

**7th ELA**

**Reading Literature**

<b>Reading Literature</b>	
<b>Standard</b>	<b>Example</b>
<p><b>**Use the following passage from literature for the RL standards unless otherwise noted.</b></p> <p><i>In this selection taken from the book Dr. Dredd's Wagon of Wonders, Ellen McCabe has already had a morning filled with amazing experiences. Read the passage to learn how her day ends, and then answer the questions that follow.</i></p> <p align="center"><b>from Dr. Dredd's Wagon of Wonders by Bill Brittain</b></p> <p>That evening, Ellen McCabe sat with her mother in the kitchen of their little farmhouse at the edge of Coven Tree. "It was ever so wonderful, Mama," Ellen said as she told for the fourth time about the marvels she'd seen that morning. "With the dragon's egg and the wrestling and all."</p> <p>"I expect it was," replied Mrs. McCabe. "Though your yarn about the boy making rain was a bit hard to swallow. And as for your looking in a mirror and seeing yourself all <u>togged out</u> like a princess, why—"</p> <p>"But it's all true," Ellen replied.</p> <p>"Hogwash," snorted Mrs. McCabe. "A <u>giddy</u> girl like you could look at the bottom of a polished pot and see anything she wanted to."</p> <p>"Oh, pooh, Mama!"</p> <p>Before Ellen could go on, there was a squawking of chickens from the henhouse. At the same time two of the cows in the barn began bellowing.</p> <p>"Something's not right out there," said Mrs. McCabe. "All the animals are restless. I don't know if it's a fox trying to get in among the chicks or a snake in the cows' feed bin. I've been out there twice, but I can't find anything. Ellen, you go take a look."</p> <p>"You just don't want me talking about that mirror anymore," said Ellen. But she took up the lantern from the kitchen shelf, lit it and walked out into the back yard.</p> <p>In the barn she found that the cows had plenty of hay and there were no snakes about. She patted and soothed them as best she could before heading for the henhouse.</p> <p>The chickens all seemed safe and snug on their roosts. But they clucked and prattled more than they had any right to. There's no figuring chickens, Ellen thought.</p> <p>So as not to waste the trip outside, she decided to bring in a few sticks of stove wood from the shed next to the barn. That way, she wouldn't have to do it in the morning.</p> <p>She opened the shed's squeaky door and had just grasped a couple of sticks of wood when she heard a rustling sound in the far corner. She wanted to run off, slamming the shed door tight behind her. Instead, she raised the lantern high.</p> <p>There in the gloom sat a boy about her own age. The shirt he wore was stained with sweat, and his pants had a big rip in one knee. From the looks of him, he'd been crying.</p>	
<p><b>ELAGSE7RL1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>**Which inference about the boy Ellen discovers is most likely accurate?</b></p> <p>A. He is a runaway.            B. He is scared of snakes.            C. He is trying to steal wood.            D. He is hiding from Mrs. McCabe.</p>
<p><b>ELAGSE7RL2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>Use the poem below to answer this question.</p> <p align="center"><b>The Rainy Day</b></p> <p>The day is cold, and dark, and dreary;            It rains, and the wind is never weary;            The vine still clings to the mouldering wall,            But at every gust the dead leaves fall,            And the day is dark and dreary.</p>

My life is cold, and dark, and dreary;  
It rains, and the wind is never weary;  
My thoughts still cling to the mouldering Past,  
But the hopes of youth fall thick in the blast,  
And the days are dark and dreary.

Be still, sad heart! And cease repining;  
Behind the clouds is the sun still shining;  
Thy fate is the common fate of all,  
Into each life some rain must fall,  
Some days must be dark and dreary.  
--Henry Wadsworth Longfellow

**Which of the following best describes the theme of the poem?**

- A. Bad storms can negatively affect people.
- B. People need others in times of unhappiness.
- C. Previous mistakes can haunt a person's life.
- D. A little unhappiness is a normal part of a person's life.

