined with the reader’s own background knowledge</li> <li>• use strategies and graphic organizers to summarize and analyze text</li> </ul> <p>CONTINUED</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand the elements of story, including <ul style="list-style-type: none"> <li>◦ setting – time, place, and duration</li> <li>◦ character(s)</li> <li>◦ external conflicts, such as <ul style="list-style-type: none"> <li>- individual vs. individual</li> <li>- individual vs. nature</li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>◦ internal conflict – individual vs. self</li> <li>◦ plot – development of the central conflict, including <ul style="list-style-type: none"> <li>- initiating event</li> <li>- rising action</li> <li>- climax</li> <li>- falling action</li> <li>- resolution</li> </ul> </li> <li>◦ theme</li> </ul> </li> </ul> <p>CONTINUED</p>

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Describe setting, character development, plot structure, theme, and conflict.
  - Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.
  - Describe the impact of word choice, imagery, and poetic devices.
  - Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.
  - Draw conclusions based on explicit and implied information.
  - Make inferences based on explicit and implied information.
  - Summarize text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li><b>Voice</b> shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing.</li> <li><b>Mood</b> refers to the emotional atmosphere produced by an author's use of language.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>identify poetic forms, including               <ul style="list-style-type: none"> <li><b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature</li> <li><b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous</li> <li><b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain</li> <li><b>free verse</b> – poetry with neither regular meter nor rhyme scheme</li> <li><b>couplet</b> – a pair of rhyming lines</li> <li><b>quatrain</b> – a stanza containing four lines</li> </ul> </li> </ul> <p>CONTINUED</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues</li> <li>understand <b>characterization</b> as the way an author presents a character and reveals character traits by               <ul style="list-style-type: none"> <li>what a character says</li> <li>what a character thinks</li> <li>what a character does</li> <li>how other characters respond to the character</li> </ul> </li> <li>understand an author's choice and use of literary devices, including               <ul style="list-style-type: none"> <li><b>foreshadowing</b> – the use of clues to hint at coming events in a story</li> <li><b>irony</b> – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true</li> </ul> </li> </ul> <p>CONTINUED</p>

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.**
- a) Describe setting, character development, plot structure, theme, and conflict.**
  - b) Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.**
  - c) Describe the impact of word choice, imagery, and poetic devices.**
  - d) Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.**
  - e) Draw conclusions based on explicit and implied information.**
  - f) Make inferences based on explicit and implied information.**
  - g) Summarize text.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• read, understand, and differentiate the characteristics and narrative structures of               <ul style="list-style-type: none"> <li>◦ short stories</li> <li>◦ novels</li> <li>◦ folk literature                   <ul style="list-style-type: none"> <li>- tales</li> <li>- myths</li> <li>- legends</li> <li>- fables</li> </ul> </li> <li>◦ plays</li> <li>◦ personal essays</li> <li>◦ biographies and autobiographies.</li> </ul> </li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand and analyze elements of an author’s style, including               <ul style="list-style-type: none"> <li>◦ word choice</li> <li>◦ sentence structure and language patterns</li> <li>◦ imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions</li> <li>◦ figurative language – text enriched by word images and figures of speech</li> </ul> </li> <li>• use strategies for summarizing, such as               <ul style="list-style-type: none"> <li>◦ story maps</li> <li>◦ Somebody...Wanted...But...So</li> </ul> </li> </ul> <p>CONTINUED</p>

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Describe setting, character development, plot structure, theme, and conflict.
  - Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.
  - Describe the impact of word choice, imagery, and poetic devices.
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  - Make inferences based on explicit and implied information.
  - Summarize text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• recognize an author’s choice of poetic devices, including <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses</li> <li>◦ <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i></li> <li>◦ <b>assonance</b> – repetition of vowel sounds, e.g., <i>mad hatter</i></li> <li>◦ <b>consonance</b> – repetition of final consonant sounds, e.g., <i>east/west</i></li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g., <i>clatter</i>.</li> </ul> </li> </ul>

