Washington English Language Arts

Grade 7

Reading: Students read, comprehend, interpret, analyze, evaluate, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories. Standards 4 and 5 are prioritized. R

Text/Visual Features

1 Students know and use text/visual features. ELA.7.R.1

- a Use text/visual features to identify sections of a longer text that are likely to contain needed information. ELA.7.R.1.A
- b Describe how text/visual features represent and/or add meaning to the written text. ELA.7.R.1.B
- c Recognize and use the text/visual features of a range of genres. ELA.7.R.1.C

Comprehending and Interpreting Texts

4 Students comprehend and interpret texts using a variety of strategies. ELA.7.R.4

- a Preview the text while reflecting on their purposes for reading. ELA.7.R.4.A
- b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.7.R.4.B
- c Make inferences and predictions, checking them against textual evidence. ELA.7.R.4.C
- d Maintain motivation and reconnect to the flow of reading using a variety of strategies. ELA.7.R.4.D
- e Explain how choices about text/visual features advance the author's purpose and fit within the genre, medium, or platform. ELA.7.R.4.E
- f Describe literary techniques and their effects. ELA.7.R.4.F
- g Describe what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change. ELA.7.R.4.G
- h Explain how the author's use of language shapes meaning and affects reader understanding. ELA.7.R.4.H
- i Analyze how authors use text structure to guide readers' understanding and shape meaning. ELA.7.R.4.I

Analyzing, Evaluating, and Using Texts

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5 Students analyze texts, introducing and attributing textual evidence when relevant. ELA.7.R.5

- a Explain how authors' choices influence readers' choices and/or actions. ELA.7.R.5.A
- b Explain the communicative situation in which an author writes a text, including their purposes, their perspectives, and the genre and platform they choose. ELA.7.R.5.B
- c Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences. ELA.7.R.5.C
- d Compare and contrast similar content presented in different genres, mediums, and platforms. ELA.7.R.5.D

6 Students evaluate texts. ELA.7.R.6

- a Describe how effectively an element of a text invites the reader to visualize and/or empathize, using relevant criteria. ELA.7.R.6.A
- b Describe how effectively an element of a text engages the reader or inspires ideas or actions using relevant criteria. ELA.7.R.6.B

Writing: Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience. Standards 1, 3, and 5 are prioritized. W

Writing Purposes and Products

1 Students compose multimodal texts within a variety of genres across content areas for a variety of purposes. ELA.7.W.1

- a Compose in order to describe situations, experience, ideas, and imaginings. ELA.7.W.1.A
- b Compose in order to record observations and/or explain their observations and analysis of texts, ideas, and the world. ELA.7.W.1.B
- c Compose in order to make a claim about an issue. ELA.7.W.1.C
- d Compose in order to persuade others. ELA.7.W.1.D
- e Compose in order to tell narratives of stories and events. ELA.7.W.1.E

Plan and Draft

2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives. ELA.7.W.2

- a Analyze the prompt to determine the purpose of the project and how to meet it. ELA.7.W.2.A
- b Determine who the audience is and make writing choices that consider what they may already know, think, and/or feel about the topic. ELA.7.W.2.B
- c Create a plan and manage a timeline for sustained writing projects. ELA.7.W.2.C
- d Adjust to feedback and shifts in focus and timeline when needed. ELA.7.W.2.D

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3 Students draft content within the genre and purpose, using technology appropriately. ELA.7.W.3

- a Generate ideas for topics, genres, and material. ELA.7.W.3.A
- b Select and organize ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair to use the creative work of others. ELA.7.W.3.B
- c Follow, adapt, or combine genre-specific text elements to achieve specific purposes and effects. ELA.7.W.3.C
- d Develop descriptions with concrete and/or abstract details to help the audience imagine and empathize with the content and to activate the senses. ELA.7.W.3.D
- e Develop analysis of experience, events, information, ideas, and/or texts. ELA.7.W.3.E
- f Support analysis by selecting relevant evidence from texts, paraphrasing, summarizing, and/or selecting quotations. ELA.7.W.3.F
- g Support claims with relevant and credible evidence connected by sound and valid reasoning. ELA.7.W.3.G
- h Use persuasive techniques, including arguments, evaluations, and appeals to emotion and reason. ELA.7.W.3.H
- i Use a variety of narrative techniques and devices consistent with the genre. ELA.7.W.3.I
- j Attribute sources in ways consistent with the genre, using technology appropriately. ELA.7.W.3.J