**ELAGSE7RL3:** Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

**\*\*Where and when does the action of the passage occur?**

- A. on a farm in the evening
- B. on a farm in the morning
- C. at a magic show in the evening
- D. at a magic show in the morning

**ELAGSE7RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**In paragraph 2, the phrase *logged out* means:**

- A. run down.
- B. lied about.
- C. dressed up.
- D. moved around.

**ELAGSE7RL5:** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Use the poem below to answer this question.

**The Rainy Day**

The day is cold, and dark, and dreary;  
It rains, and the wind is never weary;  
The vine still clings to the mouldering wall,  
But at every gust the dead leaves fall,  
And the day is dark and dreary.

My life is cold, and dark, and dreary;  
It rains, and the wind is never weary;  
My thoughts still cling to the mouldering Past,  
But the hopes of youth fall thick in the blast,  
And the days are dark and dreary.

Be still, sad heart! And cease repining;  
Behind the clouds is the sun still shining;

	<p>Thy fate is the common fate of all,          Into each life some rain must fall,          Some days must be dark and dreary.          --Henry Wadsworth Longfellow</p> <p><b>What is the main way stanza 2 is different from stanza 1?</b></p> <p>A. Stanza 2 focuses on old age rather than youth.          B. Stanza 2 focuses on winter rather than autumn.          C. Stanza 2 focuses on daytime rather than nighttime.          D. Stanza 2 focuses on personal feelings rather than nature.</p>
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<p><b>ELAGSE7RL6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><b>**What technique does the author use to show the differences in viewpoints of Ellen and Mrs. McCabe?</b></p> <p>A. dialogue          B. idiom          C. irony          D. metaphor</p>
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fiction use or alter history.

<p><b>ELAGSE7RL10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Text complexity consists of three factors: quantitative evaluation, qualitative evaluation, and matching reader to text and task. The GSE stretch Lexile band for 6-8 is 925L–1185L; however, it is noted that the Lexile measure is only the quantitative measure.</b></p>
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**Reading Informational**

<b>Standard</b>	<b>Example</b>
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<p><b>**Use the following passage from literature for the RI standards unless otherwise noted. A People and a Tree</b></p> <p style="text-align: center;">Christine Graf</p> <p>Hundreds of years ago, babies born to the Northwest Coast Indians slept in cradles made of cedar wood. They snuggled under blankets and wore diapers made from cedar bark. As the babies grew, they came to understand how important the cedar tree was to their way of life.</p> <p>Northwest Coast Indian tribes have always lived along the western shores of Canada and the northwestern coast of the United States. Long ago, the Indians relied on the western red cedar in every part of their lives. It was so important to them that they called it the Tree of Life.</p> <p>The Indians used the cedar trees with care and respect. Of the hundreds of things they made from the trees, only a few used up whole trunks. Trunks were taken only for special purposes, such as house or canoe building. Amazingly, the Indians had learned how to take bark, roots, and branches without killing the tree.</p> <p><b>Bark</b></p> <p>Large pieces of the cedar's outer bark were cut into strips to make boxes and other kinds of containers. Narrow strips were woven into mats, which were used for bedding room dividers, and tablecloths.</p>	
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The inner bark would be pounded with a stone until it was soft and fluffy. It would also be shredded, using tools made of whale or deer bone. Women worked on pieces of inner bark until they were soft enough to make diapers and crib padding. Before taking bark, women said special prayers of thanks to the tree. They knew how much bark they could take without harming the cedar. Bark was also used to make masks, skirts, headbands, blankets, ropes, and more.

### Wood

The Indians used cedar wood to build their longhouses. These buildings were large enough to be home to 20 people. Whole trees were cut down to provide the large logs needed for house beams.

One method the Indians used to cut down a tree was to set the bottom of the tree on fire. Above the fire, wet clay was packed on the tree to keep the fire from spreading upward. After burning for a while, the fire was put out and burnt wood was scraped away. The whole process was repeated several times until the tree fell.

