

Tennessee English Language Arts Standards 2009-2010 Implementation Grade 7

Standard 1- Language

Grade Level Expectations

GLE 0701.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).

State Performance Indicators

SPI 0701.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate) and pronouns (i.e., agreement, reflexive, interrogative, demonstrative) within context.

SPI 0701.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.

SPI 0701.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (comparative and superlative forms) within context.

SPI 0701.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.

SPI 0701.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.

SPI 0701.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

SPI 0701.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).

SPI 0701.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.

SPI 0701.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome word pairs: {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).

SPI 0701.1.10 Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.

SPI 0701.1.11 Identify the correct use of appositives and appositive phrases within context.

SPI 0701.1.12 Identify the correct use of infinitives and infinitive phrases within context.

SPI 0701.1.13 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.

SPI 0701.1.14 Form singular and plural possessives using apostrophes correctly.

SPI 0701.1.15 Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).

SPI 0701.1.16 Identify correctly and incorrectly spelled words in context.

Checks for Understanding

0701.1.1 Know and use appropriately the meaning, forms, and functions of nouns (e.g., collective nouns, compound nouns, noun clauses, noun functions as direct and indirect objects, and as predicate nouns), pronouns (e.g., proper case: nominative, objective, possessive; reflexive pronouns, interrogative; demonstrative; agreement of pronouns with their antecedents), verbs (e.g., agreement with subject in person and number, verbs that take objects, regular and irregular verb forms, correct use of the three perfect tenses), adjectives (e.g., comparative and superlative forms, compound predicate adjectives, adjective clauses), adverbs (e.g., comparative and superlative forms, punctuation with introductory adverb phrases and clauses, correct placement within the sentence), conjunctions (e.g., coordinating, correlative, and subordinating conjunctions to combine words, phrases, clauses, and sentences), interjections, and prepositions (recognize prepositional phrases as adjective/adverb modifiers and note their functions in the sentence).

0701.1.2 Recognize and correct usage errors (e.g., subject-verb agreement, pronoun case {with emphasis on who/whom}, double negatives, comparative and superlative forms, troublesome word pairs {to/to/two, their/there/they're, its/it's, sit/set, lie/lay,

affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}}

0701.1.3 Use capitalization correctly (e.g., titles, friendly and business letters, quotations, proper adjectives).

0701.1.4 Demonstrate the correct use of **commas** (e.g., after introductory words, phrases or clauses; setting off appositives and interrupters; before coordinating conjunction joining independent clauses to form compound sentences), **colons** (e.g., in business letters or before a list of items in a series), **semicolons** (e.g., combining sentences, between items in a series when the items already contain commas), **underlining and italicizing** (e.g., titles; certain words, letters, figures; foreign words), **quotation marks** (e.g., with direct quotations, to set off dialogue, in titles, use of end punctuation with quotation marks) and **apostrophes** (e.g., to form both singular and plural possessives).

0701.1.5 Spell correctly high-frequency, misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary.

0701.1.6 Demonstrate knowledge of correct sentence structure by correcting run-on sentences (e.g., conjunctions, semicolons, periods to join or separate elements) and sentence fragments (e.g., supplying the missing elements).

0701.1.7 Identify and use appositives and appositive phrases.

0701.1.8 Identify and use infinitives and infinitive phrases.

0701.1.9 Explore gerund and participial phrases.

0701.1.10 Differentiate between independent and subordinate clauses.

Grade Level Expectations

GLE 0701.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

State Performance Indicators

SPI 0701.1.17 Use context clues and background knowledge of roots and affixes to determine the meaning of multi-meaning words.

SPI 0701.1.18 Use context clues and background knowledge of roots and affixes to determine the meaning of unfamiliar words.

SPI 0701.1.19 Replace unknown words in context with appropriate synonyms or antonyms.

SPI 0701.1.20 Recognize and use grade appropriate and/or content specific vocabulary within context.

SPI 0701.1.21 Decode unknown grade level words in context, using previously learned strategies as aids in determining meaning.

SPI 0701.1.22 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage).

Checks for Understanding

0701.1.13 Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.

