

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 7 Reading

The English–Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher: Glencoe/McGraw-Hill Program Title: Expressions

SE = Student Edition

TE = Teacher Edition

EPB= Expressions Practice Book

ELA Standards Grade 7 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p>	<p>Word Analysis</p> <p>B1. Recognize and correctly pronounce most English phonemes while reading aloud.</p> <p>B2. Recognize the most common English morphemes in phrases and simple sentences.</p>	<p>Word Analysis</p> <p>EI1. Produce most English phonemes comprehensibly while reading aloud one’s own writing, simple sentences, or simple texts.</p> <p>EI2. Use common English morphemes in oral and silent reading.</p> <p>EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and content area texts.</p>	<p>Word Analysis</p> <p>I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p>I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas.</p>	<p>Word Analysis</p> <p>EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p> <p>EA2. Distinguish between cognates and false cognates in literature and texts in content areas.</p>	<p>Specialized Vocabulary - ELA R 1.0, ELD B-7, EI-4, I-7, EA-3, EA-6; SE/TE: Addressed on each selection vocabulary page.</p> <p>Cognates - ELA R 1.0, ELD EI-3, I-2, EA-2; SE/TE: Addressed on each selection vocabulary page.</p> <p>Fluency - ELA R 1.0, ELD B-1, B-3, EI-1, EI-2, EI-5, EI-6, EI-7, I-1, I-6, I-7, EA-8; SE/TE: pp. 5, 20, 36, 47, 70, 81, 93, 104, 114, 137, 154, 184, 199, 206, 218, 228, 238, 256, 266, 276, 294, 300, 312, 318, 338, 351 TE: pp. R1-R12</p>	<p>False Cognates - ELA R 1.0, ELD I-2, EA-2; TE: pp. 6, 18, 29, 70, 82, 107, 124, 139, 160, 166, 173, 183, 200, 209, 219, 228, 236, 292, 303, 309, 348</p> <p>New To English ELA R 1.0, ELD B-3, B-4; SE/TE: pp. 42-45, 46-49, 50-53, 54-57, 58-61, 62-65, 66-69, 70-73</p>
<i>Vocabulary and Concept</i>	Fluency and	Fluency and	Fluency and	Fluency and	ELA R 1.1, ELD I-5,	ELA R 1.1