<p><b>ELAGSE7RI1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>**Which sentence from the passage BEST shows how the Indians showed “care and respect” for the cedar trees?</b></p> <p>A. Northwest Coast Indian tribes have always lived along the western shores of Canada and the northwestern coast of the United States.          B. It was so important to them that they called it the Tree of Life.          C. Large pieces of the cedar’s outer bark were cut into strips to make boxes and other kinds of containers.          D. The Indians used cedar wood to build their longhouses.</p>
<p><b>ELAGSE7RI2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>**What is the central idea of the passage?</b></p> <p>A. The influence of the environment on a native people’s lifestyle          B. The discovery of an ancient settlement built by native people          C. The migration of a native people across the United States          D. The development of a native people’s arts and crafts</p>
<p><b>ELAGSE7RI3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>What did women do before removing the bark from the tree?</b></p> <p>A. They pounded the bark with a stone.          B. They gave thanks through prayers.          C. They shredded it using tools made of whale or deer bone.          D. They made masks, skirts, headbands, blankets, ropes, and more.</p>
<p><b>ELAGSE7RI4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>**Read the following sentences from the selection.</b>  <i>Hundreds of years ago, babies born to the Northwest Coast Indians slept in cradles made of cedar wood. They <u>snuggled</u> under blankets and wore diapers made from cedar bark.</i></p> <p><b>What kind of feeling is suggested by the author’s use of the word <u>snuggled</u>?</b></p> <p>A. health          B. comfort          C. creativity          D. restlessness</p>
<p><b>ELAGSE7RI5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><b>**What kind of information is found in the subheading titled “Bark”?</b></p> <p>A. names for bark          B. how bark grows          C. ways bark was used          D. why bark was burned</p>
<p><b>ELAGSE7RI6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><b>**The author’s primary purpose in this selection is:</b></p> <p>A. descriptive.          B. expository.          C. narrative.          D. persuasive.</p>

<p><b>ELAGSE7RI8:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><b>Which of the following provides an example of a false premise?</b></p> <p>A. If a television star gives a statement, the information must be correct.</p> <p>B. When food is warmed in the microwave, the food can become too hot to touch.</p> <p>C. If no one can tell you where the cafeteria is, you have not asked the right person.</p> <p>D. In order to exempt final exams, good attendance is mandatory.</p>
<b>Writing</b>	
<b>Standard</b>	<b>Example</b>
<p><b>ELAGSE7W1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>Use the following passage for ELAGSE7W1a-e.</b></p> <p>(1) Every middle school student should learn to play a musical instrument. (2) Playing an instrument results in more than making beautiful music. (3) Reading music is a problem-solving activity. (4) Learning to read music stimulates the brain. (5) Eye-hand coordination improves as the musician becomes more adept at playing the instrument of choice. (6) Solo performing builds confidence. (7) Performing in a group develops the ability to work with others toward a common goal.</p>
<p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p><b>Where is the best place to put the following sentence?</b></p> <p><i>It provides a variety of outcomes while producing melodies for the ears.</i></p> <p>A. between sentences 5 and 6</p> <p>B. between sentences 6 and 7</p> <p>C. immediately after sentence 2</p> <p>D. immediately before sentence 5</p>
<p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>What additional information would BEST support this argument?</b></p> <p>A. biographical information of famous musicians</p> <p>B. information about other hobbies for middle school students</p> <p>C. statistics about the number of students who attend middle school</p> <p>D. statistical data showing the links between students who play instruments and their ability to problem solve.</p>
<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p><b>What is the best transition to add before the following sentence?</b></p> <p>(5) _____ eye-hand coordination improves as the musician becomes more adept at playing the instrument of choice.</p> <p>A. Although</p> <p>B. Additionally</p> <p>C. Because</p> <p>D. When</p>
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>Which is the best concluding statement for this paragraph?</b></p> <p>A. Other hobbies that are good for middle school students are basketball and art.</p> <p>B. More than just a hobby, mastering a musical instrument enriches many aspects of life.</p> <p>C. Performing in a group also builds confidence.</p> <p>D. The best instrument is the saxophone.</p>
<p><b>ELAGSE7W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><b>The following passage is from a student report; it contains mistakes. Read the following report on Alexander Graham Bell and answer the questions for ELAGSE7W2a-f.</b></p>

## Alexander Graham Bell

1 Most people remember Alexander Graham Bell for his work with the telephone. However, Bell invented lots of good stuff in his life. Bell was a good scientist who continued investigating and experimenting throughout his life.

