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Grade 7

correlated to the

Oklahoma Academic Standards
English Language Arts
Grade 7

Standard	Descriptor	Citations
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.		
1	Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	SE/TE: 17, 37, 51, 70, 78, 81, 87, 109, 117, 155, 167, 191, 199, 206, 211, 212a, 231, 239, 257, 281, 315, 335, R55, R57, R59
2	Word Origins	
2.a	Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. <i>Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagne (Italian), sauerkraut (German), and déjà vu (French).</i>	SE/TE: R58
2.b	Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary. <i>Example: Analyze the roots, prefixes, and suffixes of subject-area words such as telescope, geography, and quadrant.</i>	SE/TE: 17, 37, 70, 87, 167, 199, 211, 281, R56-R57
3	Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.	
3.a	Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>the apple of his eye</i> or <i>beat around the bush</i> .	SE/TE: 71, 249, 322, 323, R55, R70 TE/Close Reader: 38e, 282d
3.b	Analogies: comparisons of the similar aspects of two different things	SE/TE: 305, R58, R64

Standard	Descriptor	Citations
3.c	Metaphors: implies comparisons, such as, <i>The street light was my security guard.</i>	SE/TE: 72, 76, 76a, 141, 170, 174, 213, 214, 214a, 289, R64R68, R71 TE/Close Reader: 174b-174g
3.d	Similes: comparisons that use like or as, such as <i>A gentle summer breeze feels like a soft cotton sheet.</i>	SE/TE: 6, 72, 76a, 97, 139, 141, 170, 174, 299, R75 TE/Close Reader: 174b-174g
Standard 2: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.		
1	Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time,	SE: 3-16, 39-42, 63-69, 71-76, 93-108, 111-126, 157-166, 249-256, 265-278, 307-314, 321-325, 327-334 TE/Close Reader: 18b-18i, 70b-70g, 126b-126g, 144b-144g, 168b-168e, 174b-174g, 232b-232g, 240b-240e, 258b-258g, 306b-306e
2	Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).	SE/TE: 19-30, 31-36, 43-50, 77-86, 185-190, 193-198, 201-210, 221-230, 233-238 TE/Close Reader: 38b-38g, 192b-192e, 212b-212g, 320b-320g
3	Increase silent reading speed and comprehension through daily, independent reading.	SE: 3-16, 19-30, 31-36, 39-42, 43-50, 63-69, 71-76, 77-86, 93-108, 111-126, 157-166, 185-190, 193-198, 201-210, 221-230, 249-256, 265-278, 307-314, 321-325, 327-334 TE/Close Reader: 18b-18i, 38b-38g, 70b-70g, 126c-126g, 144b-144g, 168b-168e, 174b-174g, 192b-192e, 212b-212g, 232b-232g, 240b-240e, 258b-258g, 306b-306e, 320b-320g
4	Read silently for increased periods of time.	SE/TE: 3-16, 19-30, 31-36, 39-42, 43-50, 63-69, 71-76, 77-86, 93-108, 111-126, 157-166, 185-190, 193-198, 201-210, 221-230, 249-256, 265-278, 307-314, 321-325, 327-334 TE/Close Reader: 18b-18i, 38b-38g, 70b-70g, 126c-126g, 144b-144g, 168b-168e, 174b-174g, 192b-192e, 212b-212g, 232b-232g, 240b-240e, 258b-258g, 306b-306e, 320b-320g
5	Use punctuation as a cue for pausing and characterization while reading.	SE/TE: 321, 324, 326a
Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.		

