

SEVENTH GRADE READING LANGUAGE ARTS MONITORING SHEETS

STANDARD 1 — ORAL LANGUAGE & LISTENING SKILLS

Tri. R/L. 7.1 The student will further develop active listening skills

- Participating in conversations, group discussions, and oral presentations
- Developing critical listening skills
- Responding to speaker in a variety of ways (asking questions, thinking aloud, contributing ideas)
- Asking questions to seek elaboration and clarification of ideas
- Making statements to communicate agreement or tactful disagreement with others' ideas
- Paraphrasing and summarizing a speaker's key ideas

Tri. R/L. 7.2 The student will speak effectively

- Paraphrasing each major topic and adding supporting ideas with accurate details
- Acknowledging others' points of view
- Using language and style appropriate to audience, topic, and purpose
 - Pitch
 - Stress
- Delivering oral presentations
- Using research steps
- Including evidence
- Identifying/recognizing a clear point of view
- Establishing a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict, and point of view
- Describing major and minor characters and a definite setting
- Using a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions
- Using verbal and non-verbal communication appropriate to the audience
- Asking questions to elicit information, include questions to support speaker's claims and conclusions
- Delivering oral summaries of articles, books – sharing ideas in own words as well as citing textual evidence

Tri. R/L. 7.3 The student will learn to identify and demonstrate relationships between a speaker's verbal and non-verbal messages

- Being able to use/recognize and compare/contrast verbal and non-verbal messages such as:
 - Word choice
 - Pitch
 - Feeling
 - Tone
 - Voice for intended audience
 - Eye contact and voice projection
 - Posture
 - Gestures

STANDARD 2 — READING/LITERATURE

Tri. R/L.7.4 The student will read and learn the meaning of unfamiliar words and increase vocabulary

- Choosing a variety of strategies to determine the meaning of unknown words
- Using authentic texts
- Extending general and specialized vocabulary through speaking, listening, reading, and writing
- Using cross-curricular vocabulary in speaking, listening, reading, and writing
- Using word structure to analyze relationships among words within texts
- Identifying connotation and denotation
- Identifying and analyzing figurative language

- _____ Oxymoron
- _____ Allusion
- _____ Irony
- _____ Idioms

_____ Analyzing idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases

Tri. R/L. 7.5 The student will demonstrate comprehension of literature selections in fiction, poetry, and prose

- _____ Describing the elements of narrative structure including setting, character development, plot structure, theme, and conflict and how they influence each other
- _____ Comparing and contrast various forms and genres of fictional text
- _____ Identifying conventional elements and characteristics of a variety of genres
- _____ Describing the impact of word choice, imagery, and literary devices including figurative language
- _____ Making, confirming, and revising predictions
- _____ Using prior and background knowledge as a context for new learning
- _____ Making inferences and draw conclusions based on the text
 - _____ Identifying the main idea
 - _____ Summarizing, generalizing and paraphrasing text relating supporting details
 - _____ Identifying the author’s organizational pattern
 - _____ Recognizing problem/solution
 - _____ Determining chronological order
 - _____ Identifying cause and effect relationships
 - _____ Analyzing internal and external conflict
- _____ Using reading strategies to monitor comprehension throughout the reading process

Tri. R/L. 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts

- _____ Skimming materials using text features including type, headings, and graphics to predict and categorize information
- _____ Identifying an author’s organizational pattern using textual clues, such as transitional words and phrases
- _____ Making inferences and drawing logical conclusions using explicit and implied textual evidence
- _____ Differentiating between fact and opinion
- _____ Identifying the source, viewpoint, and purpose of texts
- _____ Describing how word choice and language structure convey an author’s viewpoint
- _____ Identifying the main idea
- _____ Summarizing text identifying supporting detail
- _____ Creating an objective summary including main idea and supporting details
- _____ Identifying cause and effect relationships
- _____ Organizing and synthesizing information for use in written and other formats
- _____ Analyzing ideas within and between selections providing textual evidence
- _____ Using reading strategies to monitor comprehension throughout the reading process

