

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>A. PROCESS OF READING: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A1	Use open-ended questions to explore meaning.	E	
A2	Make inference and anticipate outcomes.	E	<i>Con Game</i>
A3	Identify specific devices an author used to involve readers.	E	
A4	Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	E	
A5	Understand stories and expository texts from the perspective of the social and cultural context in which they were created.	E	
A6	Identify accurately both the author's purpose and the author's point of view.	E	
A7	Summarize whole texts by selecting and summarizing important and representative passages.	D	
A8	Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	R	
A9	Explain orally and defend opinions formed while reading and viewing.	R	
A10	Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	R	
A11	Generate and evaluate the notes taken from course-related reading, listening, and viewing.	E	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>B. LITERATURE AND CULTURE: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
B1	Demonstrate an understanding that people respond to literature in different and individual ways.	R	
B2	Identify specific interests and questions and pursue them by identifying pertinent literature and media.	R	
B3	Identify the main and subordinate characters in literary works.	D	<i>Elements of Plot</i>
B4	Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience.	E	
B5	Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story.	R	
B6	Recognize and begin to use more complex literary devices and techniques (foreshadowing, flashback and point of view.)	E	
B7	Recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions).	D	<i>Elements of Plot</i>
B8	Understand and read a variety of literary genre (plays, poetry, narrative, short stories, letters, and journals.)	R	
B9	Understand and read a variety of literary genre (plays, poetry, narrative, short stories, letters, and journals.)	R	
B10	Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	E	
B11	Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.	E	
B12	Recognize universal themes in literature (courage, heroism, good vs. evil, and responsibility).	R	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>B. LITERATURE AND CULTURE: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
B13	Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.	R	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and images communicate.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
C1	Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.	R	
C2	Understand factors that commonly affect language change and use.	R	
C3	Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).	E	
C4	Use knowledge of the fundamental parts of speech when writing and speaking.	E	
C5	Demonstrate an understanding of the concept of propaganda.	D	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>D. INFORMATIONAL TEXTS: Students will apply reading, listening, and viewing strategies to information texts across all areas of curriculum.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
D1	Seek appropriate assistance when attempting to comprehend challenging text.	R	
D2	Refine and practice study skills (paraphrasing, skimming, predicting, highlighting, note-taking, and outlining).	R	
D2	Identify useful information organizing strategies.	R	
D3	Identify both the author's purpose and the author's point of view when reading expository information.	D	<i>What's the Point?</i>
D4	Identify different ways in which informational texts are organized.	R	
D5	Produce and support generalizations acquired from informational text.	D	<i>What's the Point?</i>
D6	Describe new knowledge presented in informational texts and how it can be used.	R	
D7	Identify common technical terms used in informational texts.	R	
D8	Use the various parts of a text (index, table of contents, glossary) to locate specific information.	R	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>E. PROCESSES OF WRITING AND SPEAKING: Students will demonstrate the ability to use the skills and strategies of the writing process.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
E1	Produce a quality final product using correct spelling and standard grammar and punctuation.	E	
E2	Write using rich vocabulary	D	<i>Con Game</i>
E3	Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	R	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>F. STANDARD ENGLISH CONVENTIONS: Students will write and speak correctly, using conventions of standard written and spoken English.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
F1	Recognize and eliminate sentence fragments, run-ons, and comma splices in writing.	D	<i>Con Game</i>
F1	Use conventions for punctuating subordinate clauses, introductory adverbial clauses, and restrictive and non-restrictive adjectival clauses.	D	<i>Con Game</i>
F1	Use standard oral and written conventions in a final product.	D	<i>Con Game</i>
F2	Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	E	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING: Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
G1	Collect and synthesize data for research topics from interviews and field work, using note taking and other appropriate strategies.	E	
G2	Separate information collected for research topics into major components based on relevant criteria.	E	
G3	Draft well-organized pieces of writing according to purpose.	R	
G4	Use available catalogs to locate materials for research reports (e.g., Athena, Ebsco).	E	
G5	Write for both public and private audiences	R	
G6	Write more complex pieces that persuade, demonstrate and inform (letters, short stories, poetry, essays, research papers, and journals).	E	
G7	Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	E	
G8	Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	E	
G9	Use transitional expressions.	D	<i>Con Game</i>
G10	Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	E	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

## Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level:</b>	<b>7</b>
<b>MLR Content Standard:</b>	<b>H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
H1, H2	Collect, compare, contrast, and categorize relevant data.	D	
H3	Use appropriate format for bibliographic sources.	D	
H4	Use available catalogs to locate materials for research reports (e.g., Athena, Ebsco).	R	
H5	Use indexes to periodical literature to locate information for research (use Ebsco).	R	
H6	Use a variety of library resources.	R	
H7	Use search engines and other Internet resources to collect information for research topics (Google, Yahoo, MSN, DOGPILE, MARVEL, etc.).	D	
H8	Make limited but effective use of primary sources when researching topics.	R	
H9	Explain the importance of primary sources in evaluating the validity and reliability of collected information.	R	
H10	Cite text sources to support one's position and acknowledge opposing points of view.	I	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.