Standard	Descriptor	Citations
1	Literal Understanding	
1.a	Apply pre-reading strategies when reading both fiction and nonfiction that is appropriately designed for grade level. Determine the purpose for reading such as to be informed, entertained, or persuaded. Preview the material and use prior knowledge to make connections between text and personal experience.	SE/TE: 3, 19, 31, 39, 43, 63, 71, 77, 89, 93, 111, 137, 144b, 145, 149, 157, 169, 185, 193, 201, 213, 221, 233, 241, 249, 265, 283, 307, 317, 321, 327 TE/Close Reader: 18b, 30b, 38b, 70b, 88b, 126b, 168b, 174b, 192b, 212b, 232b, 240b, 258b, 282b, 306b, 320b
1.b	Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).	SE/TE: R3
1.c	Show understanding by asking questions and supporting answers with literal information from text.	SE/TE: 10, 23, 40, 44, 52b, 67, 88a, 91, 126a, 188, 254, 318
2	Inferences and Interpretation	
2.a	Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.	SE/TE: 3-16, 43, 46, 49, 99, 100, 108, 110a, 119, 149, 151, 154, 208, 226, 229, 230, 233-238, 296, 325, 328, 331, 334 TE/Close Reader: 70d, 126b-126f, 192c, 258b-258g, 282b-282f
2.b	Make inferences supported by a character's thoughts, words, and actions or the narrator's description.	SE/TE: 3-16, 99, 100, 110a, 119, 149, 151, 153, 154, 208, 233-238, 296, 325, 328, 331, 334 TE/Close Reader: 70d, 126b-126f, 192c, 258b-258g, 282b-282f
3	Summary and Generalization	
3.a	Summarize the main idea and how it is supported with specific details	SE/TE: 63-69, 77-86, 240a, 274 TE/Close Reader: 70b-70g, 88b-88e
3.b	Recall major points in the text and make and revise predictions.	SE/TE: 8, 11, 66
3.c	Recognize the importance and relevance of details on the development of the plot.	SE/TE: 3-16, 18a, 113-117, 126, 336a TE/Close Reader: 18i
3.d	Support reasonable statements by reference to relevant aspects of text and examples.	TE/Close Reader: 18h, 30e, 38f, 70f, 88e, 126g, 144f, 168e, 174f, 212g, 232f, 240e, 258f, 282g, 306e, 320f
4	Analysis and Evaluation	

Standard	Descriptor	Citations
4.a	Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.	SE/TE: 144a, 156a, 174a, 279, 283-304, 306a, 313, R6
4.b	Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.	SE/TE: 15, 54, 111-126, 126a, 131, 161, 165, 203, 209, 278, 336a, R7 TE/Close Reader: 18b-18i
4.c	Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.	SE/TE: 38a, 93-108, 110a, 327-334, 336b TE/Close Reader: 18b-18i, 38b-38g, 126b-126g
4.d	Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.	SE/TE: 24-27, 188-190, 192a, 196-198 TE/Close Reader: 30b-30e, 192b-192e
4.e	Distinguish between stated fact, reasoned judgment, and opinion in text.	SE/TE: 24, 27, 30a, 52a, 168a
5	Monitoring and Correction Strategies	
5.a	Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.	SE/TE: 3-16, 19-30, 31-36, 39-42, 43-50, 63-69, 71-76, 77-86, 93-108, 111-126, 157-166, 185-190, 193-198, 201-210, 221-230, 249-256, 265-278, 307-314, 321-325, 327-334, R71 TE/Close Reader: 18b-18i, 38b-38g, 70b-70g, 126c-126g, 144b-144g, 168b-168e, 174b-174g, 192b-192e, 212b-212g, 232b-232g, 240b-240e, 258b-258g, 306b-306e, 320b-320g
5.b	Make, confirm, and revise predictions when reading.	SE/TE: 8, 11, 66
5.c	Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	SE/TE: 3-16, 19-30, 31-36, 39-42, 43-50, 63-69, 71-76, 77-86, 93-108, 111-126, 157-166, 185-190, 193-198, 201-210, 221-230, 249-256, 265-278, 307-314, 321-325, 327-334, R71 TE/Close Reader: 18b-18i, 38b-38g, 70b-70g, 126c-126g, 144b-144g, 168b-168e, 174b-174g, 192b-192e, 212b-212g, 232b-232g, 240b-240e, 258b-258g, 306b-306e, 320b-320g
Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.		
1	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	