2 Bell built his first invention, a machine that took the husks off wheat, when he was only twelve. Even at this young age, he had a strong desire to understand and improve the world. At the end of his life, Bell was still inventing. This time his interest was in hydrofoils, which are fast-moving boats that can partly lift themselves out of the water. Bell and a friend actually ended up building the fastest hydrofoil in the world.

3 Bell also made improvements to other inventions such as Thomas Edison's early record player. The "records" were shaped like cans of food, broke easily, could not hold many sounds, and also could not be copied. Edison had given up trying to solve these problems and had abandoned the record player for other inventions. Bell believed the problems could be solved, and by 1878 he had created a flat, hard, round disk similar to the records called LPs (a long-playing phonograph record). This improvement made the phonograph useful and popular. Today, people enjoy listening to recorded music on CDs.

4 In 1879, Bell invented the audiometer, a device used to check a person's hearing. Bell was passionate about helping deaf people. His mother had gone deaf when he was a boy, and later Bell would fall in love with and marry a deaf woman. \_\_\_\_\_ sign language was not commonly used yet, Bell saw how difficult it could be for deaf people to communicate with others. Using a special method invented by his father, Bell taught deaf people who could not speak how to make sounds and, later, words. He even started a school for deaf children.

5 Late in his life, Bell became fascinated with flight. He wanted to design a kite that was strong enough to hold a motor and a passenger. The first step was to find the right shape. Bell sent up kites shaped like cubes, rings, and cylinders. He finally discovered the perfect shape—a tetrahedron, or a triangle-shaped pyramid. Although Bell did not succeed in creating the first working "flying machine," his efforts were still useful.

6 Bell once said, "Wherever you may find the inventor, you may give him wealth or you may take from him all that he has; and he will go on inventing. He can no more help inventing than he can help thinking or breathing." These words certainly describe the way Bell lived his life.

<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><b>Choose the BEST thesis statement for this report.</b></p> <p>A. Alexander Graham Bell started his life as an inventor at the age of twelve.</p> <p>B. Alexander Graham Bell made many advances toward helping deaf people.</p> <p>C. Alexander Graham Bell's constant experiments with new ideas made him famous.</p> <p>D. Alexander Graham Bell's greatest accomplishment was improving the record player.</p>
<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>Re-read paragraph 3.</b></p> <p><b>Which sentence should be removed from that paragraph because it is irrelevant?</b></p> <p>A. Edison had given up trying to solve these problems and had abandoned the record player for other inventions.</p> <p>B. Bell believed the problems could be solved, and by 1878 he had created a flat, hard, round disk similar to the records called LPs (a long-playing phonograph record).</p> <p>C. This improvement made the phonograph useful and popular.</p> <p>D. Today, people enjoy listening to recorded music on CDs.</p>
<p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>Read the following sentence from paragraph 4.</b></p> <p>_____ sign language was not commonly used yet, Bell saw how difficult it could be for deaf people to communicate with others.</p> <p><b>What transition would best complete the sentence?</b></p> <p>A. Although</p> <p>B. Because</p> <p>C. Furthermore</p> <p>D. However</p>

