

Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills, and persuasive writing will be introduced. The student will continue vocabulary development through a study of figurative language and continuing study of roots, ~~and~~ affixes, and cognates. Knowledge of the ~~impact~~ informative/persuasive techniques of media messages on public opinion will be ~~introduced~~ studied. The student will ~~increase proficiency in the use of print and electronic information resources and will learn ways to give credit to reference sources~~ apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Oral Language Communication: Speaking, Listening, Media Literacy

- 7.1 The student will ~~give and seek information~~ participate in and contribute to conversations, ~~in~~ group discussions, and ~~in~~ oral presentations.
- ~~Communicate ideas and information orally in an organized and succinct manner. Use oral vocabulary and style appropriate for listeners.~~
 - ~~Ask probing questions to seek elaboration and clarification of ideas. Communicate ideas and information orally in an organized and succinct manner.~~ [Moved to SOL 7.1a]
 - ~~Make statements to communicate agreement or tactful disagreement with others' ideas. Ask probing questions to seek elaboration and clarification of ideas.~~ [Moved to SOL 7.1b]
 - ~~Use language and style appropriate to audience, topic, and purpose. Make supportive statements to communicate agreement with or acceptance of others' ideas.~~ [Moved to SOL 7.1c]
 - ~~Use a variety of strategies to listen actively. Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.~~ [Moved to SOL 7.1d]
- 7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.
- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
 - Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
 - Compare/contrast a speaker's verbal and nonverbal messages.
- 7.3 The student will understand the elements of media literacy. ~~The student will describe persuasive messages in nonprint media, including television, radio, and video.~~ [Moved to SOL 7.3a]
- Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
 - Distinguish between fact, ~~and~~ opinion, and between evidence, and inference.
 - Describe how word choice and visual images conveys a viewpoint.
 - Compare and contrast the techniques in auditory, visual, and written media messages.
 - Craft and publish audience-specific media messages.

Reading

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.
- Identify word origins and derivations. Use roots and affixes to expand vocabulary.
[Moved to SOL 7.4b]
 - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. Recognize analogies and figurative language. [Moved to SOL 7.4c]
 - Identify and analyze figurative language. Identify connotations. [Moved to SOL 7.4d]
 - Identify connotations.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
 - Compare and contrast various forms and genres of fictional text. Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.
 - Identify conventional elements and characteristics of a variety of genres. Describe the impact of word choice, imagery, and poetic devices. [Moved to SOL 7.5d]
 - Describe the impact of word choice, imagery, and literary devices including figurative language. Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem. [Move to Curriculum Framework]
 - Make, confirm, and revise predictions. Draw conclusions based on explicit and implied information. [Moved to SOL 7.5g]
 - Use prior and background knowledge as a context for new learning. Make inferences based on explicit and implied information. [Moved to SOL 7.5g]
 - Make inferences and draw conclusions based on the text. Summarize text. [Moved to SOL 7.5i]
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify the author's organizational pattern.
 - Identify cause- and effect relationships.
 - Use reading strategies to monitor comprehension throughout the reading process.

- 7.6 The student will read and demonstrate comprehension of a variety of informational nonfictional texts.
- Use prior and background knowledge as a context for new learning. Use knowledge of text structures to aid comprehension. [Moved to SOL 7.6b]
 - Use text structures to aid comprehension. Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension. [Moved to SOL 7.6c]
 - Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases. Distinguish fact from opinion in newspapers, magazines, and other print media. [Moved to SOL 7.6e]
 - Draw conclusions and make inferences on explicit and implied information. Identify the source, viewpoint, and purpose of texts. [Moved to SOL 7.6f]
 - Differentiate between fact and opinion. Describe how word choice and language structure convey an author's viewpoint. [Moved to SOL 7.6g]
 - Identify the source, viewpoint, and purpose of texts. Summarize what is read. [Moved to SOL 7.6i]
 - Describe how word choice and language structure convey an author's viewpoint. Organize and synthesize information for use in written and oral presentations. [Moved to SOL 7.6k]
 - Identify the main idea.
 - Summarize text identifying supporting details.
 - Identify cause-and effect relationships.
 - Organize and synthesize information for use in written formats.
 - Use reading strategies to monitor comprehension throughout the reading process.
- 7.7 The student will apply knowledge of appropriate reference materials. [Moved to SOL 7.9]
- Use print and electronic sources to locate information in books and articles.
 - Use graphic organizers to organize information.
 - Synthesize information from multiple sources.
 - Credit primary and secondary sources.

Writing

- 7.8 7.7 The student will develop narrative, expository, and persuasive writing write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- Identify intended audience. Apply knowledge of prewriting strategies. [Moved to SOL 7.7 b]
 - Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. Elaborate the central idea in an organized manner. [Moved to SOL 7.7d]
 - Organize writing structure to fit mode or topic. Choose vocabulary and information that will create voice and tone. [Moved SOL to 7.7g]
 - Establish a central idea and organization. Use clauses and phrases to vary sentences. [Moved SOL to 7.7i]
 - Compose a topic sentence or thesis statement. Revise writing for clarity and effect. [Moved to SOL 7.7j]
 - Write multiparagraph compositions with unity elaborating the central idea. Use a word processor to plan, draft, revise, edit, and publish selected writings. [Moved to SOL 7.7k]
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Use clauses and phrases for sentence variety.

- j) Revise sentences for clarity of content including specific vocabulary and information.
 - k) Use computer technology to plan, draft, revise, edit, and publish writing.
- 7.9 ~~7.8~~ The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Choose appropriate adjectives and adverbs to enhance writing. Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. [Move to SOL 7.8f]
 - c) Use pronoun-antecedent agreement to include indefinite pronouns. Choose pronouns to agree with antecedents.
 - d) Use subject-verb agreement with intervening phrases and clauses.
 - e) Edit for verb tense consistency and point of view.
 - f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - g) Use quotation marks with dialogue.
 - h) Use correct spelling for commonly used words.

Research

- 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.
- a) Collect and organize information from multiple sources including online, print and media.
 - b) Evaluate the validity and authenticity of sources.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Cite primary and secondary sources.
 - e) Define the meaning and consequences of plagiarism and following ethical and legal guidelines for gathering and using information.