

Idaho Extended Standards Draft
Extended Content Indicators
Grade 7
Language Arts

Standard 1: Reading Process - Students apply Greek and Latin linguistic roots and affixes to decode and understand specialized vocabulary and to apply the precise meaning of those words across all content areas. Students apply rules of syllabication and spelling as well as context clues to decode new words and to interpret the meaning of those words in a variety of expository and literary text. Students expand reading vocabulary by correctly using idioms and words with literal and figurative meanings. Students are expected to read independently with fluency for different purposes and audiences.

Extended Standard 1: Reading Process – Students apply word families, roots, affixes to decode and identify meaning of vocabulary across all content areas. Students use decoding strategies, such as syllables, spelling, and context clues to gain meaning of words in a variety of expository and literary text. Students expand reading vocabulary with idioms and words with literal and figurative meanings. Students read with fluency for different purposes and audiences.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	7.L.A.1.1	Acquire Concepts About Print	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	7.L.A.1.2	Acquire Concepts About Text	7.LA.1.2.1 Apply knowledge of organizational structures to understand information in text. (734.05.d)		7.LA.1.2.1 A Use literary and informational/ functional texts, pictures, and/or media to understand information in text.
			7.LA.1.2.2 Apply specific features of text to understand a selection including preface and appendix.		7.LA.1.2.2 A Use parts of a book and/or text features to understand a selection, such as appendix.
			7.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. (734.05.c)		7.LA.1.2.3 A Interpret graphic features in text to acquire meaning.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	7.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	7.LA.1.4	Acquire Decoding Skills Using Word Parts	7.LA.1.4.1 Apply root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words. (734.01.a)		7.LA.1.4.1 A Use word parts (letters, syllables) to decode unfamiliar words, i.e. prefix, word family, root word, suffix
			7.LA.1.4.2 Read abbreviations appropriate to grade level.		7.LA.1.4.2 A Read simple abbreviations appropriate to grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	7.L.A.1.5	Acquire Decoding Skills Using Syllabication	7.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.		7.LA.1.5.1 A Identify that letters put together with certain rules make words.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.1.6	Acquire Decoding Skills Using Context	7.LA.1.6.1 Use context clues to aid in decoding of new words.		7.LA.1.6.1 A Use visual, tactile, and/or auditory prompts and context clues to identify new words.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	7.L.A.1.7	Acquire Fluency	7.LA.1.7.1 Read grade-level- appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck& Tindal).		7.LA.1.7.1 A Read simplified, grade 7 appropriate text.

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Extended Standard 1: Reading Process – Students apply word families, roots, affixes to decode and identify meaning of vocabulary across all content areas. Students use decoding strategies, such as syllables, spelling, and context clues to gain meaning of words in a variety of expository and literary text. Students expand reading vocabulary with idioms and words with literal and figurative meanings. Students read with fluency for different purposes and audiences.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.LA.1.8	Vocabulary and Concept Development	7.LA.1.8.1 Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words.		7.LA.1.8.1 A Identify words and the meaning of common prefixes, such as un- or pre-.
			7.LA.1.8.2 Explain relationships among words including connotation/denotation antonyms, synonyms, and words with multiple meanings.		7.LA.1.8.2 A Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings.
			7.LA.1.8.3 Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. (734.01.b)		7.LA.1.8.3 A Use pictures/ objects/ gestures/ words necessary to clarify, predict, or expand meaning and concepts.
			7.LA.1.8.4 Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources.		7.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, such as dictionary or thesaurus.

Standard 2: Comprehension/Interpretation - Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.

Extended Standard 2: Comprehension/Interpretation – Students identify essential ideas, arguments, and perspectives of text by using structure and purpose to understand expository and literary text. Students gain understanding using details from a variety of informational text. Students read grade appropriate text and respond to literary techniques and story elements from a variety of genres.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	7.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	7.LA.2.1.1 Evaluate the purpose and use of various texts.		7.LA.2.1.1 A Identify the purpose or use of various text.
			7.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.		7.LA.2.1.2 A Connect cause and effect relationships in text to gain meaning..
			7.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.		7.LA.2.1.3 A Use picture clues and context to draw a conclusion or form an opinion.

Standard 2: Comprehension/Interpretation - Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.

Extended Standard 2: Comprehension/Interpretation – Students identify essential ideas, arguments, and perspectives of text by using structure and purpose to understand expository and literary text. Students gain understanding using details from a variety of informational text. Students read grade appropriate text and respond to literary techniques and story elements from a variety of genres.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.2.2	Acquire Skills to Comprehend Expository Text	7.LA.2.2.1 Analyze expository text structure to extend comprehension.		7.LA.2.2.1 A Identify various structures of expository text.
			7.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.		7.LA.2.2.2 A Respond to yes/no question based on: how, why or what-if in expository text that is heard or read.
			7.LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text. (734.01.h; 734.04.b; 734.04.c)		7.LA.2.2.3 A Identify the main idea and details from expository text to retell.
			7.LA.2.2.4 Follow multi-step written directions.		7.LA.2.2.4 A Follow single and multi-step written directions (symbols such as pictures/ objects/ graphics/ words).