Standard	Descriptor	Citations
1.a	Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	SE/TE: 3-16, 39-42, 71-76, 93-108, 111-126, 145-147, 149-155, 169-173, 213-214, 241-247, 249-256, 283-304, 321-325, 327-334 TE/Close Reader: 18b-18i, 70b-70g, 126b-126g, 174b-174g, 258b-258g, 306b-306e
1.b	Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	SE/TE: 31-36, 63-69, 137-142 TE/Close Reader: 38b-38g, 144b-144g
2	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.	
2.a	Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.	SE/TE: 3-16, 18a, 31-36, 38a, 39-42, 63-69, 70a, 93-108, 110a, 111-126, 126a, 149-154, 156a, 174a, 249-256, 258a, 265-278, 306a, 321-325, 327-334, 336a, 336b TE/Close Reader: 18b-18i, 38b-38g, 70b-70g, 258b-258g
2.b	Identify and explain techniques of direct and indirect characterization in fiction.	SE/TE: 93-108, 110a
2.c	Describe how the author's perspective, argument, or point of view affects the text.	SE/TE: 30a, 43-50, 52a, 52b, 185-190, 265-280, 282a, 307-314 TE/Close Reader: 144b-144g, 282b-282g
2.d	Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).	SE/TE: 14, 31, 32, 35, 36, 38a, 149, 151, 153, 156a, 174a, 214, 247, 248a, 250, 251, 253, 254, 255, 321, 322, 324, R73, R76 TE/Close Reader: 38b-38g, 258b-258g
3	Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.	
3.a	Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.	SE/TE: 6, 71-76, 76a, 138-141, 149-154 162, 170-174, 213-214, 214a, 214b, 289, 299, 321-326, 326a, 332, 336b TE/Close Reader: 144b-144g, 174b-174g
3.b	Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.	SE/TE: 39-42, 42a, 71-76, 76a, 242, 244, 246, 321, 324, 326a

Standard	Descriptor	Citations
3.c	Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	SE/TE: 39-42, 42a, 71-76, 76a, 169-174, 179-182, 214b, 241-248, 248a TE/Close Reader: 174b-174g
4	Literary Works - The student will read and respond to historically and culturally significant works of literature.	
4.a	Analyze and evaluate works of literature and the historical context in which they were written.	SE/TE: 31-36, 63-69, 145-148, 283-304, 306a TE/Close Reader: 38b-38g, 306b-306e
4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	SE/TE: 31-36, 63-69, 70a, 149-154, 169-174, 327-334 TE/Close Reader: 38b-38g, 168b-168e, 174b-174g
4.c	Compare similar characters, settings, and themes from varied literary traditions.	SE/TE: 70a, 71-76, 169-174
Standard 5: Research and Information - The student will conduct research and organize information.		
1	Accessing Information - Select the best source for a given purpose.	
1.a	Use library catalogs and computer databases to locate sources for research topics.	SE/TE: 50, 52b, 86, 88a, 166, 190, 230, 260, 280, 282a, 338, R8 TE/Close Reader: 18h, 38f, 70f, 144f, 306e, 320f Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Using the Library for Research • Using the Internet for Research
1.b	Access a variety of primary and secondary sources to locate information relevant to research questions.	SE/TE: 280, 282a, R8 TE/Close Reader: 306e Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Conducting Field Research • Using the Internet for Research
1.c	Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).	Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Conducting Field Research
1.d	Use organizational strategies as an aid to comprehend increasingly difficult content material.	SE/TE: 166, 230, 259, 260, 338 TE/Close Reader: 18h, 38f, 144f Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Taking Notes
1.e	Note instances of persuasion, propoganda, and faulty reasoning in text.	SE/TE: 49, 189, 197, R24, R27, R28
1.f	Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.	N/A
2	Interpreting Information - The student will analyze and evaluate information from a variety of sources. a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).	
2.a	Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).	SE/TE: 42a, 70a, 259, 338 TE/Close Reader: 18h, 38f, 144f Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Writing an Outline
2.b	Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.	SE/TE: 86, 260, 282a
2.c	Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.	SE/TE: 190, 337-340 TE/Close Reader: 18h, 144f

Standard	Descriptor	Citations
		Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Synthesizing Information • Writing an Outline • Summarizing, Paraphrasing, and Quoting
2.d	Determine the appropriateness of an information source for a research topic.	SE/TE: 52b, 88a, 166, 260, 338, R8 Digital Collections/Lessons: Evaluating Sources <ul style="list-style-type: none"> • Evaluating Sources for Usefulness
2.e	Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.	SE/TE: R9-R11 Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Attribution
Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences, discuss and keep a list of writing ideas, and use graphic organizers to plan writing. The student will write clear, coherent, and focused papers, and progress through the stages of the writing process. The student will work independently and in self-directed writing teams to edit and revise.		
Standard 1: Writing Process. The student will use the writing process to write coherently.		
1	Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Introduction • Task, Purpose and Audience • Planning and Drafting • Revising and Editing • Trying a New Approach
2	Use details, examples, reasons, and evidence to develop an idea.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344

