

SEVENTH GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA.S.7.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independent readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.7.1.01	compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated passages.	#5 Poet Tree p.31 #59 Power of Print p.253 #90 Native Ways p.389 #91 In the Good Old Days p.396 #92 A Look at Lifestyles p.401 #94 By the Rivers of Babylon p.411
RLA.O.7.1.02	use Greek and Latin roots, prefixes and suffixes to determine the meaning of words, understand words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	
RLA.O.7.1.03	classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: <ul style="list-style-type: none"> fiction nonfiction myths, poems fantasies biographies autobiographies science fiction, tall tale supernatural tales 	#5 Poet Tree p.31 #49 Tropical Treehouse p.207 #89 Trees for Many Reasons p.387

RLA.O.7.1.04	<p>use pre-reading strategies (e.g., generating questions, previewing, activating and evaluating prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of texts by</p> <ul style="list-style-type: none"> • generalizing to establish a purpose for reading • interpreting the relationship between graphic aids and text • making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids 	<p>#5 Poet Tree p. 31 #11 Can It Be real? p. 54 #33 Forest Consequences p. 138</p>
RLA.O.7.1.05	<p>determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose:</p> <ul style="list-style-type: none"> • plot • character • setting • conflict • rising and falling action • climax • resolution • point of view • antagonist • protagonist • hero 	
RLA.O.7.1.06	<p>relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.</p>	<p>#5 Poet Tree p. 31</p>
RLA.O.7.1.07	<p>summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).</p>	<p>#5 Poet Tree p.31 #26 Dynamic Duos p.113 #40 Then and Now p.174 #42 Sunlight & Shades of Green p.182 #94 By the Rivers of Babylon p.411</p>
RLA.O.7.1.08	<p>examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text</p>	
RLA.O.7.1.09	<p>read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic), and recognize the elements to derive meaning of poetry.</p>	<p>#4 Sounds around p. 26 #5 Poet-Tree p. 31</p>
RLA.O.7.1.10	<p>use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts.</p>	<p>#4 Sounds around p. 26</p>
RLA.O.7.1.11	<p>critique the usefulness of the form, and content of practical texts.</p>	

RLA.O.7.1.12	increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.	#4 Sounds around p. 26 #45 Web of Life p.194 #71 Watch on Wetlands p.303 #76 Tree Cookies p.327 #89 Trees for many reasons p.387 #90 Native Ways p.389 #91 In the good old days p.396 #92 A look at lifestyles p.401 #94 By the Rivers of Babylon p.411
Standard 2:	Writing	
RLA.S.7.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.7.2.01	use note-taking strategies including paraphrasing and summarizing to develop a written composition.	#5 Poet-Tree p.31 #35 Loving It Too Much p.47
RLA.O.7.2.02	using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).	#5 Poet-Tree p.31 #35 Loving It Too Much p.47
RLA.O.7.2.03	use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations).	#5 Poet-Tree p.31 #42 Sunlight & Shades of Green p.182
RLA.O.7.2.04	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks: <ul style="list-style-type: none"> • compositions • brochures • display ads • commercials • speeches • poetry 	#5 Poet-Tree p.31 #60 Publicize it! p.256

RLA.O.7.2.05	from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.	#5 Poet-Tree	p.31
RLA.O.7.2.06	use sophisticated transitional words and cues to signal organization of a composition.		
RLA.O.7.2.07	identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).		
RLA.O.7.2.08	understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.		
RLA.O.7.2.09	document sources of information using a provided bibliographic format.		
RLA.O.7.2.10	select and use a variety of resource materials to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids.		
Standard 3:	Listening, Speaking and Media Literacy		
RLA.S.7.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
Objectives	Students will	PLT Activity and Page	
RLA.O.7.3.01	demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of <ul style="list-style-type: none"> • compositions • reports • scripts • dramatizations 	#5 Poet-Tree p.31 #55 Planning the ideal community p.239 #56 We Can Work It Out p.241 #58 There Ought to Be a Law p.249 #60 Publicize It! p.256 #95 Did You Notice? p.414 #96 Improve Your Place p.418	

RLA.O.7.3.02	use oral/visual information to research, explore, question and imagine a topic.	#11 Can It Be Real? p.54 #17 People of the Forest p.82 #51 Make your own paper p.224 #55 Planning the Ideal Community p.239 #56 We Can Work It Out p.241 #58 There Ought To Be a Law p.249 #93 Paper Civilizations p.407 #95 Did You Notice? p.414 #96 Improve Your Place p.418
RLA.O.7.3.03	distinguish between private and public information in research and reporting.	#35 Loving It Too Much p.147 #55 Planning the Ideal Community p.239 #56 We Can Work It Out p.241
RLA.O.7.3.04	listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program).	#59 Power of Print p.253
RLA.O.7.3.05	evaluate information to reach consensus in group discussions or settings.	#33 Forest Consequences p.138
RLA.O.7.3.06	plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience.	#58 There Ought To Be a Law p.249