<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Which would be a more precise word to use in place of the underlined word in the following sentence?</b>          Bell was a <u>good</u> scientist who continued investigating and experimenting throughout his life.          A. aggressive          B. brilliant          C. mediocre          D. nice</p>
<p>e. Establish and maintain a formal style.</p>	<p><b>Which sentence is too informal and should be revised?</b>          A. Most people remember Alexander Graham Bell for his work with the telephone.          B. However, Bell invented lots of good stuff in his life.          C. Bell was passionate about helping deaf people.          D. Bell once said, "Wherever you may find the inventor, you may give him wealth or you may take from him all that he has; and he will go on inventing."</p>
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>Choose the sentence that would BEST conclude Paragraph 5.</b>          A. Around 400 B.C., the Chinese were the first to invent kites that were able to fly.          B. The dream of flying is not new or uncommon, as it has been around for centuries.          C. Many people believe the first recorded flight was accomplished by the Wright brothers.          D. Due to his work, the tetrahedron is used today in supports for bridges and other heavy structures.</p>
<p><b>ELAGSE7W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>Use the following passage for ELAGSE7W3a-e.</b>          (1) The flying Kanter Brothers were practicing their juggling act. (2) Stephen and Karl were walking past their tent and decided to peek under the canvas. (3) This is what they witnessed the Flying Kanter Brothers doing inside the tent. (4) The Kanter Brothers were tossing around a flaming torch, a ukulele, a rubber fish, a corncob pipe, a frying pan, a juice bottle and an egg. (5) _____ they were juggling all of these items, they cracked the egg into the frying pan, cooked it with the flaming torch, and opened the bottle of juice. (6) The Flying Kanter Brothers knew that Stephen and Karl were watching them.</p>
<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p><b>If this paragraph were from a longer work, what information would <i>most likely</i> immediately precede it?</b>          A. A recipe for frying an egg          B. A description of what Stephen and Karl ate for breakfast          C. Biographical information about all of the Kanter Brothers          D. Stephen and Karl arriving at a circus and preparing to watch the show.</p>
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>Which transition word BEST completes the blank in sentence 5?</b>          _____ they were juggling all of these items, they cracked the egg into the frying pan, cooked it with the flaming torch, and opened the bottle of juice.          A. After          B. Before          C. However          D. While</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><b>Which sentence could be removed from the paragraph?</b>          A. Sentence 1          B. Sentence 2          C. Sentence 3          D. Sentence 7</p>

<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>What would be the BEST concluding sentence for this paragraph?</b></p> <p>A. The Kanter Brothers ate the egg and drank the juice.  B. The Kanter Brothers also performed at the circus.  C. The Kanter Brothers began to perform a new trick.  D. Much to Stephen's and Karl's surprise, the Flying Kanter Brothers walked over to them and offered them the egg and juice.</p>
<p><b>ELAGSE7W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Which sentence should be added to the beginning of the paragraph to BEST clarify the author's purpose?</b></p> <p><i>Dear Principal Garcia:</i>  <i>As you know, North Hills students currently have thirty minutes to eat lunch. This may sound reasonable, but there are many reasons why half an hour is not enough time. Before going to the lunchroom, students must race to their lockers to put away materials and then to the restrooms to wash hands. With the hallways and restrooms crowded by hundreds of students, this usually takes several minutes. Once in the cafeteria, some students must wait in line up to ten minutes to get their lunches. By this time, students have very little time to eat and no time to relax before returning to class.</i>  <i>Sincerely,</i>  <i>A Concerned Student</i></p> <p>A. The students at North Hills Middle School need your help to solve a very serious problem.  B. The lunch period at North Hills Middle School is too short and needs to be at least fifteen minutes longer.  C. Many students at North Hills Middle School think that our current daily schedule needs to be changed.  D. Students at North Hills Middle School are unhappy with the lunch period because they have little time to socialize.</p>
<p><b>ELAGSE7W5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)</p>	<p><b>How should the underlined words in the following sentence be revised?</b></p> <p><i>We have clubs for painting, skateboarding, science, gardening, and many other <u>hobbies</u>, <u>however many</u> students, including myself, are still searching for a club that suits our interests.</i></p> <p>A. hobbies: however, many  B. hobbies; however many  C. hobbies; however, many  D. hobbies: however many</p>
<p><b>ELAGSE7W7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><b>Choose the MOST focused research topic.</b></p> <p>A. effect of soil erosion in the tropical rain forest  B. diet of the toucan bird in the Costa Rican rain forest  C. mammals and reptiles in the tropical rain forests  D. plants and vegetation native to Hawaiian rain forests</p>
<p><b>ELAGSE7W8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>Refer to the selection in ELAGSE7W2, Alexander Graham Bell. What secondary source was most likely used to write this report?</b></p> <p>A. a letter Bell wrote about the telephone to his wife  B. an interview Bell gave after the success of the audiometer  C. a journal entry by a neighbor who saw Bell's kite experiments  D. an encyclopedia article about Bell's inventions</p>