4 Students organize content by using and/or adapting the genre's structure based on purpose. ELA.7.W.4

- a Craft engaging introductions by using strategies that orient the reader to the topic, purpose, or situation. ELA.7.W.4.A
- b Organize content using genre-specific strategies. ELA.7.W.4.B
- c Compose conclusions that provide a sense of closure by reflecting the purpose and structure of the genre. ELA.7.W.4.C

Revise and Edit

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5 Students evaluate, revise, and edit their compositions using a variety of strategies, including appropriate use of technology. ELA.7.W.5

a Re-read draft to evaluate clarity, and effectiveness in achieving intended purpose and to determine next steps. ELA.7.W.5.A

b Gather, evaluate and consider using feedback about their compositions. ELA.7.W.5.B

c Use what they learned from re-reading and feedback to strengthen their compositions. ELA.7.W.5.C

d Edit for conventions and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades 1–7.] ELA.7.W.5.D

Share and Publish

6 Students share and publish compositions in person and/or on digital or non-digital platforms. ELA.7.W.6

a Determine where to publish after considering potential impacts on intended and unintended audiences and the permanence of digital platforms. ELA.7.W.6.A

Speaking, Listening, and Digital Forums: Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content. Standards 1 and 3 are prioritized. SLDF

Discussion

1 Students listen thoughtfully, respond respectfully, and contribute to well-reasoned exchanges during face-to-face discussions and/or in digital forums. ELA.7.SLDF.1

a Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums. ELA.7.SLDF.1.A

b Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge, attributing evidence and ideas. ELA.7.SLDF.1.B

c Develop common understanding by connecting to others' contributions. ELA.7.SLDF.1.C

d Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions. ELA.7.SLDF.1.D

e Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums. ELA.7.SLDF.1.E

f Identify evidence or experience that contradicts conclusions. ELA.7.SLDF.1.F

g Respond to questions that challenge their evidence and reasoning. ELA.7.SLDF.1.G

h Explain changes in their opinion and understanding. ELA.7.SLDF.1.H

i Summarize conclusions, questions, and points of agreement or disagreement from the discussion. ELA.7.SLDF.1.I

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ollaboration

2 Students collaborate effectively on projects and tasks. ELA.7.SLDF.2

a Determine expectations, reviewing and adapting them when needed. ELA.7.SLDF.2.A

b Contribute productively by leveraging strengths and taking on challenges. ELA.7.SLDF.2.B

c Communicate to build community by addressing concerns, considering others' strengths and perspectives, and/or navigating conflict. ELA.7.SLDF.2.C

Public Speaking and Presentations

3 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. ELA.7.SLDF.3

a Identify focused topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.7.W.1. ELA.7.SLDF.3.A

b Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position. ELA.7.SLDF.3.B

c Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.7.SLDF.3.C

d Attribute sources used. ELA.7.SLDF.3.D

Voice

4 Students determine how to present themselves and their ideas in different contexts. ELA.7.SLDF.4

a Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives. ELA.7.SLDF.4.A

b Describe how presentations of selves and ideas in digital forums can impact future goals and opportunities. ELA.7.SLDF.4.B

c Identify the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity in digital forums. ELA.7.SLDF.4.C

5 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. ELA.7.SLDF.5

Language: Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. Standards 1 an Th

Knowledge of Language

1 Students identify and discuss when and why language is used differently according to the context. ELA.7.L.1

a Compare and contrast the uses of English across communities and context. ELA.7.L.1.A

b Compare and contrast the uses of English in various genres. ELA.7.L.1.B

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:ructure and Functions of English

standard 1 is prioritized. L

2 Students vary sentence patterns for meaning, clarity, and style in conversations and writing about experiences, events, and ideas. ELA.7.L.2