Standard	Descriptor	Citations
		<p>Digital Collections/Lessons:</p> <p>Writing Arguments</p> <ul style="list-style-type: none"> • Introduction • Building Effective Support • Creating a Coherent Argument <p>Writing Informative Texts</p> <ul style="list-style-type: none"> • Introduction • Developing a Topic • Introductions and Conclusions • Elaboration <p>Writing as a Process</p> <ul style="list-style-type: none"> • Task, Purpose and Audience • Planning and Drafting
3	Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	<p>SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344</p> <p>Digital Collections/Lessons:</p> <p>Writing Arguments</p> <ul style="list-style-type: none"> • Introduction • Building Effective Support <p>Writing Informative Texts</p> <ul style="list-style-type: none"> • Introduction • Developing a Topic <p>Writing Narratives</p> <ul style="list-style-type: none"> • Narrative Structure <p>Writing as a Process</p> <ul style="list-style-type: none"> • Task, Purpose and Audience • Planning and Drafting
4	Use effective transitions between sentences and paragraphs.	<p>SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344</p> <p>Digital Collections/Lessons:</p> <p>Writing Arguments</p> <ul style="list-style-type: none"> • Formal Style <p>Writing Informative Texts</p>

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Elaboration • Precise Language and Vocabulary Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative
5	Use precise word choices, including figurative language, that convey specific meaning and tone.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Formal Style Writing Informative Texts <ul style="list-style-type: none"> • Elaboration • Precise Language and Vocabulary Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative
6	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344 Digital Collections/Lessons Writing Narratives <ul style="list-style-type: none"> • Narrative Structure Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
7	Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
8	Publish and present writing to peers and adults.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344 Digital Collections/Lessons: Producing and Publishing with Technology

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Introduction Using Media in a Presentation <ul style="list-style-type: none"> • Types of Media: Audio, Visual and Images • Using Presentation Software
Standard 2: Modes and Forms of Writing.		
1	Compose fictional, biographical or autobiographical narratives that:	
1.a	Establish a plot using an action segment to create an effective sequence of events.	SE/TE: 16, 36, 53-56, 175-178, 256, 304, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Narrative Structure • Narrative Techniques
1.b	Establish and develop character(s) and setting.	SE/TE: 16, 36, 53-56, 175-178, 256, 304, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Point of View and Characters • Narrative Structure
1.c	Maintain a consistent point of view.	SE/TE: 16, 36, 53-56, 175-178, 256, 304, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Point of View and Characters
1.d	Use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing.	SE/TE: 16, 36, 53-56, 175-178, 256, 304, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Techniques • The Language of Narrative
1.e	Adjust tone and style as necessary to make writing interesting	SE/TE: 16, 36, 53-56, 175-178, 256, 304, R6-R7

Standard	Descriptor	Citations
	and engaging to the audience.	Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative
2	Compose expository text to include research reports that:	
2.a	State the thesis and include relevant and focused questions about the topic.	SE/TE: 131–134, 179–182, 259–262, 280, 337–340, 341–344, R4–R5 TE/Close Reader: 18h, 144f Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Introduction • Developing a Topic
2.b	Communicate clear and accurate perspectives on the subject.	SE/TE: 131–134, 179–182, 259–262, 280, 337–340, 341–344, R4–R5 TE/Close Reader: 18h, 144f Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Developing a Topic • Elaboration • Precise Language and Vocabulary
2.c	include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, , magazines, newspapers, dictionaries, online sources, and other reference materials.	SE/TE: 131–134, 179–182, 259–262, 280, 337–340, 341–344, R4–R5 TE/Close Reader: 18h, 144f Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Elaboration • Using Graphics and Multimedia Using Textual Evidence