ELA Standards Grade 7 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
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<p><i>Development</i></p> <p>1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p>1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p>	<p>Systematic Vocabulary Development</p> <p>B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.</p> <p>B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).</p> <p>B5. Create a simple dictionary of words frequently used by the student.</p> <p>B6. Retell stories by using phrases and sentences.</p> <p>B7. Produce simple vocabulary (single words or</p>	<p>Systematic Vocabulary Development</p> <p>EI4. Use knowledge of literature and content areas to understand unknown words.</p> <p>EI5. Read simple paragraphs and passages independently.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.</p> <p>EI8. Use a standard dictionary to find the meaning of known vocabulary.</p>	<p>Systematic Vocabulary Development</p> <p>I3. Use a standard dictionary to determine meanings of unknown words.</p> <p>I4. Use knowledge of English morphemes, phonics, and syntax to decode text.</p> <p>I5. Recognize simple idioms, analogies, figures of speech (e.g., to "take a fall"), and metaphors in literature and texts in content areas.</p> <p>I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I7. Use decoding skills and knowledge of</p>	<p>Systematic Vocabulary Development</p> <p>EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.</p> <p>EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).</p> <p>EA6. Use decoding skills and knowledge of academic and social vocabulary</p>	<p>EA-7; SE/TE: pp. 63-72, 131-140, 141-148, 161-168, 169-174; Additional TE: 24c, 48c, 314c, 324c EPB: pp. 9, 18, 143, 149</p> <p>ELA R 1.2, ELD EA-1 Additional TE: pp. 12c, 72c, 108c, 296c, 304c, 342c EPB: pp. 4, 28, 48, 96, 132, 138, 155</p> <p>ELA R 1.3, ELD B-1, B-2, B-4, B-5, B-6, B-7, EI-1, EI-2, EI-4, EI-6, EI-8, I-3, I-4, I-8, EA-3, EA-4, EA-5, EA-6 SE/TE: Throughout each lesson Additional TE: pp. 12c, 56b, 72b, 72c, 82b, 108c, 148c, 160c, 174c, 186c, 202c, 214c, 224c, 230c, 242c, 268c, 296c, 304c, 314c, 324c, 342c EPB: pp. 1, 4, 6, 11, 15, 20, 21, 23, 25, 27, 28, 30, 31, 33, 36, 40, 45, 48, 50, 51, 56, 57, 61, 62, 65, 67, 68, 71, 73, 74, 78, 81, 83, 86,</p>	<p>idioms, analogies, metaphors, and similes, ELD I-5, EA-7; Addressed throughout lessons - sample TE page references: pp. 11, 12, 16, 17, 19, 30, 32, 33, 36, 38, 56, 69, 70, 93 EPB: pp. 58, 79</p> <p>ELA R 1.3 multiple-meaning words, ELD B-7, EI-4, EI-8, I-3, I-8, EA-3, EA-4, EA-5, EA-6 Addressed throughout lessons - sample TE page references: pp. 8, 21, 31, 45, 68, 86, 97</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
	short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).		both academic and social vocabulary to read independently. I8. Recognize that some words have multiple meanings.	to achieve independent reading. EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	88, 91, 93, 96, 98, 99, 103, 105, 108, 110, 111, 114, 116, 120, 123, 125, 129, 132, 134, 138, 140, 143, 145, 146, 149, 151, 152, 155, 157, 158	
<p>2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read</p>	<p>Reading Comprehension</p> <p>B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases.</p> <p>B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities.</p> <p>B10. Recognize</p>	<p>Reading Comprehension</p> <p>EI9. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.</p> <p>EI10. Identify and follow some multiple-step directions for using simple mechanical</p>	<p>Reading Comprehension</p> <p>I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.</p> <p>I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text,</p>	<p>Reading Comprehension</p> <p>EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.</p> <p>EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks,</p>	<p>ELA R 2.1, ELD B-10, B-12, B-13, EI-11, EI-12, EI-13, EI-14, I-10, I-12, I-13, EA-9, EA-10, EA-11 SE/TE: pp. 73-82, 83-88, 99-108, 149-160, 297-304, 343-352</p> <p>ELA R 2.2, ELD B-9, B-10, B-13, EI-11, EI-12, EI-14, I-10, I-12, I-13, EA-9, EA-10, EA-11 SE/TE: pp. 83-88</p> <p>ELA R 2.3, ELD EI-13;</p>	<p>ELA R 2.1, ELD B-10, B-12, B-13, EI-11, EI-12, EI-13, EI-14, I-10, I-12, I-13, EA-9, EA-10, EA-11 EPB: pp. 32, 135, 159</p> <p>ELA R 2.2, ELD B-9, B-10, B-13, EI-11, EI-12, EI-14, I-10, I-12, I-13, EA-9, EA-10, EA-11 EPB: p. 37</p> <p>ELA R 2.3, ELD EI-13;</p>

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<p>one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</p> <p>2.2 Locate information by using a variety of consumer, workplace, and public documents.</p> <p>2.3 Analyze text that uses the cause-and-effect organizational pattern.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p>2.5 Understand and explain</p>	<p>categories of common informational materials (e.g., newspaper, brochure).</p> <p>B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts.</p> <p>B12. Point out text features, such as the title, table of contents, and chapter headings.</p> <p>B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.</p> <p>B14. Orally identify examples of fact and opinion and cause and effect</p>	<p>devices and filling out basic forms.</p> <p>EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.</p> <p>EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.</p> <p>EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.</p> <p>EI14. Orally identify the factual components of simple informational materials by using key words</p>	<p>and text in content areas.</p> <p>I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.</p> <p>I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials.</p> <p>I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books).</p>	<p>newspapers, instructional materials).</p> <p>EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).</p>	<p>SE/TE: pp. 89-98</p> <p>ELA R 2.4, ELD B-11, EI-12, I-10, EA-9;</p> <p>SE/TE: pp. 89-98, 193-202, 215-224</p> <p>Additional TE: 214d</p> <p>EPB: p. 97</p> <p>ELA R 2.5, ELD B-9, EI-10, I-11, I-13;</p> <p>Additional TE: p. 296d</p> <p>EPB: p. 133</p> <p>ELA R 2.6, ELD B-14, EI-13;</p> <p>SE/TE: pp. 99-108, 149-160, 215-224, 315-324</p>	<p>EPB: p. 41</p> <p>ELA R 2.4, ELD B-11, EI-12, I-10, EA-9;</p> <p>EPB: pp. 89, 100</p> <p>ELA R 2.6, ELD B-14, EI-13;</p> <p>EPB: pp. 46, 69</p>