STANDARD 3 — WRITING/GRAMMAR

Tri. R/L. 7.7 The student will write daily

- _____ Identifying intended audience
- _____ Using a variety of prewriting strategies including graphic organizers to generate and organizing ideas (Examples: lists, graphic organizers, map, outline, concept map)
- _____ Organizing writing structure to fit mode or topic
 - _____ Narrative
 - _____ Descriptive
 - _____ Expository
 - _____ Persuasive
- _____ Establishing a central idea and organization
- _____ Composing a topic sentence or thesis statement
- _____ Writing cohesive multi-paragraph compositions elaborating on the central idea
- _____ Selecting vocabulary and information to enhance the central idea, tone, and voice

- Using clauses and phrases for sentence variety
- Evaluating and revising content (proofreading)
- Using computer technology to plan, draft, revise, edit, and publish writing
- Sharing writing with others
- Using appropriate style (MLA)

Tri. R/L.7.8 The student will apply grammatical rules when writing (review 6.6 as needed)

- Complex sentences
- Correlative conjunctions
- Subordinate conjunctions
- Intensive pronouns
- Reflexive pronouns
- Relative pronouns
- Indefinite and definite adjectives
- Active voice and passive voice
- Indicative mood, imperative mood, and subjunctive mood
- Simple, perfect, progressive verb tenses
- Interrogative adverbs
- Verbals
 - Gerunds
 - Infinitives
 - Participles
- Diagraming compound sentences
- Diagraming complex sentences
- Following rules of capitalization
- Following rules of punctuation

Tri. R/L.7.9 The student will use correct spelling

- Understanding structural principles and spelling patterns
- Spelling words learned in the content areas correctly
- Spelling high frequency words correctly
- Identifying the etymology of words (Greek and Latin roots)
- Practicing proofreading skills

Tri. R/L.7.10 The student will write legibly

- Presenting work neatly done in cursive
- Writing with correct form, alignment, and spacing

STANDARD 4 — MEDIA LITERACY

Tri. R/L. 7.11 Students will understand the elements of media literacy and be able to:

- Distinguishing between persuasive and informative techniques used in media
- Distinguishing between fact and opinion, evidence and inference
- Recognizing how word choice and visual images convey a viewpoint
- Creating and publishing audience-specific media messages
- Developing an understanding of digital media and digital footprint

STANDARD 5 — RESEARCH

Tri. R/L.7.12 The student will locate information in reference sources

- _____ Noting format and parts of books
- _____ Using alphabetical sequence to locate information
- _____ Using appropriate reference materials
- _____ Utilizing electronic references
- _____ Using library skills to locate information
- _____ Using electronic databases, when possible, to access information
- _____ Choosing appropriate reference sources (Ex. dictionary, almanac, thesaurus, books, magazines, pamphlets, newspapers, primary sources, calendars)
- _____ Skimming materials to develop a general overview of content or to locate specific information
- _____ Composing a list of references (work cited or bibliography in MLA format)
- _____ Distinguishing between primary and secondary reference sources
- _____ Evaluating the validity and authenticity of sources
- _____ Developing notes that include important concepts, paraphrases, summaries, and identification of information sources
- _____ Formulating and revise questions about a research topic
- _____ Developing an understanding of plagiarism and its repercussions

STANDARD 6 — TECHNOLOGY

Tri. R/L.7.13 The student will use technology as a tool to research, organize, evaluate, and communicate information

- _____ Selecting relevant information (content and images) from appropriate technology resources
- _____ Applying evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and using traditional sources to verify and supplement research
- _____ Refining search strategies for age-appropriate internet search tools, library catalogs, or electronic databases
- _____ Collecting and organizing information using technology tools (such as word processing software, graphics programs, presentation tools, and spreadsheets)