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting
2.d	document sources with reference notes and a bibliography. Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.	<p>SE/TE: 131–134, 179–182, 259–262, 280, 337–340, 341–344, R4–R5</p> <p>TE/Close Reader: 18h, 144f</p> <p>Digital Collections/Lessons: Using Textual Evidence</p> <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting • Attribution
3	Compose persuasive/argumentative compositions that:	
3.a	state a clear position or perspective in support of a proposition or proposal.	<p>SE/TE: 30, 57–60, 127–130, 154, 210, 215–218, R2–R3</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> • Introduction • What Is a Claim?
3.b	describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.	<p>SE/TE: 30, 57–60, 127–130, 154, 210, 215–218, R2–R3</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support • Creating a Coherent Argument • Persuasive Techniques
3.c	predict, identify, and address reader concerns and counterarguments. Example: In preparation for an upcoming student election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).	<p>SE/TE: 30, 57–60, 127–130, 154, 210, 215–218, R2–R3</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> • Building Effective Support
4	Compose reflective papers that accomplish one of the purposes:	
4.a	express the individual's insight into conditions or situations.	SE/TE: 314, 341–344

Standard	Descriptor	Citations
4.b	compare a scene from a work of fiction with a lesson learned from experience.	SE/TE: 325
4.c	complete a self-evaluation on a class performance. Example: Compose a reflective essay describing how the student relates to a character in a narrative by comparing personal circumstances and background	SE/TE: 325, 341-344
5	Write responses to literature, including poetry, that:	
5.a	develop interpretations that show careful reading, understanding, and insight.	SE/TE: 108, 126, 142, 179-182, 214, 248, 304, 314, 334
5.b	organize the interpretation around several clear ideas, premises, or images for the literary work.	SE/TE: 108, 126, 142, 179-182, 214, 248, 304, 314, 334
5.c	justify interpretation through sustained use of examples and evidence from the text. Example: After reading folk tales from the United States and other countries, write a response to the narratives. Identify the beliefs and values that are highlighted in each folk tale, and develop a theory to explain why similar tales appear in many different cultures.	SE/TE: 108, 126, 142, 179-182, 214, 248, 304, 314, 334
6	Compose summaries of reading material that:	
6.a	include the main ideas and most significant details.	SE/TE: 67-69, 82, 85-86 TE/Close Reader: 70b-70f, 88c
6.b	use the student's own words, except for quotations.	SE/TE: 67-69, 82, 85-86 TE/Close Reader: 70b-70f, 88c
6.c	reflect underlying meaning, not just the superficial details. Example: Demonstrate comprehension of the main idea and details of a subject-specific text and write a summary of a text read from another content area. Make the summary clear enough that it would provide another student with the important information from the chapter.	SE/TE: 69, 85-86 TE/Close Reader: 70b-70f
7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories and reports showing a	SE/TE: 16, 36, 50, 53-56, 57-60, 108, 126, 127-130, 131-134, 142, 154, 174, 175-178, 179-182, 190, 210, 214, 215-218, 230, 248, 256, 259-262, 304, 314, 325, 334, 337-340, 341-344

Standard	Descriptor	Citations
	variety of word choices, or review a favorite book or film.	TE/Close Reader: 18h, 38f, 144f
8	Write friendly, formal letters, and emails; continue to produce other writing forms introduced in earlier grades.	N/A
9	Use appropriate essay test-taking and time-writing strategies that:	
9.a	address and analyze the question (prompt).	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344
9.b	use organizational methods required by the prompt.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344
9.c	utilize an editing checklist or assessment rubric, if provided.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344
10	Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	SE/TE: 53–56, 57–60, 127–130, 131–134, 175–178, 179–182, 215–218, 259–262, 337–340, 341–344
Standard 3: Grammar/Usage and Mechanics.		
1	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.	
1.a	Recognize nominative, possessive, and objective nouns.	SE/TE: R30, R37, R38, R49
1.b	Recognize abstract, concrete, and collective nouns.	SE/TE: 144, R30, R54
1.c	Recognize the principal parts of regular and irregular verbs.	SE/TE: R41
1.d	Use the principal parts of verbs to form verb tenses.	SE/TE: R42
1.e	Identify transitive, intransitive, and linking verbs.	SE/TE: 240, R31, R41
1.f	Make subject and verbs agree.	SE/TE: R51-R54
1.g	Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, and object complements.	SE/TE: 240, R32, R38, R43, R46, R47, R48, R49, R53
1.h	Use nominative, objective, and possessive pronouns correctly.	SE/TE: R38, R39
1.i	Make pronouns agree with their antecedents.	SE/TE: R38
1.j	Use correct pronoun reference.	SE/TE: R40