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<p>the use of a simple mechanical device by following technical directions.</p> <p><i>Expository Critique</i></p> <p>2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p>	in simple texts.	or phrases.				
<p>3.0 Literary Response and Analysis</p> <p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p>	<p>Literary Response and Analysis</p> <p>B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.</p> <p>B20. Recite simple poems.</p>	<p>Literary Response and Analysis</p> <p>EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.</p>		<p>Literary Response and Analysis</p> <p>EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.</p>	<p>ELA R 3.1, ELD B-19, B-20, EI-19, EA-18; SE/TE: 25-38, 175-186, 203-214, 215-224, 231-242, 249-258, 259-268, 269-286, 287-296, 305-314, 331-342, 343-352</p>	<p>ELA R 3.1, ELD B-19, EI-19, EA-18; EPB: pp. 12, 84, 112, 126, 130, 141</p>

ELA Standards Grade 7 Writing	ELD Standards Writing Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p> <p><i>Organization and Focus</i></p> <p>1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p>1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p>1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.</p> <p><i>Research and Technology</i></p> <p>1.4 Identify topics; ask and evaluate questions; and develop ideas leading to</p>	<p>Writing Strategies</p> <p>B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.</p> <p>B2. Create simple sentences or phrases with some assistance.</p> <p>B3. Write a brief narrative by using a few simple sentences that include the setting and some details.</p> <p>B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.</p> <p>B5. Write simple compositions, such as descriptions and</p>	<p>Writing Strategies</p> <p>EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text.</p> <p>EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.</p> <p>EI3. Create a draft of a paragraph by following an outline.</p> <p>EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p> <p>EI5. Write expository compositions,</p>	<p>Writing Strategies</p> <p>I1. Narrate a sequence of events and communicate their significance to the audience.</p> <p>I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.</p> <p>I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.</p> <p>I4. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and</p>	<p>Writing Strategies</p> <p>EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.</p> <p>EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.</p> <p>EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.</p> <p>EA4. Use appropriate language variations and genres in writing for language arts and other content</p>	<p>ELA W 1.1, ELD B-1, B-2, B-5, EI-2, EI-4, I-2, I-3, I-5, EA-1, EA-4, EA-8; SE/TE: pp. 58-59, pp. 126-127, 187, 244-245, 325-327, 353-355</p> <p>ELA W 1.2, ELD B-6, EI-8, I-2, I-6, EA-2, EA-5, EA-6; SE/TE: pp. 353-357 TE: pp. 12d, 24d, 38c, 48d, 56c, 72d, 82c, 88c, 98c, 108d, 124c, 140c, 148d, 160d, 168c, 174d, 186d, 202d, 214d, 224d, 230d, 242d, 258c, 268d, 286c, 296d, 304d, 314d, 324d, 342d, 352c EPB: pp. 5, 10, 14, 19, 24, 29, 35, 39, 44, 49, 55, 60, 66, 72, 77, 82, 87, 92, 97, 104, 109, 115, 119, 124, 128, 133, 139, 144, 150, 156, 162</p> <p>ELA W 1.3, ELD B-4, EI-3, I-8, EA-8; SE/TE: pp. 58-59, pp. 126-127, 188-189, 244-247, 354-355</p>	<p>New To English ELA W 1.0, ELD B-1, B-2; SE/TE: pp. 74-83, 84-93, 94-103, 104-113, 114-123, 124-133</p>