Standard 2: Comprehension/Interpretation - Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.

Extended Standard 2: Comprehension/Interpretation – Students identify essential ideas, arguments, and perspectives of text by using structure and purpose to understand expository and literary text. Students gain understanding using details from a variety of informational text. Students read grade appropriate text and respond to literary techniques and story elements from a variety of genres.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.2.3	Acquire Skills for Comprehending Literary Text	7.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry. (734.02.b)		7.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre, including poetry.
			7.LA.2.3.2 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters. (734.02.d)		7.LA.2.3.2 A Identify characters and their traits and/or actions.
			7.LA.2.3.3 Explain the influence of setting on mood, character and plot of the story. (734.01.g; 734.02.d)		7.LA.2.3.3 A Identify the setting of a story and its influence on character(s).
			7.LA.2.3.4 Analyze plot development, including types of conflict. (734.02.d)		7.LA.2.3.4 A Identify the main problem or plot of a story.
			7.LA.2.3.5 Recognize points of view (e.g., first person, third person limited and omniscient). (734.02.d)		7.LA.2.3.5 A Identify a story’s speaker.
			7.LA.2.3.6 Analyze the themes of various genres. (734.02.d)		7.LA.2.3.6 A Identify the theme of a story.
			7.LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension. (734.01.g)		7.LA.2.3.7 A Identify the meaning of a literary devices (e.g., imagery or onomatopoeia)
			7.LA.2.3.8 Orally respond to an author’s style of writing.		7.LA.2.3.8 A Respond to a style of writing.

Standard 3: Writing - Students generate and organize writing ideas. Students use writing strategies appropriate to the audience and purpose of the piece. Students organize information and make decisions about supporting details and word choices in order to most effectively convey meaning. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Extended Standard 3: Writing - Students generate and organize writing ideas. Students compose written text to the audience and purpose of the piece. Students organize information about supporting details and word choices in order to effectively convey meaning. Students write and revise drafts of a piece of writing before publishing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.3.1	Acquire Prewriting Skills	7.LA.3.1.1 Generate ideas using a variety of prewriting strategies. (735.01)		7.LA.3.1.1 A Generate ideas using simple, prewriting strategies.
			7.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.		7.LA.3.1.2 A Generate a main idea appropriate to the type of writing.
			7.LA.3.1.3 Apply appropriate organizational strategies to plan writing. (735.01.a)		7.LA.3.1.3 A Use strategies for planning and organizing writing.
			7.LA.3.1.4 Match appropriate writing format to purpose and audience. (735.01.c)		7.LA.3.1.4 A Identify an appropriate writing format to match audience or purpose.
			7.LA.3.1.5 Produce a written product within a set time period.		7.LA.3.1.5 A Follow set time periods for producing a piece of writing.

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Extended Standard 3: Writing - Students generate and organize writing ideas. Students compose written text to the audience and purpose of the piece. Students organize information about supporting details and word choices in order to effectively convey meaning. Students write and revise drafts of a piece of writing before publishing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.LA.3.2	Acquire Skills for Writing a Draft	7.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. (735.02.c)		7.LA.3.2.1 A Use ideas generated in prewriting to write a draft.
			7.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.		7.LA.3.2.2 A Produces a draft with a main idea and supporting details in logical order.

Standard 3: Writing - Students generate and organize writing ideas. Students use writing strategies appropriate to the audience and purpose of the piece. Students organize information and make decisions about supporting details and word choices in order to most effectively convey meaning. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Extended Standard 3: Writing - Students generate and organize writing ideas. Students compose written text to the audience and purpose of the piece. Students organize information about supporting details and word choices in order to effectively convey meaning. Students write and revise drafts of a piece of writing before publishing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.3.3	Acquire Skills for Revising a Draft	7.LA.3.3.1 Revise draft for meaning, clarity and effective organization. (735.02)		7.LA.3.3.1 A Revise writing for clarity and effective sequencing.
			7.LA.3.3.2 Add details and delete irrelevant or redundant information.		7.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.
			7.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. (735.02)		7.LA.3.3.3 A Use a transition word to improve organization.
			7.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.		7.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.
			7.LA.3.3.5 Apply literary models to refine writing style.		7.LA.3.3.5 A Use a literary model in a piece of writing.
			7.LA.3.3.6 Conference with others to improve writing.		7.LA.3.3.6A Conference with others to guide the revision process.

