

**Ledyard Public Schools
GRADE 7**

GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. Standards 1 and 2

Performance Standard/Student Outcome 1A: The student will know how to gain general understanding.

OBJECTIVES/EVIDENCE

The student will read and respond to demonstrate general understanding by:

1. Identifying or inferring story elements of characters, theme, conflict, plot, settings, events, relationships (fiction). *1.1f, 1.1d*
2. Summarizing using relevant information from the text. *1.1c*
3. Determining the main idea and supporting details in non-fiction through text and text features (i.e. photos, charts, graphs, headings and tables) and text structure of problem/solution, cause/effect and compare/contrast. *1.1d, 1.2f*
4. Using information from the text to make a prediction. *How do you think _____ would be different if _____ had not happened? 1.1a, 1.2a*

CSDE Grade Level Expectations:

The student will:

- compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts.
- identify an author's use of time and sequence through the use of literary devices, e.g., foreshadow, flashbacks and parallel episodes.
- identify the major actions that define the plot and how actions lead to conflict or resolution.

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Performance Standard/Student Outcome 1B: The student will know how to develop interpretation.

OBJECTIVES/EVIDENCE

The student will read and respond to develop an interpretation by *citing evidence from the text and by:*

1. Identifying or inferring the author's use of text structure (cause/effect, compare/contrast) and structure organization (narrative, expository, persuasive, poetic, plays). **1.2d, 2.1b**
2. Drawing conclusions about the author's purpose. (i.e. *Explain why the author used the word "nasty" instead of "mean". Support with evidence from the text.* **1.1e**
3. Analyzing **and evaluating the author's, illustrator's and/or filmmaker's use of specific details to express political and social issues.** **2.1d, 2.1c, 2.4f**
4. **Discussing how the experiences of the author or reader influence the interpretation of the text.** **1.2a, 1.2d**

CSDE Grade Level Expectations:

The student will:

- Compare and contrast authors' and/or characters' perspectives expressed in multiple texts.
- Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- Respond to literal and inferential questions with explicit and implicit evidence from texts. (QAR)
- Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.

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Performance Standard/Student Outcome 1C: The student will know how to make connections to text. 1.1, 1.2, 2.2, 2.3

OBJECTIVES/EVIDENCE

The student will read and respond *citing evidence from the text* to connect or associate the text with their life/experiences. 2.2b

1. Making connections text to text (books), text to self (experiences), text to world.
2. Using relevant information within the text to write a personal response to the text.

CSDE Grade Level Expectations:

The student will:

- Apply information in one text to understand a similar situation or concept in another text.
- Evaluate the quality and value of text.

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Performance Standard/Student Outcome 1D: The student will know how to examine the content and structure of texts.

OBJECTIVES/EVIDENCE

The student will read and respond, *citing (evidence from the text)*, to examine the content and structure of texts by:

1. Analyzing the author's use of literary devices (hyperbole, point of view, and suspense) by answering questions such as: *What literary device does the author use that makes the piece effective or ineffective for you as a reader?* **2.1a, 2.1d**
2. Evaluating explicit (right there, think and search) or implicit (author and you, on my own) information (i.e. *What _____ was most important to _____? Support with evidence from the text.*) **1.2b, 1.2a, 1.4b**
3. Responding or extending with relevant information. **1.4b**
4. Demonstrating an awareness of ethics, customs, or beliefs to include social studies curriculum themes. **2.3b, 2.3c**
5. ***Recognizing, analyzing and evaluating an author's values, ethics or beliefs.*** **2.4d, 2.4e, 2.3b, 2.3c**
6. Identifying and analyzing elements of bias in non fiction that influence meaning. **1.2c, 1.4a, 2.3b**

CSDE Grade Level Expectations:

The student will:

- identify and explain the impact of irony/satire.
- explain the author's purpose for writing a text.
- explain the author's use of voice, e.g., formal, casual, intimate, and how this influences meaning.
- explain how readers' experiences, ethics, values, assumptions and beliefs influence the interpretation of text.
- evaluate how an author's experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.
- evaluate how authors, illustrators and filmmakers express political and social issues.
- evaluate ideas, themes and issues across texts.
- judge the validity of the evidence the author uses to support his/her position, e.g., is the evidence dated, biased, inaccurate, and justify the conclusion.