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	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>inquiry, investigation, and research.</p> <p>1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</p> <p>1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p> <p><i>Evaluation and Revision</i></p> <p>1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>	<p>comparison and contrast, that have a main idea and some detail.</p> <p>B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.</p>	<p>such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.</p> <p>EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.</p> <p>EI7. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>EI8. Complete simple informational documents related to career</p>	<p>transitions.</p> <p>I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p> <p>I6. Write documents related to career development (e.g., business letter, job application).</p> <p>I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.</p> <p>I8. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent</p>	<p>areas.</p> <p>EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry).</p> <p>EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.</p> <p>EA7. Write detailed fictional biographies or autobiographies.</p> <p>EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.</p> <p>EA9. Write an</p>	<p>ELA W 1.4, ELD B-1, EI-6, I-9; SE/TE: pp. 126-127, 326-327</p> <p>ELA W 1.5, ELD EI-6, I-9, EA-9; SE/TE: pp. 326-327</p> <p>ELA W 1.6; ELD B-3, B-4, B-5, EI-2, EI-4, I-1, I-5, I-7, EA-1, EA-4, EA-7 SE/TE: pp. 60-61, 128-129, 190-191, 246-247, 328-329, 356-357</p> <p>ELA W 1.7, ELD B-3, B-4, B-5, EI-2, EI-4, I-1, I-5, I-7, EA-1, EA-4, EA-7; SE/TE: pp. 60-61, pp. 128-129, 190-191, 246-247, 328-329, 356-357</p>	

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		development (e.g., bank forms and job applications).	use of standard grammatical forms (Some rules may not be followed.) I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.		
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:</p> <p>2.1 Write fictional or autobiographical narratives:</p> <p>a. Develop a standard plot line (having a beginning, conflict, rising action, climax,</p>					<p>ELA W 2.1, ELD B-2, B-3, B-4, EI-2, EI-4, EI-7, I-1, I-5, I-7, EA-1, EA-4, EA-7; SE/TE: pp. 57-61</p> <p>ELA W 2.2, ELD B-1, B-2, B-5, EI-1, EI-2, EI-4, EI-7, I-4, I-5, EA-3, EA-4; SE/TE: pp. 187-191 TE: pp. 12d, 24d, 38c, 48d, 56c, 72d, 82c, 88c, 98c, 108d, 124c, 140c, 148d, 160d, 168c, 174d, 186d, 202d, 214d, 224d, 230d, 242d, 258c, 268d, 286c, 296d, 304d, 314d, 324d, 342d, 352c EPB: pp. 5, 10, 14, 19, 24, 29, 35, 39, 44, 49, 55, 60, 66, 72, 77, 82, 87, 92,</p>	

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<p>and denouement) and point of view.</p> <p>b. Develop complex major and minor characters and a definite setting.</p> <p>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</p> <p>2.2 Write responses to literature:</p> <p>a. Develop interpretations exhibiting careful reading, understanding, and insight.</p> <p>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</p> <p>c. Justify interpretations through sustained use of examples and textual evidence.</p> <p>2.3 Write research reports:</p> <p>a. Pose relevant and tightly drawn questions about the topic.</p> <p>b. Convey clear and accurate perspectives on the subject.</p> <p>c. Include evidence compiled through the formal research process (e.g., use</p>					<p>97, 104, 109, 115, 119, 124, 128, 133, 139, 144, 150, 156, 162</p> <p>ELA W 2.3, ELD B-1, B-2, B-5, EI-2, EI-3, EI-4, EI-6, EI-7, I-5, I-8, I-9, EA-4, EA-8, EA-9; SE/TE: pp. 325-329</p> <p>ELA W 2.4, ELD B-1, B-2, B-5, EI-2, EI-4, EI-5, EI-7, I-2, I-3, I-5, I-8, EA-2, EA-4, EA-6, EA-8, EA-9; SE/TE: pp. 243-247</p> <p>ELA W 2.5, ELD B-2, B-5, EI-2, EI-4, I-3, I-5, EA-4; SE/TE: pp. 125-129; TE: pp. 12d, 24d, 38c, 48d, 56c, 72d, 82c, 88c, 98c, 108d, 124c, 140c, 148d, 160d, 168c, 174d, 186d, 202d, 224d, 230d, 242d, 258c, 268d, 286c, 296d, 304d, 314d, 324d, 342d, 352d EPB: pp. 5, 10, 14, 19, 24, 29, 35, 39, 44, 49, 55, 60, 66, 72, 77, 82, 87, 92, 104, 109, 115, 119, 124, 128, 133, 139,</p>	