Standard	Descriptor	Citations
1.k	Correctly form and use the positive, comparative, and superlative forms of adjectives.	SE/TE: R44
1.l	Correctly identify and use interjections.	SE/TE: R31
1.m	Correctly identify and use restrictive (essential) and nonrestrictive (nonessential) clauses, appositives, appositive, participial, and prepositional phrases.	SE/TE: 18, R48
1.n	Correctly use all conjunctions.	SE/TE: 52, 88, 156, R31
1.o	Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	SE/TE: R62-R63
2	Sentence Structure - Demonstrate appropriate sentence structure in writing.	
2.a	Correct sentence run-ons and fragments.	SE/TE: R51
2.b	Correct dangling and misplaced modifiers.	SE/TE: 316, 336, R45
2.c	Differentiate between dependent and independent clauses.	SE/TE: 52, 156, R48
2.d	Write simple, compound, complete and complex sentences of varying lengths.	SE/TE: 18, 88, 156, R42, R46, R50, R51
2.e	Write sentences with simple, complete, and compound predicates.	SE/TE: 18, R32, R42, R46, R50
2.f	Indent paragraphs as necessary to conform to specified format.	TE/Close Reader: 174e
3	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.	
3.a	Apply the capitalization rules appropriately in writing.	SE/TE: 36, 110, 192, 282, 324, R36
3.b	Punctuate correctly in writing, including:	
.	end punctuation.	SE/TE: 321, 324, 326a, R33-R36
.	commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.	SE/TE: 18, 38, R33
.	quotation marks.	SE/TE: 52a, 157, 233, 238, R35
.	colon and semicolon.	SE/TE: 18, R34
.	apostrophes in contractions and possessives.	SE/TE: R35

Standard	Descriptor	Citations
.	hyphens and dashes	SE/TE: R34-R35
.	conventions of letter writing.	N/A
3.c	Distinguish correct spelling of commonly misspelled words and homonyms.	SE/TE: 110, 258, R55-R59
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.		
Standard 1: Listening – The student will listen for information and for pleasure.		
1	Identify the major ideas and supporting evidence in informative and persuasive messages.	SE/TE: 126, 190, 192a, 200a Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Analyzing a Presentation • Identifying a Speaker’s claim • Tracing a Speaker’s argument
2	Listen in order to identify and discuss topic, purpose, and perspective.	SE/TE: 126, 190, 192a, 200a Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Analyzing a Presentation • Identifying a Speaker’s claim • Tracing a Speaker’s argument
3	Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).	SE/TE: 200a
4	Evaluate the spoken message in terms of content, credibility, and delivery.	SE/TE: 126, 190, 192a, 200a Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Analyzing a Presentation • Identifying a Speaker’s claim

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Tracing a Speaker’s argument
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.		
1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SE/TE: 16, 42, 57-60, 215-218, 259–262, 280 Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Introduction • Knowing Your Audience
2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	SE/TE: 57-60, 215-218, 259–262, 280 Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Introduction • The Content of Your Presentation
3	Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).	SE/TE: 16, 42, 57-60, 69, 215-218, 259–262, 280 Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Delivering Your Presentation
4.	Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).	SE/TE: 16, 42, 57-60, 215-218, 259–262, 280 Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • The Content of Your Presentation • Style in Presentation
Visual Literacy: The student will interpret, evaluate, and compose visual messages.		
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.		
1	Interpret a variety of messages conveyed by visual images.	SE/TE: 79, 85, 88a, 89-92, 92a, 207, 223, 229, 232a, 310, 320
2	Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).	SE/TE: 317-320, 320a

Standard	Descriptor	Citations
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.		
1	Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).	SE/TE: R27
2	Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).	N/A
3	Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.	SE/TE: 92, 92a, 164, 319, 320a
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.		
1.	Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.	SE/TE: 30, 59, 92, 232a, 259-261, 320 Digital Collections/Lessons: Using Media in a Presentation <ul style="list-style-type: none"> • Types of Media: Audio, Visual and Images • Using Presentation Software
2.	Use media forms to create a visual message that will compare and contrast ideas and points of view.	N/A