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Performance Standard/Student Outcome 1E: The student will develop fluency through independent reading.		
OBJECTIVES/EVIDENCE		
The student will develop fluency by reading independently throughout the year. 1.2g		
CSDE Grade Level Expectations:		
The student will:		
<ul style="list-style-type: none"> ▪ read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression. ▪ read aloud unpracticed grade-level text at a fluency rate of 145-155 words correct per minute. 		
Assessments/Data Collection	Strategies/Activities	Resources
Teacher observation Reading record log	Teacher assists students in book selections using DRP and other data. Rereading Readers' Theatre Drama Interest Inventories	Student assessment data Language Arts Curriculum Addendum Home/school/class/community libraries Poetry Songs DRP Book Link

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<p>GOAL 2: Students create works using the language arts in visual, oral, written or performance-based forms while applying the conventions of edited English. Standards 3 and 4</p>	
<p>Performance Standard/Student Outcome 2A: The student will understand the principles of process writing and use these principles to plan and compose written pieces that demonstrate competence in the forms and structures of writing.</p>	
<p>OBJECTIVES/EVIDENCE</p> <p>The student will plan and compose written pieces that demonstrate evidence of: 3.1c, 4.2a</p> <ol style="list-style-type: none"> 1. Awareness of audience. 4.2b 2. Organization of expository and persuasive pieces. 3. Sequence using transition words for compare and contrast, cause and effect, logical order, and summarization. 4. Elaboration and details including the use of examples, dialogue, facts, statistics, quotes, personal connections, cause/effect, compare/contrast. 5. Fluency using transition words and expanded vocabulary. 	
<p>CSDE Grade Level Expectations: <u>Writing Process</u></p> <p>Plan: gathers and paraphrases information from a variety of resources, e.g., interviews, multimedia, periodicals; explains purpose and selects effective form at prewriting stage.</p> <p>Draft: rereads text and decides to continue draft or to start a new draft.</p> <p>Revise: revises at any stage of process; uses a variety of revision tools or strategies; evaluates feedback and justifies the choice to use feedback, e.g., <i>I chose to change the word things because my group said it was confusing.</i></p> <p>Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proof-reading and editing.</p> <p>Publish/Present: uses different technologies to produce, design and publish a finished product, e.g., political cartoons, brochure, stock market or consumer analysis.</p> <p>Reflect: creates and follows a management timeline for written projects, e.g., portfolios, research papers, i-search papers.</p> <p>CSDE Grade Level Expectations: <u>Writing Genres, Traits and Crafts</u></p> <p>Descriptive:</p> <ul style="list-style-type: none"> ▪ Write character sketches varying methods of character development, e.g., how character looks, acts, talks, thinks. ▪ Write elaborate setting varying time, place, mood, physical environment. 	<p>CSDE Grade Level Expectations: <u>Writing Genres, Traits and Crafts (cont.)</u></p> <p>Narrative:</p> <ul style="list-style-type: none"> ▪ Write a fictional story using various literary techniques, e.g., dialogue, humor, figurative language, first or third person, precise language, including all story elements: setting, plot, theme, character development, events, problem, solution. ▪ Write a suspenseful story with cliffhanger ending. <p>Expository:</p> <ul style="list-style-type: none"> ▪ Include content specific terms in writing. ▪ Write from more than one point of view, e.g., cultural perspective for a character’s viewpoint in history or literature. ▪ Develop and use a rubric by which to evaluate the effectiveness of the presentation, style and content of electronic communications, e.g., film, television, internet. <p>Persuasive:</p> <ul style="list-style-type: none"> ▪ Write a persuasive essay that considers both sides to an argument. ▪ Write a persuasive piece supporting the opposing viewpoint. ▪ Develop a rubric by which to evaluate. <p>Poetic:</p> <ul style="list-style-type: none"> ▪ Write poetry in style of choice.

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ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p>Formal Process pieces (fall, winter, spring) Prompts (f, w, s) 1-2 page, double spaced thesis paper using research skills and resources linked to content areas</p> <p>Informal Rubric assessments Persuasive assignments Conferencing Sharing student work Writing samples</p>	<p>Required Strategies Planning using graphic organizers RAFT* Power structure* Peer Conferencing Mapping complete definitions* Summarizing*</p> <p>Required Activities Modeling/Guided Practice Read, share and discuss student samples Vocabulary Instruction 3 column notes/Venn Diagram* Holistic scoring with students <i>Listen to and read a variety of genres as models/mentor texts 3.1b</i></p>	<p>Suggested Strategies/Activities 5 paragraph essay/spool paper* Awareness of audience activities Poetry Graphic organizers Framed paragraphs*</p>	<p>Instructional Student work Language Arts Curriculum Addendum Process Writing Frameworks <i>Write Source 2000</i> student books <i>Daily Language Workouts</i> Student Assessment Data</p> <p>Teacher Student work Language Arts Curriculum Addendum CRISS manual* <i>Write Source</i> teacher's guide CMT Language Arts Handbook</p>

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Performance Standard/Student Outcome 2B: The student will revise and edit written pieces.