0701.1.14 Define and recognize word synonyms, antonyms, and homonyms.

0701.1.15 Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, malus) and recognize English words that are based on them (e.g., audible, autobiography, malice).

0701.1.16 Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words.

0701.1.17 Continue to use previously learned strategies to distinguish among multi-meaning words and to determine the meaning of unfamiliar words.

0701.1.18 Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.

0701.1.19 Use textual structure (e.g., examples of cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multi-meaning words.

0701.1.20 Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, déjà vu, faux pas, du jour, bon voyage).

Grade Level Expectations

GLE 0701.1.3 Understand and use correctly a variety of sentence structures

Checks for Understanding

0701.1.11 Recognize and differentiate among simple, compound, and complex sentences.

0701.1.12 Identify the complete subject and predicate of interrogative and inverted sentences.

Standard 2: Communication

Grade Level Expectations

Listening

GLE 0701.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

State Performance Indicators

SPI 0701.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0701.2.2 Identify the targeted audience of a speech.

Checks for Understanding

0701.2.1 Follow multi-step spoken instructions to perform single tasks, to answer questions, and to solve problems.

0701.2.8 Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.

Grade Level Expectations

GLE 0701.2.2 Distinguish among summaries, paraphrases, and critiques.

State Performance Indicators

SPI 0701.2.9 Distinguish between a summary and a critique.

Checks for Understanding

0701.2.3 Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.

0701.2.4 Paraphrase accurately ideas and information presented orally by others.

0701.2.5 Construct a summary and a paraphrase of a speech.

0701.2.6 Construct a critique of a speech.

Grade Level Expectations

GLE 0701.2.3 Identify the thesis and main points of a speech.

State Performance Indicators

SPI 0701.2.3 Identify the thesis and main points of a speech.

Checks for Understanding

0701.2.2 Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.

Grade Level Expectations

GLE 0701.2.4 Analyze the organizational structure of a speech.

State Performance Indicators

SPI 0701.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0701.2.2 Identify the targeted audience of a speech.

SPI 0701.2.3 Identify the thesis and main points of a speech.

SPI 0701.2.4 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

SPI 0701.2.5 Organize ideas in the most effective order for an oral presentation.

SPI 0701.2.6 Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

Checks for Understanding

0701.2.2 Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.

0701.2.7 Identify and analyze the structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

Grade Level Expectations

Speaking

GLE 0701.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

State Performance Indicators

SPI 0701.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0701.2.2 Identify the targeted audience of a speech.

SPI 0701.2.3 Identify the thesis and main points of a speech.

SPI 0701.2.5 Organize ideas in the most effective order for an oral presentation.

SPI 0701.2.6 Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

Checks for Understanding

0701.2.9 Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.

0701.2.10 Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.

0701.2.11 Use an organizational pattern appropriate for the topic and purpose (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

0701.2.12 Logically arrange ideas and group related ideas in ways that enhance the topic.

0701.2.13 Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., Use listing words such as first, in addition, but, and however)

0701.2.14 Provide an effective conclusion that reinforces the focus of the presentation.

Grade Level Expectations

GLE 0701.2.6 Deliver effective oral presentations.

State Performance Indicators

SPI 0701.2.4 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

Checks for Understanding

0701.2.15 Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.

Grade Level Expectations

GLE 0701.2.7 Participate in work teams and group discussions.

State Performance Indicators

SPI 0701.2.7 Select the most appropriate behaviors for participating productively in a team (e.g., ask primarily relevant questions that move the team toward its goal and contribute to the topic of discussion, articulate the goals that have been provided for the team work and ask clarifying questions, come to agreement by seeking consensus or following the majority)

SPI 0701.2.8 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

Checks for Understanding

0701.2.16 Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:

Behavior of Individuals within the Group

Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group and are purposeful in moving the team toward its goal and contributing to the topic of group discussion.

Consult and reference texts or other resources as a source for ideas or to support ideas under the group discussion.

Ask primarily relevant questions that move the team toward its goals and contribute to the topic of discussion.

Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).

Summarize and paraphrase essential information in others' input, and clarify points of agreement and disagreement.