ELA Standards Grade 7 Writing	ELD Standards Writing Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries).</p> <p>d. Document reference sources by means of footnotes and a bibliography.</p> <p>2.4 Write persuasive compositions:</p> <p>a. State a clear position or perspective in support of a proposition or proposal.</p> <p>b. Describe the points in support of the proposition, employing well-articulated evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p> <p>2.5 Write summaries of reading materials:</p> <p>a. Include the main ideas and most significant details.</p> <p>b. Use the student's own words, except for quotations.</p> <p>c. Reflect underlying meaning, not just the superficial details.</p>					144, 150, 156, 162	

ELA Standards Grade 7 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.</p> <p><i>Comprehension</i></p> <p>1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>1.2 Determine the speaker's attitude toward the subject.</p> <p>1.3 Respond to persuasive messages with questions, challenges, or affirmations.</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Ask and answer questions by using simple sentences or phrases.</p> <p>B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions by using phrases or simple sentences.</p> <p>EI3. Restate and execute multiple-step oral directions.</p>	<p>Strategies and Applications</p> <p>I1. Respond to messages by asking simple questions or by briefly restating the message.</p> <p>I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details</p>	<p>ELA LAS 1.1, ELD B-2, B-4, EI-2, EI-5, I-1, I-4, EA-4, EA-6; SE/TE: pp. 248, 330, 358 Additional TE: pp. 12b, 38b, 48b, 56b, 88c, 174b, 242b EPB: pp. 3, 13, 17, 23, 39, 80, 113</p> <p>ELA LAS 1.2, ELD I-2, I-5, EA-1; SE/TE: pp. 248, 358</p> <p>ELA LAS 1.3, ELD B-2, B-3, EI-2, I-1, I-4, EA-4, EA-6; SE/TE: p. 248</p>	
<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 Organize information to achieve particular purposes and to appeal to the</p>	<p>B4. Independently use common social greetings and simple</p>	<p>EI4. Restate in simple sentences the main idea of oral presentations in</p>	<p>I3. Make oneself understood when speaking by using consistent standard English</p>	<p>EA2. Retell stories in greater detail by including the characters,</p>	<p>ELA LAS 1.4, ELD B-1, EI-1, EI-3, I-1, I-2, I-3, EA-2, EA-3, EA-5; SE/TE: pp. 62, 130,</p>	

ELA Standards Grade 7 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>background and interests of the audience.</p> <p>1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.</p> <p>1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</p>	<p>repetitive phrases (e.g., “Good morning, Ms. _____”).</p>	<p>subject-matter content.</p> <p>EI5. Orally communicate basic needs (e.g., “I need to borrow a pencil”).</p>	<p>grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.</p>	<p>setting, and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Respond to messages by asking questions, challenging</p>	<p>192, 248, 330, 358</p> <p>Additional TE: pp. 12d, 24d, 38c, 48d, 56c, 72d, 82c, 88c, 98c, 108d, 124c, 140c, 148d, 160d, 168c, 174d, 186d, 202d, 214d, 224d, 230d, 242d, 258c, 268d, 286c, 296d, 304d, 314d, 324d, 342d, 352c</p> <p>EPB: pp. 5, 10, 14, 19, 24, 29, 35, 39, 44, 49, 55, 60, 66, 72, 77, 82, 87, 92, 97, 104, 109, 115, 119, 124, 128, 133, 139, 144, 150, 156, 162</p> <p>ELA LAS 1.5, ELD EA-5;</p> <p>SE/TE: p. 192, 248, 330</p> <p>Additional TE: pp. 12d, 24d, 38c, 48d, 56c, 72d, 82c, 88c, 98c, 108d, 124c, 140c, 148d, 160d, 168c, 174d, 186d, 202d, 224d, 230d, 242d, 258c, 268d, 286c, 296d, 304d, 314d, 324d, 342d, 352c</p> <p>EPB: pp. 5, 10, 14, 19, 24, 29, 35, 39, 44, 49, 55, 60, 66, 72, 77, 82, 87, 92,</p>	