### Speaking and Listening

**\*\*Use the following speech for items from the SL standards unless otherwise noted.**

Soda Ban Issue

Hi. How is everyone doing tonight? I just wanted to take a few minutes to share with you my take on the soda ban issue that everyone has been talking about. I teach seventh grade math here at the school, and I think the proposed school ban on soda is a bit over the top. Why? Well, healthy eating habits begin at home, and here at school we, as teachers, can help by encouraging healthy choices. Soda may not be the healthiest choice, but a can of soda every now and again is okay.

We all want our children to be healthy and develop healthy eating habits. I know many of you are concerned about tooth decay and other health issues, but it's not like students are drinking soda all day long. Most students drink milk during lunch and water from the water fountain throughout the day. The vending machine room is not open in the morning, only at lunch and after school. At our school, all of the money from the soda machines pays for sports programs and the band program. If this ban goes into effect, where will the money come from to pay for these worthy programs? Before supporting this ban, I ask you to think about that.

Standard	Example
<p><b>ELAGSE7SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>Item does not relate to speech above.</b>  <b>Cameron is working on a project with students from his English class. Some members of the group are worried that they will not finish their project on time. Which is the BEST way for Cameron to help the group finish on time?</b></p> <p>A. ask the teacher to add more students to the group            B. restate the goals of the group project for his team            C. ask his parents to work with the group after school            D. delegate the remaining work to individuals in the group</p>
<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>Item does not relate to speech above.</b>  <b>Choose the group member who is MOST responsible for taking notes.</b></p> <p>A. recorder            B. reporter            C. timekeeper            D. information gatherer</p>
<p><b>ELAGSE7SL2:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>**The purpose of this passage is to persuade a specific audience. How does the way the author has organized information help to achieve this goal?</b></p> <p>A. By opening with a funny story, the speaker gets the audience on his side and changes their minds.            B. By telling what he teaches, the speaker establishes his expert opinion on the subject.            C. By arranging his facts in chronological order, the speaker helps the audience follow his reasoning.            D. By introducing himself and the topic, then anticipating counter arguments and concerns, the speaker makes the audience think about both sides of the issue.</p>
<p><b>ELAGSE7SL3:</b> Delineate a speaker's argument and specific claims, evaluating the and sufficiency of the evidence.</p>	<p><b>**Which phrase or sentence provides the BEST evidence that this passage is intended for an audience that is mostly made up of parents?</b></p> <p>A. ...here at school, we, as teachers, can help by encouraging healthy choices.            B. We all want our children to be healthy and develop healthy eating habits.            C. I know many of you are concerned about tooth decay and other health issues...            D. If this ban goes into effect, where will the money come from to pay for these worthy programs?</p>

**ELAGSE7SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**\*\*The sentence “How is everyone doing tonight”? sets an informal tone because:**

- A. it provides a focus.
- B. it is a polite greeting.
- C. it shows the audience the speaker is a friend.
- D. it makes the audience feel like the speaker cares.

**ELAGSE7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**\*\*What visual would BEST help the speaker gain support for his argument?**

- A. A PowerPoint presentation on tooth decay
- B. A petition signed by all of the students at the school
- C. A handout showing the annual income from vending machines for sports and band programs
- D. A math book to show the focus of the course he teaches

Language
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Standard		Example
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**ELAGSE7L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Which of the following is a sentence fragment?**

- A. I'm leaving.
- B. "Give it a rest," he said.
- C. Finding the information buried in all those books.
- D. Looking at the schedule, we saw that there was still time.

a. Explain the function of phrases and clauses

**Which of these correctly explains how the underlined words in general and their function in specific function in the sentence?**

- Mrs. Smith gave the students pencils for taking the test.*
- A. as the direct object
  - B. as the indirect object
  - C. as an independent clause
  - D. as the subject of the sentence

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  
*Everyone enjoyed the basketball game Friday night.*