- a Develop well-formed sentences (syntax) to communicate relationships among ideas, including use of parallel structure. ELA.7.L.2.A
- b Use phrases, clauses, and transitions with punctuation to add precision, variety, and complexity to sentence structures. ELA.7.L.2.B
- c Use verb tenses and modal auxiliaries to communicate time, sequence, states, and conditions. ELA.7.L.2.C

3 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and viewing. ELA.7.L.3

- a Determine the meaning of words and phrases by using context, roots, affixes, and reference materials strategically. ELA.7.L.3.A
- b Use discipline-specific and academic vocabulary accurately across contexts. ELA.7.L.3.B
- c Distinguish among related words and phrases to communicate precise and nuanced meaning. ELA.7.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.7.L.4

- a Recognize, interpret, and use figures of speech, including allusions. ELA.7.L.4.A
- b Use the relationships among words, including synonyms, antonyms, and analogies, to understand and express nuances in meaning. ELA.7.L.4.B
- c Distinguish among words with similar denotations but different connotations. Written Language ELA.7.L.4.C

5 Students develop fluent and accurate writing skills. ELA.7.L.5

- a Write complete sentences that use sentence structure intentionally to clarify relationships among ideas. ELA.7.L.5.A
- b Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling. ELA.7.L.5.B
- c Use semicolons to link closely related independent clauses. ELA.7.L.5.C
- d Use colons to introduce a list or explanation. ELA.7.L.5.D

Research and Media Literacy: Students ask a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as ne lea

Research and Inquiry

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critically about reactions to media messages, purposes and accuracy of media messages, and credibility of those responsible for media messages. Standards 1 and 5 are prioritized. RML

1 Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.7.RML.1

- a Ask different types of questions, refining and asking new questions as understanding of the topic evolves. ELA.7.RML.1.A
- b Generate ideas for how to initiate their search based on prior knowledge. ELA.7.RML.1.B
- c Select and access a variety of relevant information sources, considering library collections and knowledgeable people, among other options. ELA.7.RML.1.C
- d Select and use digital search tools effectively based on an understanding of the technologies that deliver results. ELA.7.RML.1.D
- e Gather and organize relevant information using a variety of strategies. ELA.7.RML.1.E
- f Synthesize new learning to use and/or share. ELA.7.RML.1.F

Media Literacy

2 Students describe how people's reactions to media messages are affected. ELA.7.RML.2

- a Describe how perspectives affect reactions to media messages. ELA.7.RML.2.A
- b Describe how emotional responses to media messages affect reactions. ELA.7.RML.2.B
- c Identify how different levels of openness to considering new ideas affect reactions to media messages. ELA.7.RML.2.C

3 Students explain the purposes of media messages and the techniques used to create them. ELA.7.RML.3

- a Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain. ELA.7.RML.3.A
- b Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. ELA.7.RML.3.B

4 Students evaluate components of media messages, as well as content generated by technology, when looking for information that's accurate and/or logical. ELA.7.RML.4

- a Determine whether statements can be verified as true or false or need to be evaluated another way. ELA.7.RML.4.A
- b Check the accuracy of information that is either true or false by comparing what multiple reliable sources say about it. ELA.7.RML.4.B
- c Identify reasons why technology is sometimes used to manipulate images, video, and/or audio. ELA.7.RML.4.C
- d Determine whether reasons and evidence presented to support a claim do so effectively. ELA.7.RML.4.D

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5 Students evaluate the credibility of those responsible for media messages, as well as contentgenerating technology. ELA.7.RML.5

a Identify those responsible for the content of media messages. ELA.7.RML.5.A

b Determine whether those responsible for media messages have expertise about the topic. ELA.7.RML.5.B

c Describe the reputations for accuracy and logic of those responsible for media messages. ELA.7.RML.5.C

d Determine whether those responsible for media messages exhibit a perspective relevant to the topic. ELA.7.RML.5.D