OBJECTIVES/EVIDENCE

The student will revise and edit for: 3.2c, 4.2a, 4.3a, 4.3b, 4.3c

1. Spelling using the Grade 7 core word list and appropriate content words.
2. Redundancy of ideas, extraneous material and misplaced modifiers.
3. Capitalization (proper adjectives) and punctuation (use of commas for parenthetical expression, participial phrases, and in appositives).

CSDE Grade Level Expectations: Writing Conventions/Spelling

- Use spelling rules and patterns from previous grades.
- Use multiple strategies to spell. Examples:
 - homophones, e.g., *principle* and *principal*
 - affixes, e.g., *re-*, *post-*, *-ous*, *-ology*
 - Greek and Latin roots
 - frequently misspelled words

CSDE Grade Level Expectations: Capitalization/Punctuation/Usage

- Use capitalization rules from previous grades.
- Use punctuation rules from previous grades.
- Use commas to separate an interrupter, e.g., *The teacher, however, was not impressed.*
- Use semicolons to separate groups that contain commas, e.g., *The Seahawks traveled to Washington, D.C.; New York, N.Y.; and Oakland, Calif.*
- Use the hyphen to prevent confusion, e.g., *re-elect*.
- Use bullets in writing when applicable.
- Apply usage rules from previous grades.
- Use adverbs vs. adjectives correctly.
 - Correct: *He ran well in the race.*
 - Incorrect: *He ran good in the race.*

CSDE Grade Level Expectations: Capitalization/Punctuation/Usage (cont.)

- Use comparative and superlative adjectives correctly.
 - Correct: *The ruby is harder than the emeralds. The diamond is the hardest gem.*
 - Incorrect: *The diamond is more harder than that ruby.*
- Use parallel construction of elements in a list.
 - Parallel: *The lunchroom was immaculate: napkins in their holders, pop bottles in the recycle container, and trays in place for the next day.*
 - Not parallel: *The lunchroom was immaculate: napkins were put away, pop bottles in the recycle bins, and neatly stacked trays.*
- Cite sources according to prescribed format. (MLA)

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<p>Formal Process pieces (fall, winter, spring) Prompts (fall, winter, spring) 1-2 page, double-spaced thesis paper using research skills and resources linked to content areas Priority words (100%) in writing</p> <p>Informal Persuasive assignments Conferencing Sharing student work Peer conferencing Sitton Proofreading Test</p>	<p>Required Strategies Peer conferencing</p> <p>Required Activities Modeling/Guided Practice Process writing Read, share and discuss student samples Vocabulary expansion Conferencing Revising/editing student samples</p>	<p>Suggested Strategies/Activities Daily Language Workouts Sitton activities</p>	<p>Instructional Student work Language Arts Curriculum Addendum Process Writing Frameworks <i>Write Source Materials 2000</i> Sitton Spelling Activities Student Assessment Data</p> <p>Teacher Student assessment data Language Arts Curriculum Addendum <i>Sitton Spelling Sourcebook</i> <i>Daily Language Workouts</i> Format for bibliographical information</p>

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Performance Standard/Student Outcome 2C: The student will know how to listen to as well as produce oral and visual presentations.

OBJECTIVES/EVIDENCE

The student will listen to and produce oral presentations with attention to: 3.1a, 3.2a, 4.2b, 3.2b, 3.2f, 1.3e

1. Voice quality
2. Eye contact
3. Organization
4. Quality of presentation to include clear message, sufficient content, content accuracy when applicable.
5. *Audience*

OBJECTIVES/EVIDENCE

The student will view and produce visual presentations with attention to:

1. Format
2. Design
3. Organization
4. Quality of presentation to include clear message, sufficient content, content accuracy when applicable.
5. *Audience*

ASSESSMENT/DATA COLLECTION

STRATEGIES/ACTIVITIES

RESOURCES

**See strategies grids*

Formal
Rubric

Informal
Teacher observations
Book talks
Presentations
Explanations
Demonstrations
Surveys
Student-designed rubrics
Graphics/Visual aids

***CRISS Strategies**

Required Strategies

Required Activities
Modeling/Guided Practice
Viewing
Presenting
Visual aids
Graphics

Suggested Strategies/Activities

Book talks
Plays
Drama
Reports, presentations
Explanations
Power Point
Free-form mapping*
Posters
Brochures
Picture maps
Charts, graphs

Instructional

Classic, contemporary, and multi-cultural texts and multimedia
Social studies performance tasks
Computer technology

Teacher

Student Assessment Data

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Performance Standard/Student Outcome 2D: The student will recognize and use variations of language appropriate to purpose, audience and task.