- 7.6 The student will read and demonstrate comprehension of a variety of informational texts.
- Use knowledge of text structures to aid comprehension.
  - Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.
  - Distinguish fact from opinion in newspapers, magazines, and other print media.
  - Identify the source, viewpoint, and purpose of texts.
  - Describe how word choice and language structure convey an author's viewpoint.
  - Summarize what is read.
  - Organize and synthesize information for use in written and oral presentations.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of informational sources.</li> <li>Students will use and understand the internal and external text structures common to textbooks and other informational text.</li> <li>An author's <b>viewpoint</b> refers to his or her bias or subjectivity toward the subject.</li> <li>Teachers will model the higher-order thinking processes with materials below the independent reading level of students.</li> <li>Students will work collaboratively and with teacher support to move toward higher-order thinking with instructional level materials.</li> <li><b>Synthesis</b> involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>activate prior knowledge before reading</li> <li>make predictions prior to and during the reading process</li> <li>choose graphic organizers based on the internal text structure most prevalent in the text</li> <li>use the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize</li> <li>recognize an author's purpose:               <ul style="list-style-type: none"> <li>to entertain</li> <li>to inform</li> <li>to persuade</li> </ul> </li> <li>notice use of connotations and persuasive language to convey viewpoint</li> </ul> <p>CONTINUED</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>activate prior knowledge before reading by use of               <ul style="list-style-type: none"> <li>small-group or whole-class discussion</li> <li>anticipation guides</li> <li>preview of key vocabulary</li> </ul> </li> <li>use external textual aids to enhance comprehension               <ul style="list-style-type: none"> <li>boldface and/or italics type</li> <li>type set in color</li> <li>underlining</li> <li>indentation</li> <li>sidebars</li> <li>illustrations, graphics, and photographs</li> <li>headings and subheadings</li> <li>footnotes and annotations</li> </ul> </li> </ul> <p>CONTINUED</p>

- 7.6 The student will read and demonstrate comprehension of a variety of informational texts.
- Use knowledge of text structures to aid comprehension.
  - Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.
  - Distinguish fact from opinion in newspapers, magazines, and other print media.
  - Identify the source, viewpoint, and purpose of texts.
  - Describe how word choice and language structure convey an author's viewpoint.
  - Summarize what is read.
  - Organize and synthesize information for use in written and oral presentations.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use graphic organizers and other strategies to organize and summarize text</li> <li>• distinguish between a fact, which can be verified, and an opinion, which cannot.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• recognize internal text structures to enhance comprehension, including <ul style="list-style-type: none"> <li>◦ cause-and-effect</li> <li>◦ comparison/contrast</li> <li>◦ enumeration or listing</li> <li>◦ sequential or chronological</li> <li>◦ concept/definition</li> <li>◦ generalization</li> <li>◦ process</li> </ul> </li> <li>• recognize the words and phrases authors use to signal organizational patterns, including <ul style="list-style-type: none"> <li>◦ <i>as a result of, consequently</i> for cause-and-effect</li> <li>◦ <i>similarly, on the other hand</i> for comparison/contrast</li> <li>◦ <i>first, three</i> for enumeration or listing</li> <li>◦ <i>today, meanwhile</i> for sequential or chronological</li> <li>◦ <i>refers to, thus</i> for concept/definition</li> <li>◦ <i>always, in fact</i> for generalization</li> <li>◦ <i>begins with, in order to</i> for process.</li> </ul> </li> </ul>

- 7.7 The student will apply knowledge of appropriate reference materials.
- a) Use print and electronic sources to locate information in books and articles.
  - b) Use graphic organizers to organize information.
  - c) Synthesize information from multiple sources.
  - d) Credit primary and secondary sources.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will use both print and electronic sources to find, read, and organize information for presentations and papers.</li> <li>• Students will synthesize information from a variety of sources and will document sources, using a standard format.</li> <li>• Teachers will collaborate with library media specialists to assist students as the students learn to become independent with research.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use research tools available in school media centers and public libraries</li> <li>• choose and use appropriate graphic organizers</li> <li>• recognize MLA format.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand the characteristics of resource tools, including <ul style="list-style-type: none"> <li>◦ educational online resources</li> <li>◦ reference books</li> <li>◦ scholarly journals</li> <li>◦ magazines</li> <li>◦ the Internet, as appropriate for school use</li> </ul> </li> <li>• organize and synthesize information with tools, including <ul style="list-style-type: none"> <li>◦ file cards</li> <li>◦ graphic organizers <ul style="list-style-type: none"> <li>- flow charts</li> <li>- Venn diagrams</li> <li>- outlines</li> </ul> </li> <li>◦ spreadsheets</li> <li>◦ databases</li> <li>◦ presentation software</li> </ul> </li> <li>• create a “Works Cited” page for oral and written presentations.</li> </ul>



At the seventh-grade level, students will plan, draft, revise, and edit narratives as well as persuasive and expository pieces with attention to composition and written expression. Students will begin the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes and as a tool for learning academic concepts. They will use technology as available and appropriate.

