

Eads Elementary School Reading/Writing Standards Seventh Grade

READING/WRITING STANDARD #1

Students read and understand a variety of materials.

Ref.	Expectations	P	PP	IP	US
7-1a.	Determine the main idea or essential message in a text				
7-1b.	Infer by making connections between separated sections of a text				
7-1c.	Compare and contrast a variety of texts with similar themes and ideas				
7-1d.	Summarize and synthesize fiction and non-fiction (for example, stories, magazine articles, and informational text)				
7-1e.	Make reasonable inferences from information that is implied but not directly stated				
7-1f.	Find support in the text for main ideas				
7-1g.	Find the sequence of steps in a technical publication				
7-1h.	Use context clues to determine the meaning of unfamiliar words				
7-1i.	Use word recognition skills (for example, roots, prefixes, and suffixes) to comprehend text				

READING/WRITING STANDARD #2

Students write and speak for a variety of purposes and audiences.

Ref.	Expectations	P	PP	IP	US
7-2a.	Write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes (for example, to entertain, to inform, and to persuade)				
7-2b.	Organize ideas so there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion				
7-2c.	Use a variety of sentence structure with varied length				
7-2d.	Write with a voice appropriate to purpose and audience				
7-2e.	Develop ideas and content with significant details, examples and/or reasons				
7-2f.	Use transitions to link ideas				
7-2g.	Plan, draft, revise and edit for a legible final copy				
7-2h.	Choose a range of words that are precise and vivid				

READING/WRITING STANDARD #3

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Ref.	Expectations	P	PP	IP	US
7-3a.	Identify parts of speech such as nouns, pronouns, verbs, and adjectives				
7-3b.	Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones				
7-3c.	Use capitals correctly, such as in titles, direct quotations, and proper nouns				
7-3d.	Punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences and direct address; and semi-colons				
7-3e.	Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea				
7-3f.	Write in complete sentences				
7-3g.	Use conventional spelling in published work				
7-3h.	Use writing resources such as dictionaries to monitor spelling accuracy				

READING/WRITING STANDARD #4

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Ref.	Expectations	P	PP	IP	US
7-4a.	Recognize an author's or speaker's point of view and purpose				
7-4b.	Make predictions, draw conclusions and analyze what is read, heard, and viewed				
7-4c.	Differentiate between fact and opinion				
7-4d.	Use reading, writing, speaking and listening to define, solve problems, and answer questions				

READING/WRITING STANDARD #5

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Ref.	Expectations	P	PP	IP	US
7-5a.	Use organizational features of printed text (for example, chapter preview and summaries, prefaces, annotations, bold face print, or appendices) to locate information				
7-5b.	Use library and interlibrary catalog databases and organizational features of electronic information (for example, internet, electronic mail, CD-ROM or laser disc) to locate information				
7-5c.	Locate others' ideas, images, or information in a bibliography, works cited page, or text features (for example, quotations, italics, parentheses, and footnotes)				
7-5d.	Select information to support ideas and justify the selection				
7-5e.	Give credit for borrowed information by telling or listing sources				
7-5f.	Locate meanings and pronunciations of unfamiliar words using dictionaries, glossaries, and other resources				
7-5g.	Paraphrase, summarize, organize, and synthesize information about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline, timeline)				

READING/WRITING STANDARD #6

Students read and recognize literature as a record of human experience.

Ref.	Expectations	P	PP	IP	US
7-6a.	Read, respond to, and discuss a variety of literature (for example, novels, poetry, short stories, fiction, non-fiction, and plays) that represents points of view from places, people, and events that are familiar and unfamiliar				
7-6b.	Read, respond to, and discuss a variety of novels, plays short stories, non-fiction, and poetry				
7-6c.	Use literary terminology accurately (for example, setting, character, conflict, plot resolution, dialect, and point of view)				
7-6d.	Apply knowledge of literary techniques (for example, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback) to understand text				

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