**Which is the best way to combine the following sentences?**

*It was the championship game.*

- A. Everyone enjoyed the championship basketball game on Friday night.
- B. Everyone enjoyed the championship game Friday night; it was
- C. Everyone enjoyed the basketball game Friday night, it was the championship game.
- D. Everyone enjoyed the basketball game Friday night, and it was the championship game.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

**Which underlined word is a misplaced modifier?**

*As it neared the burning building, the fire truck swerved close to the dangerously elderly man crossing the street.*

- A. burning
- B. fire
- C. dangerously
- D. elderly

<p><b>ELAGSE7L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Which of these pronouns BEST fills in the blank in the sentence below?</b></p> <p>_____ of the basketball players spends twelve minutes of practice on free throws every day.</p> <p>A. Each B. All C. Many D. Several</p>
<p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>	<p><b>Which sentence uses commas correctly?</b></p> <p>A. The brave, skillful firefighters worked hard to put out the wildfire. B. My best friend used to live in that little, brick house across the street. C. That restaurant is famous for its delicious, homemade pies and cakes. D. A large, stray dog was found wandering around the neighborhood today.</p>
<p>b. Spell correctly.</p>	<p><b>Which of the underlined words in the sentence is misspelled?</b></p> <p>Since the <u>citizens</u> of France were in great need, King Louis XIV's <u>riegn</u> was a very <u>turbulent</u> time in their <u>history</u>.</p> <p>A. citizens B. rieg C. turbulent D. history</p>
<p><b>ELAGSE7L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p><b>Which revision of the sentence BEST expresses the ideas without ineffective wordiness?</b></p> <p><i>Sam said that he would make an effort and try to remember not to forget to bring all of the required materials that he needed to class.</i></p> <p>A. Sam said that he would try to remember not to forget to bring the required materials to class. B. Sam said that he would make an effort to remember to bring the materials that he needed to class. C. Sam said that he would try to make an effort to remember to bring the required materials to class. D. Sam said that he would make an effort not to forget to bring the required materials that he needed to class.</p>
<p><b>ELAGSE7L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>What does <u>morose</u> mean in the following sentence?</b></p> <p><i>Eric was very <u>morose</u> after getting the results of his algebra test, but Donovan was very pleased.</i></p> <p>A. pleased B. irritated</p>
	<p>C. happy D. gloomy</p>

<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p><b>As used in the following sentence, the prefix –il means:</b>  <i>There are so many opportunities for free education in the United States today, and there is no reason for any citizen to be <u>illiterate</u>.</i></p> <p>A. all  B. before  C. not  D. very</p>
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>Read the dictionary entry below and answer the question that follows.</b></p> <p><b><i>depression</i></b> (<i>di presh en</i>) <i>n.</i> 1 a pit or a hollow; 2 great sadness; 3 a reduction in activity; 4 a period in which an economy declines.</p> <p><b>Which definition matches how depression is used in the following sentence?</b>  <i>A female beetle chews <u>depressions</u> in the bark of a hardwood tree and lays her eggs in them.</i></p> <p>A. Definition 1  B. Definition 2  C. Definition 3  D. Definition 4</p>
<p><b>ELAGSE7L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p><b>In the 7<sup>th</sup> inning of a scoreless baseball game, the crowd watched as a batter hit a homerun. At that moment, the conversations melted into a single roar. The phrase “the conversations melted into a single roar” means:</b></p> <p>A. the spectator stopped listening to other people.  B. everyone began to cheer when the ball was hit.  C. only one person was cheering as the ball was hit.  D. everyone in the crowd was speaking about the same subject.</p>
<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p><b>Read the following sentence.</b>  <i>Volunteer organizations <u>contribute</u> time and energy to promoting methods of reducing pollution.</i></p> <p><b>Which is a synonym for <u>contribute</u> as it is used above?</b></p> <p>A. donate  B. aid  C. impede  D. influence</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p><b>Which word best fits the meaning of the sentence below?</b>  After running for nearly an hour in the heat of the day, Ryan couldn't wait to _____ his thirst with a tall glass of ice-cold water.</p> <p>A. drink  B. drown  C. quench  D. swallow</p>