

**Ellis School**

**Grade 7**

**Language Arts**

**NECAP Reading**

Vocabulary Strategies and Breadth of Vocabulary

- R-7-2.1** Students identify the meaning of unfamiliar vocabulary by using common roots or word origins to unlock meaning.
- R-7-3.1** Identifying simple analogies.
- R-7-3.2** Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.

Initial Understanding of Literary Texts

- R-7-4.1** Identifying rising action, climax, or falling action.
- R-7-4.2** Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.

Analysis and Interpretation of Literary Texts/Citing Evidence

- R-7-5.1** Explaining or supporting logical predictions.
- R-7-5.2** Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time.
- R-7-5.3** Making inferences about cause/effect, internal conflicts (e.g., person versus self).
- R-7-5.4** Explaining how the narrator's point of view affects the reader's interpretation.
- R-7-5.5** Explaining how the author's message or theme is supported within the text.
- R-7-6.1** Demonstrating knowledge of use of repetition, flashback, and personification.

## Initial Understanding of Informational Text

- R-7-7.1** Obtaining information from text features (e.g. transitional devices).
- R-7-7.2** Using information from the text to answer questions, to state the main/central ideas or to provide supporting details.
- R-7-7.3** Organizing information to show understanding.

## Analysis and Interpretation of Informational Texts/Citing Evidence

- R-7-8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas.
- R-7-8.2** Synthesizing and evaluating information within or across text(s).
- R-7-8.3** Drawing inferences about text, using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant.
- R-7-8.4** Identifying conflicting information within or across texts.
- R-7-8.5** Making inferences about causes or effects.

## Writing

### Structures of Language: Applying Understanding of Sentences, Paragraphs, Text Structures

- W-7-1.1** Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses).
- W-7-1.2** Using the paragraph form: indenting, main idea, supporting details.
- W-7-1.3** Recognizing organizational structures *within* texts (e.g. problem/solution).
- W-7-1.4** Applying a format and text structure appropriate to the purpose of the writing.

### Writing in Response to Literary or Informational Text: Showing Understanding of Ideas in Text

**W-7-2.1** Selecting and summarizing key ideas to set context.

**W-7-2.3** Connecting what has been read (plot/ideas/concepts) to broader world of ideas, by referring to and explaining relevant ideas.

Writing in Response to Literary or Informational Text: Making Analytical Judgments About Text

**W-7-3.1** Stating and maintaining a firm judgment, or point of view when responding to a given a question.

**W-7-3.2** Making inferences about theme or author's craft. *EXAMPLES:* Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres.

**W-7-3.3** Using specific details and references to text or relevant citations to support focus or judgment.

**W-7-3.4** Organizing ideas, using transition words/phrases and writing a conclusion that provides closure.

Narrative Writing: Creating a Story Line and Applying Narrative Strategies

**W-7-4.1** Creating a coherent (logically consistent) story line.

**W-7-4.2** Establishing character motivation.

**W-7-4.3** Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning.

**W-7-5.1** Using relevant and descriptive details and sensory language to advance the plot/story line.

**W-7-5.2** Using dialogue to advance plot/story line.

**W-7-5.3** Developing characters through description, dialogue, and actions.

**W-7-5.4** Using voice appropriate to purpose.

**W-7-5.5** Maintain focus.

Informational Writing (reports, procedures, or persuasive writing): Organizing and Conveying Information

- W-7-6.1** Using an organizational text structure appropriate to focus/controlling idea.
- W-7-6.2** Selecting appropriate information to set the context, which may include a lead/hook.
- W-7-6.3** Using transition words or phrases appropriate to organizing text structure.
- W-7-6.4** Writing a conclusion that provides closure.
- W-7-7.2** Stating and maintaining a focus/controlling idea on a topic.
- W-7-7.3** Writing with a sense of audience, when appropriate.

Informational Writing (reports, procedures, or persuasive writing): Using Elaboration Strategies

- W-7-8.2** Including facts and details relevant to focus/controlling idea, and excluding extraneous information.
- W-7-8.3** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.
- W-7-8.4** Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context–in reports).
- W-7-8.5** Commenting on the significance of information, when appropriate.

Writing conventions: Applying Rules of Grammar, Usage, and Mechanics

- W-7-9.1** Applying rules of standard English usage to correct grammatical errors Clear pronoun referent, consistency of verb tense, irregular forms of verbs and nouns.
- W-7-9.2** Applying basic capitalization rules.
- W-7-9.4** Applying appropriate punctuation to various sentence patterns to enhance meaning *EXAMPLES*: colons, semicolons.
- W-7-9.5** Correctly spelling grade-appropriate, high frequency words, and applying conventional spelling patterns/rules.