OBJECTIVES/EVIDENCE

The student will apply the conventions of standard English in oral, written and visual communication by: 4.1a, 4.1b

- 1. Reading, listening to and telling stories from a variety of cultures.*
- 2. Discussing the similarities and differences in the way language is used.*

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p><i>Informal</i></p> <p><i>Discussions</i></p> <p><i>Writing Samples</i></p> <p><i>Journals</i></p> <p><i>Presentations</i></p>	<p><i>Required</i></p> <p><i>Discussions regarding</i></p> <ul style="list-style-type: none"> <i>- how author expresses thoughts</i> <i>- how authors use language</i> <i>- reasons for variations</i> <p><i>Compare/contrast differences in language in a variety of text</i></p>	<p><i>Suggested</i></p> <p><i>Author studies</i></p> <p><i>Write different versions of same text appealing to different audiences</i></p>	<p><i>A variety of genres to include fiction, non-fiction, and multi-cultural texts</i></p>

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GOAL 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology. Standards 1, 2, 3 and 4

Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.

OBJECTIVES/EVIDENCE

The student will use research and study skills to gather and respond to information by: 3.2d, 3.2e

1. Using a variety of reference materials including the thesaurus and atlas.
2. Developing a thesis statement. **2.2b**
3. Culling essential information from two or more appropriate sources using parenthetical documentation (author) and using bibliographical format of author, title, publisher, and year published.
4. Integrating available technology into product or project.
5. Using notetaking skills to summarize and/or paraphrase.
6. *Evaluating the validity and authenticity of primary and secondary sources of information.*

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES		RESOURCES
	*See strategies grids		
Formal Thesis paper from 2A	Required Strategies Paraphrasing Summarizing*	Suggested Strategies/Activities KWWL* Conferencing	Instructional Social studies performance tasks A variety of primary and secondary sources – letters, biographies, journals
Informal Journals Notes Social studies performance tasks	Power Notes* Two Column Notes* Required Activities Modeling/Guided Practice BIG 6 Skimming and scanning text	3 column notes/Venn diagrams*	Teacher CRISS manual* Magazines Newspapers Poetry Literature Other media Internet sources Student Assessment Data
*CRISS Strategies			

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GOAL 4: Students will choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts. **Standards 1, 2, 3 and 4**

Performance Standard/Student Outcome 4: The student will use appropriate strategies to read and write.

OBJECTIVES/EVIDENCE

The student will choose and apply appropriate strategies to read. *1.1b, 1.3a, 1.3c*

1. Recognize unknown words or determine their meaning using:
 - Multiple meanings
 - Context clues
 - Structural analysis (prefixes, suffixes, syllabication)
 - Semantics (meaning)
 - Syntax (grammar)
 - Visual (phonics)
2. Using and expanding new vocabulary to include idioms, synonyms (for nouns, adjectives, verbs, and adverbs), and literary devices. ***1.3d***

OBJECTIVES/EVIDENCE

The student will choose and apply appropriate strategies to spell.

1. Reading and spelling correctly words taught as part of seventh grade spelling curriculum.
2. Spelling content vocabulary words correctly.
3. Spelling irregular words correctly.
4. Spelling correctly words involving previously studied generalizations and word patterns.

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ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p>Formal</p> <p>CMT</p> <p>Process writing pieces (see 2A)</p> <p>Sitton Spelling Achievement Tests (fall, winter, spring)</p> <p>Informal</p> <p>Cloze</p> <p>Daily work</p> <p>Games and activities</p> <p>Process writing/prompts</p> <p>Teacher observations</p> <p>Writing samples</p> <p>*CRISS Strategies</p>	<p>Required Strategies</p> <p>Sitton strategies</p> <p>Required Activities</p> <p>Modeling/Guided Practice</p> <p>Brainstorming</p> <p>Conferencing</p> <p>Process writing</p> <p>Direct Instruction in vocabulary</p> <p>Discussions</p> <p>Peer conferencing</p> <p>Cloze</p> <p>Sitton Cloze Story Word Test</p>	<p>Suggested Strategies/Activities</p> <p>Journals</p> <p>Diaries</p> <p>Letters</p> <p>Games</p> <p>Puzzles</p> <p>Sitton No Reference Write</p> <p>Sitton Sentence Dictation Test</p>	<p>Instructional</p> <p>Classic, contemporary, multicultural texts, and poetry</p> <p>Student work</p> <p><i>Sourcebook/Daybook</i> – Great Source</p> <p>Teacher</p> <p><i>Sitton Spelling Sourcebook</i></p> <p>CRISS manual*</p> <p>CMT handbook</p> <p>Core Literature</p> <p>Student Assessment Data</p> <p><i>Daily Language Workouts</i> – Great Source</p>