Standard 3: Writing - Students generate and organize writing ideas. Students use writing strategies appropriate to the audience and purpose of the piece. Students organize information and make decisions about supporting details and word choices in order to most effectively convey meaning. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Extended Standard 3: Writing - Students generate and organize writing ideas. Students compose written text to the audience and purpose of the piece. Students organize information about supporting details and word choices in order to effectively convey meaning. Students write and revise drafts of a piece of writing before publishing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.3.4	Acquire Skills for Editing a Draft	7.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. (735.02)		7.LA.3.4.1 A Edit for errors using common edit marks.

Standard 3: Writing - Students generate and organize writing ideas. Students use writing strategies appropriate to the audience and purpose of the piece. Students organize information and make decisions about supporting details and word choices in order to most effectively convey meaning. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Extended Standard 3: Writing - Students generate and organize writing ideas. Students compose written text to the audience and purpose of the piece. Students organize information about supporting details and word choices in order to effectively convey meaning. Students write and revise drafts of a piece of writing before publishing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.3.5	Acquire Skills to Publish Writing	7.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.		7.LA.3.5.1 A Publish a piece of writing for a purpose.
			7.LA.3.5.2 Use graphics, if applicable, to further convey meaning. (735.02)		7.LA.3.5.2 A Use graphics to convey meaning in a piece of writing.
			7.LA.3.5.3 Use appropriate technology to create a final draft. (735.02)		7.LA.3.5.3 A Use appropriate technology to create a final draft.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narrative and creative texts with descriptive language as well as responses to literature. Students write expository texts that establish a main idea and persuasive texts that state a position.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Students participate in composing narrative and creative texts with descriptive language as well as responses to literature. Students compose simple expository text with a main idea and persuasive text that state a position.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	7.LA.4.1.1 Write narratives about personal events or situations.		7.LA.4.1.1 A Write and/or share narratives based on personal events.
			7.LA.4.1.2 Create original works that include descriptive strategies and figurative language. (735.02.b; 735.04.c)		7.LA.4.1.2 A Creates simple works that includes descriptive words or figurative language.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narrative and creative texts with descriptive language as well as responses to literature. Students write expository texts that establish a main idea and persuasive texts that state a position.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Students participate in composing narrative and creative texts with descriptive language as well as responses to literature. Students compose simple expository text with a main idea and persuasive text that state a position.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	7.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. (735.07)		7.LA.4.2.1 A Compose text that identifies a sequence of activities or processes.
			7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process. (735.06.b)		7.LA.4.2.2 A Participate in writing a brief research report with a main idea and 2 details compiled through a research process.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narrative and creative texts with descriptive language as well as responses to literature. Students write expository texts that establish a main idea and persuasive texts that state a position.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Students participate in composing narrative and creative texts with descriptive language as well as responses to literature. Students compose simple expository text with a main idea and persuasive text that state a position.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.LA.4.3	Acquire Persuasive Writing Skills	7.LA.4.3.1 Write persuasive compositions that state a position and support with evidence and emotional appeals (735.05.a; 735.05.b; 735.05.c)		7.LA.4.3.1 A Write a persuasive statement to support a position.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narrative and creative texts with descriptive language as well as responses to literature. Students write expository texts that establish a main idea and persuasive texts that state a position.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Students participate in composing narrative and creative texts with descriptive language as well as responses to literature. Students compose simple expository text with a main idea and persuasive text that state a position.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.4.4	Acquire Skills for Literary Response	7.LA.4.4.1 Write responses to literature that identifies a text to self, text to world and/or text to text connection.		7.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.
			7.LA.4.4.2 Write a summary of a literary selection.		7.LA.4.4.2 A Compose a short summary of a literary selection with beginning, middle, and end.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader’s understanding of a text’s intended meaning.

Extended Standard 5: Writing Components – Students use components of written language appropriate to this grade. Students use sentences in their written compositions. Students use conventions in compositions to facilitate a reader’s understanding of the intended meaning.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.5.1	Acquire Handwriting Skills	7.LA.5.1.1 Write fluently and legibly in print or cursive.		7.LA.5.1.1 A Write fluently and legibly.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader's understanding of a text's intended meaning.

Extended Standard 5: Writing Components – Students use components of written language appropriate to this grade. Students use sentences in their written compositions. Students use conventions in compositions to facilitate a reader's understanding of the intended meaning.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.5.2	Acquire Spelling Skills	7.LA.5.2.1 Spell correctly Grade 7 high-frequency words and content area words. (735.02.a)		7.LA.5.2.1 A Demonstrate spelling skills with high frequency words and content areas.
			7.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.		7.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.
			7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.		7.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader's understanding of a text's intended meaning.

Extended Standard 5: Writing Components – Students use components of written language appropriate to this grade. Students use sentences in their written compositions. Students use conventions in compositions to facilitate a reader's understanding of the intended meaning.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.5.3	Acquire Skills for Sentence Structure	7.LA.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative).		7.LA.5.3.1 A Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative and imperative).
			7.LA.5.3.2 Use correctly: (735.02.a) <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs 		7.LA.5.3.2 A Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader’s understanding of a text’s intended meaning.