- 7.8 The student will develop narrative, expository, and persuasive writing.
- a) Apply knowledge of prewriting strategies.
  - b) Elaborate the central idea in an organized manner.
  - c) Choose vocabulary and information that will create voice and tone.
  - d) Use clauses and phrases to vary sentences.
  - e) Revise writing for clarity and effect.
  - f) Use a word processor to plan, draft, revise, edit, and publish selected writings.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will become independent and proficient in composing a variety of types of writing.</li> <li>• Teachers will focus direct instruction on all three domains of writing:               <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers</li> <li>◦ <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers</li> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> </li> <li>• Students will gradually assume responsibility for revising, proofreading, and editing their own writing.</li> <li>• <b>Elaboration</b> can occur by using descriptive details and examples <i>horizontally</i> within a sentence to give detail and depth to an idea, or <i>vertically</i> from paragraph to paragraph.</li> </ul> <p>CONTINUED</p>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use a process for writing, including               <ul style="list-style-type: none"> <li>◦ planning</li> <li>◦ drafting</li> <li>◦ revising</li> <li>◦ proofreading</li> <li>◦ editing</li> <li>◦ publishing</li> </ul> </li> <li>• understand that good writing has been elaborated horizontally and vertically</li> <li>• understand that good writing has been improved thorough revision</li> <li>• use peer and individual revising and editing</li> <li>• understand and apply the elements of composing:               <ul style="list-style-type: none"> <li>◦ central idea</li> <li>◦ elaboration</li> <li>◦ unity</li> <li>◦ organization</li> </ul> </li> </ul> <p>CONTINUED</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use a variety of prewriting strategies, including               <ul style="list-style-type: none"> <li>◦ brainstorming</li> <li>◦ webbing</li> <li>◦ mapping</li> <li>◦ outlining</li> <li>◦ clustering</li> <li>◦ listing</li> <li>◦ using graphic organizers</li> </ul> </li> <li>• use written expression to draft and revise compositions with attention to               <ul style="list-style-type: none"> <li>◦ voice</li> <li>◦ tone</li> <li>◦ selection of information</li> <li>◦ embedded phrases and clauses that clarify meaning</li> <li>◦ vivid and precise vocabulary</li> <li>◦ figurative language</li> <li>◦ sentence variety</li> </ul> </li> <li>• apply revising procedures, including               <ul style="list-style-type: none"> <li>◦ rereading</li> <li>◦ reflecting</li> <li>◦ rethinking</li> <li>◦ rewriting.</li> </ul> </li> </ul>

- 7.8 The student will develop narrative, expository, and persuasive writing.
- Apply knowledge of prewriting strategies.
  - Elaborate the central idea in an organized manner.
  - Choose vocabulary and information that will create voice and tone.
  - Use clauses and phrases to vary sentences.
  - Revise writing for clarity and effect.
  - Use a word processor to plan, draft, revise, edit, and publish selected writings.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li><b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader.</li> <li><b>Tone</b> expresses an author’s attitude toward the subject.</li> <li>A writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>recognize terms illustrative of tone, such as               <ul style="list-style-type: none"> <li>serious</li> <li>sarcastic</li> <li>objective</li> <li>enthusiastic</li> <li>solemn</li> <li>humorous</li> <li>hostile</li> <li>personal</li> <li>impersonal</li> </ul> </li> <li>apply word processing skills to the writing process.</li> </ul>	

- 7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
  - Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
  - Choose pronouns to agree with antecedents.
  - Use subject-verb agreement with intervening phrases and clauses.
  - Edit for verb tense consistency.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary-school level.</li> <li>Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.</li> <li>Students will understand that the conventions of correct language are an integral part of the writing process.</li> <li>A diagram of a sentence is a tool to increase understanding of its structure.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>proofread and edit drafts with teacher assistance, peer collaboration, and growing independence</li> <li>understand that pronouns need to agree with antecedents</li> <li>understand that verbs must agree with subjects</li> <li>become independent in checking spelling, using dictionaries and/or electronic tools</li> <li>examine sentences to identify parts of speech with the intent of improving sentence structure and variety.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use complete sentences with appropriate punctuation, including the punctuation of dialogue</li> <li>use a singular verb with a singular subject and a plural verb with a plural subject, e.g., <i>The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.</i></li> <li>use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent, e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i></li> <li>choose and maintain tense (present, past, future) throughout an entire paragraph.</li> <li>diagram compound sentences and simple sentences with compound elements.</li> </ul>