Goals and Aims of the Group

Understand the purpose for working as a team and work according to that purpose.

Articulate the goals which have been provided for the team work and ask appropriate clarifying questions.

Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task.

Group Dynamics and Roles

Understand the responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader, timekeeper).

Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow a prescribed for doing this (e.g., list every idea in a brainstorming session before criticism is allowed).

Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making.

Standard 3-Writing

Grade Level Expectations

GLE 0701.3.1 Write in a variety of modes for a variety of audiences and purposes.

State Performance Indicators

SPI 0701.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0701.3.2 Identify the audience for which a text is written.

Checks for Understanding

0701.3.1 Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.

0701.3.2 Practice writing to a prompt within a specified time.

0701.3.3 Create somewhat complicated work-related texts, such as instructions, directions, letters, memos, e-mails, and reports that employ the following techniques:

Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose.

Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).

Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone.

Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.

Use accurate and accessible vocabulary to convey meaning.

Provide accurate and relevant support for the main points in the text.

Follow customary formats (e.g., use salutation, closing, and signature for business letters, and format for memos).

Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).

Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.

0701.3.20 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.

0701.3.21 Use relatively basic software programs (e.g., Word, PowerPoint) to write texts and create graphics to present ideas visually and in writing.

0701.3.22 Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

Grade Level Expectations

GLE 0701.3.2 Employ a variety of prewriting strategies.

State Performance Indicators

SPI 0701.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.

SPI 0701.3.13 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).

Checks for Understanding

0701.3.4 Develop focused, appropriate, and interesting topics for writing.

0701.3.17 Generate notes on text, and identify main and supporting ideas.

Grade Level Expectations

GLE 0701.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

State Performance Indicators

- SPI 0701.3.3** Select an appropriate thesis statement for a writing sample.
- SPI 0701.3.4** Rearrange a multi-paragraphed work in a logical and coherent order.
- SPI 0701.3.5** Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
- SPI 0701.3.6** Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- SPI 0701.3.7** Identify the sentence(s) irrelevant to a paragraph's theme or flow.
- SPI 0701.3.8** Select an appropriate concluding sentence for a well-developed paragraph.
- SPI 0701.3.9** Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.
- SPI 0701.3.10** Select an appropriate title that reflects the topic of a written selection.
- SPI 0701.3.11** Identify individual writing selections as technical, narrative, persuasive and/or descriptive in mode.

Checks for Understanding

- 0701.3.5 Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.*
- 0701.3.6 Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.*
- 0701.3.7 Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).*
- 0701.3.8 Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).*
- 0701.3.9 Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.*
- 0701.3.10 Use accurate and precise language to convey meaning.*
- 0701.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.*
- 0701.3.12 Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language.*
- 0701.3.13 Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).*
- 0701.3.14 Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.*
- 0701.3.15 Use language that conveys the writer's point of view.*
- 0701.3.16 When other sources are used or referenced (such as in research, informational essays, or literary essays) adhere to the following:*
 - Acknowledge source material (e.g., list sources).*
 - Understand the differences between/among quoting, paraphrasing, and summarizing.*
 - Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.*
 - Embed quotations and graphics from other sources, when appropriate.*

Grade Level Expectations

GLE 0701.3.4 Refine strategies for editing and revising written work.

State Performance Indicators

- SPI 0701.3.7** Identify the sentence(s) irrelevant to a paragraph's theme or flow.
- SPI 0701.3.4** Rearrange a multi-paragraphed work in a logical and coherent order.

Checks for Understanding

- 0701.3.18 Edit writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement).*
- 0701.3.19 Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.*
- 0701.3.14 Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.*

Standard 4: Research

Grade Level Expectations

GLE 0701.4.1 Define and narrow a problem or research topic.

State Performance Indicators

SPI 0701.4.1 Select the most focused research topic.

Checks for Understanding

0701.4.1 Narrow a topic so that the research process is manageable and the controlling idea is focused.

Grade Level Expectations

GLE 0701.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

State Performance Indicators

SPI 0701.4.3 Determine the most appropriate research source for a given research topic.

SPI 0701.4.5 Discern irrelevant research material from written text.

