

Grade 7 Expectations for English Language Arts

Grade 7 Expectations in English/Language Arts

Learning Standards from the Massachusetts Curriculum Framework for the end of Grade 8 are numbered and printed in bold. The Franklin Public School System’s grade level expectations for Grade 7 are bulleted below each learning standard. If there are no bulleted items after the Massachusetts Learning Standard, that standard is the grade level expectation. All students are expected to master all grade level expectations.

GENERAL STANDARD 1: Discussion

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Learning Standards	Resources
1.4 Know and apply rules for formal discussion (classroom, parliamentary debate, town meeting rules).	

GENERAL STANDARD 3: Oral Presentation

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Learning Standards	Resources
3.11 Use appropriate techniques for oral persuasion.	
3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.	
3.13 Create a scoring guide based on categories supplied by the teacher (content, presentation style) to prepare and assess their presentations.	

GENERAL STANDARD 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Learning Standards	Resources
4.20 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).	
4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	

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GENERAL STANDARD 5: Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards	Resources
5.15 Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).	
5.17 Recognize the makeup and function of prepositional phrases.	
5.18 Identify simple, compound, and complex sentences.	
<ul style="list-style-type: none"> Identify and write simple and compound sentences. 	
5.19 Recognize appropriate use of pronoun reference.	
5.20 Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).	

GENERAL STANDARD 6: Formal and Informal English

Students will describe, analyze, and use appropriately formal and informal English.

Learning Standards	Resources
6.7 Analyze the language styles of different characters in literary works.	

GENERAL STANDARD 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards	Resources
For imaginative/literary texts:	
8.25 Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.	
For informational/expository texts:	
8.26 Recognize organizational structures and use of arguments for and against an issue.	
<ul style="list-style-type: none"> Introduce organizational structures and use of arguments for and against an issue. 	

GENERAL STANDARD 9: Making Connections

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

Learning Standards	Resources
9.5 Relate a literary work to artifacts from content areas.	

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GENERAL STANDARD 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Learning Standards	Resources
10.4 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.	

GENERAL STANDARD 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Learning Standards	Resources
12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.	

GENERAL STANDARD 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Learning Standards	Resources
13.18 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).	
13.19 Identify and use knowledge of common graphic features (charts, maps, diagrams).	
13.21 Recognize use of arguments for and against an issue.	

GENERAL STANDARD 14: Poetry

Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.

Learning Standards	Resources
14.4 Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:	
<ul style="list-style-type: none"> • Sound (alliteration, onomatopoeia, rhyme scheme); • Figurative language (personification, metaphor, simile); • Graphics (capital letters, line length, word position). 	

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GENERAL STANDARD 15: Style and Language

Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

Learning Standards	Resources
15.6 Identify and analyze how an author’s use of words creates tone and mood.	

GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature

Students will identify analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Learning Standards	Resources
16.9 Identify conventions in epic tales (extended simile, the quest, the hero’s tasks, special weapons or clothing helpers).	
16.10 Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).	

GENERAL STANDARD 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

Learning Standards	Resources
For imaginative/literary writing:	
19.19 Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	
19.20 Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).	
<ul style="list-style-type: none"> Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length). 	
For informational/expository writing:	
19.21 Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.	
<ul style="list-style-type: none"> Write reports based on research that include quotations and a bibliography (MLA format). 	
19.22 Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.	
19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	
<ul style="list-style-type: none"> Write multi-paragraph narrative and expository compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. Introduce persuasive writing and five paragraph essays. 	

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GENERAL STANDARD 20: Consideration of Audience and Purpose

Students will write for different audiences and purposes.

Learning Standards	Resources
20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.	
<ul style="list-style-type: none"> Select and use appropriate rhetorical techniques to entertain the reader. 	

GENERAL STANDARD 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

Learning Standards	Resources
21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.	

GENERAL STANDARD 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

Learning Standards	Resources
22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.	
<ul style="list-style-type: none"> Use knowledge of types of sentences (simple, compound), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing. 	

GENERAL STANDARD 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

Learning Standards	Resources
23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	
23.11 Organize ideas for writing comparison-and-contrast essays.	

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GENERAL STANDARD 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

Learning Standards	Resources
24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:	
• Differentiate between primary and secondary source materials.	
• Differentiate between paraphrasing and using direct quotes in a report.	

GENERAL STANDARD 25: Evaluating Writing and Presentations

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

Learning Standards	Resources
25.4 As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.	