ELA Standards Grade 7 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
				statements, or offering examples that affirm the message. EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	104, 109, 115, 119, 124, 128, 133, 139, 144, 150, 156, 162 ELA LAS 1.6 , ELD EA-3, EA-5, EA-7; SE/TE: pp. 62, 130, 192, 248, 330, 358 Additional TE: pp. 12d, 24d, 38c, 48d, 56c, 72d, 82c, 88c, 98c, 108d, 124c, 140c, 148d, 160d, 168c, 174d, 186d, 202d, 224d, 230d, 242d, 258c, 268d, 286c, 296d, 304d, 314d, 324d, 342d, 352c EPB: pp. 5, 10, 14, 19, 24, 29, 35, 39, 44, 49, 55, 60, 66, 72, 77, 82, 87, 92, 104, 109, 115, 119, 124, 128, 133, 139, 144, 150, 156, 162	
<i>Analysis and Evaluation of Oral and Media Communications</i> 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener.					ELA LAS 1.7 , ELD B-1, B-2, EI-2, I-2, I-5, EA-4, EA-6; SE/TE: pp. 62, 130, 192, 248, 330, 358 Additional TE: pp. 12d, 24d, 38c, 48d, 56c, 72d, 82c, 88c, 98c, 108d, 124c, 140c, 148d, 160d, 168c, 174d, 186d,	

ELA Standards Grade 7 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.					202d, 224d, 230d, 242d, 258c, 268d, 286c, 296d, 304d, 314d, 324d, 342d, 352c EPB: pp. 5, 10, 14, 19, 24, 29, 35, 39, 44, 49, 55, 60, 66, 72, 77, 82, 87, 92, 104, 109, 115, 119, 124, 128, 133, 139, 144, 150, 156, 162 ELA LAS 1.8, ELD EI-4, I-2, I-5, EA-1; SE/TE: p. 328	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0,		EI6. Prepare and deliver short oral presentations.	I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	EA8. Prepare and deliver presentations that use various sources.	ELA LAS 2.1, ELD EI-6, I-6, EA-8; SE/TE: p. 62 Additional TE: p. 214d EPB: p. 97 ELA LAS 2.2, ELD EI-6, I-6, EA-8; SE/TE: p. 130 Additional TE: pp. 12d, 24d, 38c, 48d, 56c, 72d, 82c, 88c, 98c, 108d, 124c, 140c, 148d, 160d, 168c, 174d, 186d, 202d, 224d, 230d, 242d, 258c, 268d, 286c, 296d, 304d, 314d, 324d, 342d, 352c EPB: pp. 5, 10, 14, 19, 24, 29, 35, 39,	

ELA Standards Grade 7 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>students:</p> <p>2.1 Deliver narrative presentations:</p> <p>a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.</p> <p>b. Describe complex major and minor characters and a definite setting.</p> <p>c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).</p> <p>2.2 Deliver oral summaries of articles and books:</p> <p>a. Include the main ideas of the event or article and the most significant details.</p> <p>b. Use the student's own words, except for material quoted from sources.</p> <p>c. Convey a comprehensive understanding of sources, not just superficial details.</p> <p>2.3 Deliver research presentations:</p> <p>a. Pose relevant and concise questions about the topic.</p>					<p>44, 49, 55, 60, 66, 72, 77, 82, 87, 92, 104, 109, 115, 119, 124, 128, 133, 139, 144, 150, 156, 162</p> <p>ELA LAS 2.3, ELD EI-6, I-6, EA-8; SE/TE: pp. 130, 330</p> <p>ELA LAS 2.4, ELD EI-6, I-6, EA-8; SE/TE: p. 248</p>	

