



# Bedford Public Schools

## Grade 7 – English Language Arts

The seventh grade program is an integrated study of communication skills that includes reading, writing, research, speaking, and listening. As students explore and study these skills in greater depth, they are encouraged and supported as they develop the maturity and self-discipline needed in order to be successful students. Students continue to improve their ability to read critically and write well for a variety of purposes and audiences with increasing independence. Students will develop their own “voice” through their coursework and through active class participation.

The reading curriculum is varied as students explore multiple genres. It includes an investigation of popular folklore, contemporary works of global literature, a historical novel, selected short stories, poetry, and drama. These various works prompt diverse discussions on a wide variety of compelling topics. Often what students are reading and discussing, in turn, serves to propel topics for writing. For example, students read to discover the strengths of a character and then make connections to that character and their own experiences and observations of human behavior. Although students are reading primarily works of fiction, the study of a historical novel is supported and augmented with additional nonfiction material which serves to further enhance their background knowledge and textual understanding.

Combining the study of grammar, vocabulary and reading multiple text structures, seventh graders write journal entries, expository essays, narratives, and responses to literature to demonstrate their mastery of those skills. In writing, students routinely use the process approach to writing. They become more proficient using graphic organizers for expository prewriting. Additional instruction on how to apply specific descriptive words, transitional phrases, and myriad sentence structures when composing and revising written drafts serves to further enhance students’ writing skills.

Overall, in seventh grade, students are expected to demonstrate grade appropriate critical reading and thinking skills, a more complex understanding of selected literary devices, and the ability to craft a more sophisticated formal expository essay.



### Learning Expectations

[Reading: Literature and Informational Text](#)

[Writing: Argument, Informational/Expository and Narrative Writing Skills](#)

[Speaking and Listening](#)

[Language Standards](#)

**Reading: Literature and Informational Text**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . . <i>*Boldface type indicates emphasis</i>
<ul style="list-style-type: none"> <li>Knowing the structure of a text helps the reader set a purpose, direct his or her own page, and helps them anticipate a text's development.</li> <li>Literature acts as a mirror to the human experience (in conflict, character, motivation, etc).</li> <li>Subtext is the deeper-layers of meaning in a story. It includes techniques such as allegory, symbolism, implication, motif, and theme.</li> <li>When an author writes, he or she both purposefully and inadvertently includes elements of his or her background and perspective.</li> <li>Active reading allows readers to engage in critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>What role does a text's structure play in communicating an author's ideas?</li> <li>How does literature give us insight into the human experience and our individual lives?</li> <li>What is subtext in literature, and how does it enrich my experience as a reader?</li> <li>How does an author's life experience influence his or her writing?</li> <li>What is active reading, and how can it help me better understand what I am reading?</li> </ul>	<ul style="list-style-type: none"> <li>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li><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.</b></li> <li>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li><b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</b> 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.</li> <li>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</li> <li><b>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</b></li> <li>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and</li> </ul>

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . . <i>*Boldface type indicates emphasis</i>
		<p>angles in a film).</p> <ul style="list-style-type: none"> <li>• <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.</b></li> <li>• <b>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</b></li> <li>• <b>Read critically to draw inferences, especially pertaining to drawing conclusions and making predictions</b></li> <li>• <b>Identify the story theme as an author's lesson</b></li> <li>• <b>Examine character and how and why he/she changes</b></li> <li>• <b>Draw parallels between their lives, the world around them, and literature.</b></li> </ul>

**Writing: Argument, Informational/Expository and Narrative Writing Skills**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . . <i>*Boldface type indicates emphasis</i>
<ul style="list-style-type: none"> <li>• Writing is a recursive process that involves multiple revisions.</li> <li>• Using the techniques of literature such as following a particular structure, using precise wording, and including sensory details will help keep the interest of my reader.</li> <li>• Each type of writing has a unique structure.</li> <li>• A researcher should evaluate the credibility of a source, determine whether to paraphrase or directly quote information, and accurately document all sources.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the steps of the writing process, and how can they help me?</li> <li>• How can I use writing to express my experience of the world and get and keep the interest of my reader?</li> <li>• How do I focus and organize my writing to suit my audience and purpose?</li> <li>• How can I gather information and give credit to other authors?</li> <li>• When I make a claim, how do I thoroughly support it and make it convincing?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write arguments to support claims with clear reasons and relevant evidence.</b></li> <li>• <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• <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.)</b></li> <li>• With some guidance and support from peers and adults, <b>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.</b></li> <li>• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions</li> </ul>

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		<p>for further research and investigation.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• <b>Use all steps of the writing with special focus on revision is an important step GW</b></li> <li>• <b>Present a claim and developing support through paragraph and multi paragraph writing.</b></li> <li>• <b>Develop an introduction that considers audience and purpose</b></li> <li>• <b>Use sentence and paragraph structure that creates transitions between ideas and paragraphs</b></li> <li>• <b>Create a conclusion that recaps the main ideas of an essay without repeating</b></li> <li>• Use appropriate vocabulary with focus on rules of formal language</li> <li>• <b>Express life experiences in writing</b></li> <li>• Develop characters in writing of story</li> <li>• Follow the research process.</li> <li>• Credit informational sources.</li> </ul>

## Speaking and Listening

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . . <i>*Boldface type indicates emphasis</i>
<ul style="list-style-type: none"> <li>Speaking, listening and discussing allow one to communicate, clarify thinking, and make connections to the world and each other.</li> </ul>	<ul style="list-style-type: none"> <li>How does speaking and listening connect with reading and writing?</li> <li>When discussing ideas how are claims supported through speaking and listening?</li> </ul>	<ul style="list-style-type: none"> <li><b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b></li> <li><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.</b></li> <li>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>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.</li> <li>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li><b>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</b></li> <li><b>Exchange ideas with an emphasis on listening.</b></li> <li><b>Use elements that contribute to an engaging presentation.</b></li> <li><b>Work collaboratively</b></li> </ul>

## Language Standards

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . . <i>*Boldface type indicates emphasis</i>
<ul style="list-style-type: none"> <li>• A writer or a speaker needs to use Standard English conventions to get his or her message across effectively and clearly.</li> <li>• A full understanding of sentence structure allows a writer to increase opportunities to vary sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to use correct spelling and proper conventions?</li> <li>• How does a sentence structure affect the fluency of longer pieces of writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <b>Explain the function of phrases and clauses in general and their function in specific sentences.</b></li> <li>• <b>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b></li> <li>• <b>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</b></li> <li>• <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></li> <li>• 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>).</li> <li>• <b>Spell correctly.</b></li> <li>• <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></li> <li>• <b>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</b></li> <li>• <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b></li> <li>• <b>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a</b></li> </ul>

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . . <i>*Boldface type indicates emphasis</i>
		<p>sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>• Use <b>common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</b></li> <li>• <b>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.</b></li> <li>• <b>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b></li> <li>• <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></li> <li>• <b>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</b></li> <li>• <b>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b></li> <li>• <b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</b></li> <li>• <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></li> </ul>