Florida English Language Arts

Grade 7

Reading

1 Reading Prose and Poetry ELA.7.R.1

1. Literary Elements: Analyze the impact of setting on character development and plot in a literary text. ELA.7.R.1.1
2. Theme: Compare two or more themes and their development throughout a literary text. ELA.7.R.1.2
3. Perspective and Point of View: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. ELA.7.R.1.3
4. Poetry: Analyze the impact of various poetic forms on meaning and style. ELA.7.R.1.4

2 Reading Informational Text ELA.7.R.2

1. Structure: Explain how individual text sections and/or features convey a purpose in texts. ELA.7.R.2.1
2. Central Idea: Compare two or more central ideas and their development throughout a text. ELA.7.R.2.2
3. Purpose and Perspective: Explain how an author establishes and achieves purpose(s) through diction and syntax. ELA.7.R.2.3
4. Argument: Track the development of an argument, analyzing the types of reasoning used and their effectiveness. ELA.7.R.2.4

3 Reading Across Genres ELA.7.R.3

1. Interpreting Figurative Language: Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). ELA.7.R.3.1
2. Paraphrasing and Summarizing: Paraphrase content from grade-level texts. ELA.7.R.3.2
3. Comparative Reading: Compare and contrast how authors with differing perspectives address the same or related topics or themes. ELA.7.R.3.3
4. Understanding Rhetoric: Explain the meaning and/or significance of rhetorical devices in a text. ELA.7.R.3.4

For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

Clarification 1 **For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.**

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Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include, but are not limited to, an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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Clarification 1 An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.

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background knowledge about what that information means, mental illness, or self-deception.		
Shifts in point of view refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.	Clarification 2	Shifts in point of view refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.
Poetic forms used for this benchmark are sonnet and villanelle.	Clarification 1	Poetic forms used for this benchmark are sonnet and villanelle.
Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.	Clarification 2	Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.
This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.	Clarification 1	This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.
For more information on types of reasoning, see Types of Logical Reasoning.	Clarification 1	For more information on types of reasoning, see Types of Logical Reasoning.
Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to fal	Clarification 2	Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

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focus. See Fallacies in Reasoning (Informal).		
Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.	**Clarification 1**	**Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.**
See Secondary Figurative Language.	**Clarification 2**	**See Secondary Figurative Language.**
Most grade-level texts are appropriate for this benchmark.	**Clarification 1**	**Most grade-level texts are appropriate for this benchmark.**
The term perspective means “a particular attitude toward or way of regarding something.”	**Clarification 1**	**The term perspective means “a particular attitude toward or way of regarding something.”**
Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.	**Clarification 1**	**Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.**
See Secondary Figurative Language.	**Clarification 2**	**See Secondary Figurative Language.**
See Rhetorical Devices.	**Clarification 3:**	**See Rhetorical Devices.**
Communication	**1 Communicating Through Writing** ELA.7.C.1	
	2 Narrative Writing: Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language. ELA.7.C.1.2	

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3 Argumentative Writing: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim. ELA.7.C.1.3

4 Expository Writing: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern. ELA.7.C.1.4

5 Improving Writing: Improve writing by planning, revising, and editing, considering feedback from adults and peers. ELA.7.C.1.5

2 Communicating Orally ELA.7.C.2

1 Oral Presentation: Present information orally, in a logical sequence, emphasizing key points that support the central idea. ELA.7.C.2.1

3 Following Conventions ELA.7.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.7.C.3.1

4 Researching ELA.7.C.4

1 Researching and Using Information: Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research. ELA.7.C.4.1

5 Creating and Collaborating ELA.7.C.5

1 Multimedia: Integrate diverse digital media to build cohesion in oral or written tasks. ELA.7.C.5.1

2 Technology in Communication: Use digital tools to produce and share writing. ELA.7.C.5.2

See Writing Types and Narrative Techniques. — **Clarification 1** **See Writing Types and Narrative Techniques.**

See Secondary Figurative Language. — **Clarification 2** **See Secondary Figurative Language.**

See Writing Types and Elaborative Techniques. — **Clarification 1** **See Writing Types and Elaborative Techniques.**

See Writing Types. — **Clarification 1** **See Writing Types.**

For further guidance, see the Secondary Oral Communication Rubric. — **Clarification 1** **For further guidance, see the Secondary Oral Communication Rubric.**

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Sk **rification 1a** **Skills to be mastered at this grade level are as follows:**

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follows:

Appropriately use colons.	1 Appropriately use colons.
Appropriately use dangling modifiers.	2 Appropriately use dangling modifiers.
Appropriately use ellipses.	3 Appropriately use ellipses.
Appropriately use hyphens.	4 Appropriately use hyphens.
Vary sentence structure.	5 Vary sentence structure.
Skills to be implemented but not yet mastered are as follows:	Clarification 1b Skills to be implemented but not yet mastered are as follows:
Appropriately use passive and active voice.	1 Appropriately use passive and active voice.
Use semicolons to form sentences.	2 Use semicolons to form sentences.
Use verbs with attention to voice and mood.	3 Use verbs with attention to voice and mood.
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	4 Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.
See Conventions Progression by Grade Level for more information.	Clarification 2 See Conventions Progression by Grade Level for more information.
There is no requirement that students research the additional questions ge	Clarification 1 There is no requirement that students research the additional questions generated.

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While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment— being able to tell which information is relevant and which sources are trustworthy enough to include.

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Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.

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Vocabulary

1 **Finding Meaning** ELA.7.V.1

1. Academic Vocabulary: Integrate academic vocabulary appropriate to grade level in speaking and writing. ELA.7.V.1.1
2. Morphology: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. ELA.7.V.1.2
3. Context and Connotation: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. ELA.7.V.1.3

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rification 1 **To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This**

vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.		use should be intentional, beyond responding to a prompt to use a word in a sentence.
Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	Clarification 2	Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
See Common Greek and Latin Roots 6-8 and Affixes.	Clarification 1	See Common Greek and Latin Roots 6-8 and Affixes.
Review of words learned in this way is critical to building background knowledge and related vocabulary.	Clarification 1	Review of words learned in this way is critical to building background knowledge and related vocabulary.
See Context Clues and Word Relationships.	Clarification 2	See Context Clues and Word Relationships.
See 7.R.3.1 and Secondary Figurative Language.	Clarification 3	See 7.R.3.1 and Secondary Figurative Language.