ELA Standards Grade 7 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>b. Convey clear and accurate perspectives on the subject.</p> <p>c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries).</p> <p>d. Cite reference sources appropriately.</p> <p>2.4 Deliver persuasive presentations:</p> <p>a. State a clear position or perspective in support of an argument or proposal.</p> <p>b. Describe the points in support of the argument and employ well-articulated evidence.</p>						

ELA Standards Grade 7 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Written and Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and</p>	<p>English Language Conventions</p> <p>B7. Edit one's own work and correct the</p>	<p>English Language Conventions</p> <p>EI9. Edit writing for basic conventions (e.g., punctuation,</p>	<p>English Language Conventions</p> <p>I10. Revise writing for appropriate word choice and</p>	<p>English Language Conventions</p> <p>EA10. Create coherent paragraphs through effective</p>	<p>ELA LC 1.1, ELD B-8, EI-9, I-11, EA-12; SE/TE: p. 61, 62, 127, 129, 130, 191, 192, 247, 248, 329, 330, 357, 358 Additional TE: pp.</p>	

ELA Standards Grade 7 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to the grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Place modifiers properly and use the active voice.</p> <p><i>Grammar</i></p> <p>1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p>1.3 Identify all parts of speech and types and structure of sentences.</p> <p>1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p><i>Punctuation</i></p> <p>1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p><i>Capitalization</i></p>	<p>punctuation.</p> <p>B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.</p> <p>B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.</p>	<p>capitalization, and spelling).</p> <p>E110. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.</p> <p>E111. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.</p>	<p>organization with variation in grammatical forms and spelling.</p> <p>I11. Edit and correct basic grammatical structures and usage of the conventions of writing.</p>	<p>transitions.</p> <p>EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>EA12. Edit writing for grammatical structures and the mechanics of writing.</p>	<p>24b, 140b, 148b, 186b, 296b, 314b, 324b</p> <p>EPB: pp. 8, 59, 64, 85, 131, 142, 148</p> <p>ELA LC 1.2, ELD B-7, B-8, B-9, EI-9, EI-10, I-10, I-11, EA-11, EA-12; SE/TE: pp. 61, 62, 127, 129, 130, 191, 192, 247, 248, 329, 330, 357, 358</p> <p>Additional TE: pp. 142b, 224b, 230b</p> <p>EPB: pp. 95, 101, 107</p> <p>ELA LC 1.3, ELD B-8, EI-10, EI-11, I-10, I-11, EA-10, EA-12; SE/TE: p. 61, 62, 127, 129, 130, 191, 192, 247, 248, 329, 330, 357, 358</p> <p>Additional TE: pp. 12b, 38b, 48b, 98b, 108b, 174b, 242b, 258b, 342b, 352b</p> <p>EPB: pp. 3, 13, 17, 42, 43, 47, 80, 113, 118, 154, 160</p> <p>ELA LC 1.4, ELD B-7, B-8, B-9, EI-9, EI-10, EI-11, I-10, I-11, EA-11, EA-12; SE/TE: pp. 61, 127,</p>	

ELA Standards Grade 7 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>1.6 Use correct capitalization.</p> <p><i>Spelling</i></p> <p>1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>					<p>129, 191, 247, 329, 357</p> <p>Additional TE: pp. 88b, 124b, 168b, 202b, 268b, 286b, 304b</p> <p>EPB: pp. 38, 53, 76, 90, 122, 127, 136</p> <p>ELA LC 1.5, ELD B-7, B-8, B-9, EI-9, EI-10, EI-11, I-10, I-11, EA-11, EA-12;</p> <p>SE/TE: pp. 127, 247</p> <p>ELA LC 1.6, ELD B-9, EI-9;</p> <p>SE/TE: pp. 61, 127, 129, 191, 247, 329, 357</p> <p>Additional TE: p. 304b</p> <p>EPB: p. 137</p> <p>ELA LC 1.7, ELD B-9, EI-9, I-10, EA-11;</p> <p>SE/TE: p. 127</p> <p>Additional TE: pp. 82b, 124b, 160b, 224b, 352b</p> <p>EPB: pp. 34, 53, 70, 102, 161</p>	