

Grade Level Expectations for the Sunshine State Standards

Language Arts Seventh Grade



FLORIDA DEPARTMENT OF EDUCATION

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**Sunshine State Standards
Grade Level Expectations
Language Arts
Seventh Grade**

The seventh grade student:

Reading

- extends and applies previously learned prereading knowledge and skills of the sixth grade with increasingly complex reading selections and assignments and tasks.
- uses context and word structure clues to interpret words and ideas in text.
- makes inferences and generalizations about what is read.
- uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.
- compares and contrasts similar information contained in different text selections.
- extends the vocabulary-building expectations of the sixth grade using seventh grade or higher vocabulary.
- monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.
- restates or paraphrases text by summarizing.
- uses the text's structure or progression of ideas to locate and recall information (for example, cause and effect, chronology).
- analyzes information from one textual source to create a report.
- extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).
- understands ways the author's perspective or point of view affects a text.
- determines the author's purpose and relates it to specific details from the text.
- identifies persuasive and propaganda techniques in text.
- delineates the strengths and weaknesses of an argument in persuasive text.
- recognizes ethical and unethical statements in text.
- develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.
- extends previously learned knowledge and skills of the sixth grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and

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electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

- gathers information from a variety of sources, including primary sources (for example, letters, magazines, newspapers).
- selects, evaluates, and uses information from a variety of sources when researching content area topics.
- classifies, records and summarizes information using organization tools (for example, note cards, a data file, spreadsheets, graphic organizers such as timelines, circle diagrams).
- cites, examines, and discusses the use of and differences between fact and opinion within a text.
- knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections.
- understands the use of comparison and contrast in a text.
- understands the influence of personal values on the conclusions an author draws.

Writing

- knows and experiments with possible prewriting strategies for different writing tasks.
- uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).
- focuses on a central idea or topic (for example, excludes loosely related, extraneous, or repetitious information).
- uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).
- uses supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.
- demonstrates a commitment to and an involvement with the subject that engages the reader.
- demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).
- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).

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- proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.
- analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.
- uses resources such as dictionary and thesaurus to confirm spelling.
- uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).
- uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).
- uses various parts of speech correctly in written work (including but not limited to subject/verb agreement, common noun/pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).
- uses a variety of sentence structures (including but not limited to parallel structure, compound and complex sentences).
- uses a variety of formatting (including but not limited to using electronic technology).
- uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).
- writes notes, outlines, comments, and observations that reflect comprehension of seventh grade level or higher content from a variety of media.
- logically sequences information using alphabetical, chronological, and numerical systems.
- selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, and expository)
- uses electronic technology appropriate to writing tasks to create, revise, retrieve, and verify information (for example, the Internet, databases and software).

Listening, Viewing, and Speaking

- follows verbal directions.
- formulates questions and conducts an interview.
- paraphrases information.
- expands and enhances personal interest through listening.

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- listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.
- recognizes verbal and nonverbal cues and responds appropriately.
- demonstrates effective listening behaviors for a variety of purposes (such as using eye contact, note-making, appropriate posture).
- asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussion.
- summarizes main points and supporting details orally or in writing.
- uses information gained for a variety of purposes.
- summarizes main concept and lists supporting details in a nonprint message.
- identifies biases and stereotypes in a nonprint message.
- responds to persuasive techniques and nonverbal cues in a nonprint message (such as body language, silence).
- demonstrates nonverbal cues (for example, movement, gestures, facial expressions) to convey a message to an audience.
- evaluates classroom presentations according to volume, stress, pacing, and pronunciation.
- uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing, and pronunciation.
- organizes and effectively delivers a speech using a beginning, middle, and end.
- participates in classroom discussions using effective speaking strategies, such as asking questions and making observations.
- alternates between roles of contributor and leader in a group discussion.
- identifies the occasion, audience, and purpose for speaking.
- uses appropriate grammar, word choice, and pacing.
- uses language which is clear, audible and suitable.
- delivers an effective informational, persuasive, or technical speech.

Language

- identifies patterns and rules found in the English language (for example, grammar usage and word pronunciation).

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- understands ways culture and time period influence a literary work.
- compares and contrasts literature from different time periods and cultures to understand concepts and themes.
- knows when to use formal and informal English based on audience and purpose.
- transfers information gathered and recorded informally into a formal presentation.
- explores the origin and historical development of words.
- identifies slang, both past and present.
- analyzes words and sentence patterns that have changed in meaning over the years.
- uses words and images that best express intended messages.
- uses language appropriate to purpose and audience.
- uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).
- distinguishes between emotional and logical arguments in written, oral and visual communication.
- understands difference between propaganda and logical reasoning strategies.
- selects communication tools that will enhance understanding.
- knows ways tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.
- uses multimedia tools to enhance presentations.
- understands ways mass media may enhance or manipulate information.
- understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).

Literature

- compares and contrasts themes in classic and contemporary literature.
- compares and contrasts characters from various texts.
- compares and contrasts settings from various texts.
- compares and contrasts plot elements from various texts.
- knows the primary conflicts and explains their resolutions in a variety of text types.

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- knows ways the author’s word choice contributes to the meaning of a text.
- identifies symbolism and figurative language used effectively in fiction and nonfiction.
- knows the role of point of view or persona in a literary or informational text.
- identifies literary devices (for example, foreshadowing, flashbacks, irony).
- describes the mood in a literary work.
- identifies persuasion techniques in literary works.
- knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.
- understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).
- understands ways line length, punctuation, and rhythm contribute to the overall effect of a poem.
- knows and summarizes possible themes in a variety of literary texts.
- knows themes in literary works that are recurring and timeless and appear across cultures.
- knows the events in the plot related to the central conflict.
- knows ways cause-and-effect relationships affect the development of a plot.
- knows ways the tone of a literary work is used to support its story line.
- analyzes and describes from various characters’ points of view a situation related to the central conflict in a literary work.
- selects a key passage that reflects personal convictions.
- explains or demonstrates how phrases, sentences, or passages relate to personal life.
- reads literature by authors from various cultural and historical backgrounds.
- understands different literary approaches that are used in the study of literature.
- gains a better understanding of self through the reading of literature.
- explains the influence of a particular text on personal growth and development.
- reads literature for personal pleasure.
- reads and discusses literature with differing viewpoints to enhance perspective.



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