Extended Standard 5: Writing Components – Students use components of written language appropriate to this grade. Students use sentences in their written compositions. Students use conventions in compositions to facilitate a reader’s understanding of the intended meaning.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.5.4	Acquire Skills for Using Conventions	7.LA.5.4.1 Apply capitalization correctly in writing.		7.LA.5.4.1 A Demonstrate use of capitalization skills.
			7.LA.5.4.2 Use commas, including in appositives. Use parentheses and semicolon in writing. (735.02.a)		7.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. parentheses or commas in lists)

Standard 6: Communication - Students develop listening skills to make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. Students plan and develop clear informative presentations and interpretations of literary material. Students apply knowledge gained from various forms of visually presented material and media.

Extended Standard 6: Communication – Students develop listening skills to make informed decisions about the purpose and content of verbal communication and nonverbal cues. Students participate in planning and developing presentations and interpretations of literary material. Students gain information from various forms of presented material and media.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A 6.1	Acquire Listening Skills	7.LA.6.1.1 Develop appropriate interpersonal listening skills (e.g., eye contact, body language). (736.01.c)		7.LA.6.1.1 A Develop appropriate interpersonal listening skills (e.g., eye contact, body language).
			7.LA.6.1.2 Listen critically to determine the speaker's attitude toward the subject. (736.03.a)		7.LA.6.1.2 A Listen to determine the speaker's feeling toward the subject.
			7.LA.6.1.3 Listen attentively to make informal decisions about purpose, content, organization, and delivery of verbal communication and nonverbal cues. (736.03.a)		7.LA.6.1.3 A Listen attentively to make informal decisions about purpose and content of verbal communication and nonverbal cues.
			7.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. (736.01.a)		7.LA.6.1.4 A Listen to acquire and summarize information from a source.

Standard 6: Communication - Students develop listening skills to make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. Students plan and develop clear informative presentations and interpretations of literary material. Students apply knowledge gained from various forms of visually presented material and media.

Extended Standard 6: Communication – Students develop listening skills to make informed decisions about the purpose and content of verbal communication and nonverbal cues. Students participate in planning and developing presentations and interpretations of literary material. Students gain information from various forms of presented material and media.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.6.2	Acquire Speaking Skills	7.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position. (737.03.b)		7.LA.6.2.1 A Ask questions to elicit information from a speaker.
			7.LA.6.2.2 Deliver informative presentations that: (737.02.a) <ul style="list-style-type: none"> Organize and deliver relevant information about a focused topic. Appeal to the background and interests of the audience. Use a range of appropriate strategies to make the presentation engaging to the audience. 		7.LA.6.2.2 A Deliver informative presentations that: <ul style="list-style-type: none"> Deliver relevant information about a focused topic. Appeal to the interests of the audience. Use strategies to make the presentation engaging to the audience.
			7.LA.6.2.3 Organize oral presentations to maintain a clear focus.		7.LA.6.2.3 A Organize oral presentations to maintain a clear focus.
			7.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.		7.LA.6.2.4 A Deliver narrative presentations that include sensory details and establish a plot.
			7.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication. (737.01.a)		7.LA.6.2.5 A Use appropriate verbal or nonverbal techniques to maintain audience interest.
			7.LA.6.2.6 Deliver oral response to literature that: (737.02.a) <ul style="list-style-type: none"> Interpret a reading and provide insight. Connect personal responses to the writer's techniques and to specific textual references. 		7.LA.6.2.6 A Deliver oral response to literature that: Interpret a reading; Connect personal responses to specific textual references.

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Extended Standard 6: Communication – Students develop listening skills to make informed decisions about the purpose and content of verbal communication and nonverbal cues. Students participate in planning and developing presentations and interpretations of literary material. Students gain information from various forms of presented material and media.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	7.L.A.6.3	Acquire Viewing Skills	7.LA.6.3.1 View media to analyze as source for information entertainment, and persuasion appropriate to grade level.		7.LA.6.3.1 A View media as source for information entertainment, and persuasion appropriate to grade level.
			7.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level. (738.01.a; 738.01.b)		7.LA.6.3.2 A Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.
			7.LA.6.3.3 Evaluate the role of media in focusing people’s attention on events and in forming their opinions on issues.		7.LA.6.3.3 A View media to evaluate and make appropriate choices.
			7.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.		7.LA.6.3.4 A Evaluate the content and purpose of verbal communication and non-verbal cues.
			7.LA.6.3.5 Apply technical skills to produce visuals that communicate to the audience. (737.04.b)		7.LA.6.3.5 A Use a variety of resources to produce visuals in order to communicate to an audience.