Checks for Understanding

0701.4.2 Take and organize notes on what is known and what needs to be researched about the topic.

0701.4.3 Focus on relevant information and/or theories.

0701.4.8 Provide relevant research information to develop and support a complicated topic.

0701.4.10 Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause-effect).

0601.4.9 Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic

Grade Level Expectations

GLE 0701.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

State Performance Indicators

SPI 0701.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source)

Checks for Understanding

0701.4.5 Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.

0701.4.6 Identify reasons for choosing one source over another, including those found on Web sites.

0701.4.7 Identify the characteristics and limitations of source material.

Grade Level Expectations

GLE 0701.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.

State Performance Indicators

SPI 0701.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.

Checks for Understanding

0701.4.4 Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.

0701.4.11 Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay.

0701.4.12 Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.

0701.4.13 Connect ideas using a variety of transition strategies.

0701.4.14 Create an effective organizing structure based on research information (e.g., description, problem-solution, question-answer, comparison-contrast, cause-effect).

0701.4.15 Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.

0701.4.16 Acknowledge source material using a predetermined standard format (e.g., APA, MLA).

0701.4.17 Understand the differences among quoting, paraphrasing, and summarizing.

0701.4.18 Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.

0701.4.19 Following a standard format and appropriate technology, embed text graphics, including a title, a contents page, numbered pages, and a bibliography.

0701.4.20 Include graphics and illustrative material effectively to support research ideas in the text.

Standard 5: Logic

Grade Level Expectations

GLE 0701.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.

State Performance Indicators

SPI 0701.5.1 Make predictions about the outcome of a given text.

SPI 0701.5.8 Make inferences and draw conclusions based on evidence in text.

Checks for Understanding

0701.5.1 Make logical predictions of future events in text.

0701.5.7 Compare and contrast evidence and conclusions between two or more arguments on the same topic.

Grade Level Expectations

GLE 0701.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.

State Performance Indicators

SPI 0701.5.2 Evaluate text for fact and opinion.

SPI 0701.5.3 Identify stated or implied cause-effect relationships.

Checks for Understanding

0701.5.2 Identify sequence of events in text.

0701.5.4 Identify and analyze stated or implied cause-effect relationships in text.

0701.5.5 Determine simple criteria for recognizing factual claim and opinion (e.g., scientific method, provability, quality of evidence, sources).

0701.5.6 Determine the relevance and quality of evidence given to support or oppose an argument.

0701.5.7 Compare and contrast evidence and conclusions between two or more arguments on the same topic.

Grade Level Expectations

GLE 0701.5.3 Demonstrate an understanding of deductive and inductive reasoning.

State Performance Indicators

SPI 0701.5.6 Identify an example of deductive or inductive reasoning in text.

SPI 0701.5.5 Select the correct word or phrase to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, verb forms).

Checks for Understanding

0701.5.3 Construct and complete analogies using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, and verb forms).

0701.5.8 Identify and analyze examples of deductive and inductive reasoning in text.

Grade Level Expectations

GLE 0701.5.4 Analyze written and oral communication for persuasive devices

State Performance Indicators

SPI 0701.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling, plain folks).

Checks for Understanding

0701.5.12 Identify the persuasive devices in written and oral communication (e.g., bandwagon, loaded terms, testimonial, name-calling, plain folks).

0701.5.14 Explore the concepts of stereotyping and bias.

Grade Level Expectations

GLE 0701.5.5 Explore the concept of premises, including false premises.

State Performance Indicators

SPI 0701.5.7 Identify a false premise in text.

Checks for Understanding

0701.5.9 Understand the meaning of the words premise and fallacy.

0701.5.10 Identify and describe the structure of an argument, including its main claim and supporting premises.

0701.5.11 Identify a variety of false premises, including those involving categorical claims (e.g., all mammals are human beings).

Grade Level Expectations

GLE 0701.5.6 Explore the concept of logical fallacies.

State Performance Indicators

SPI 0701.5.7 Identify a false premise in text.

Checks for Understanding

0701.5.13 Explore common logical fallacies (e.g., appeal to fear, personal attack, false dilemma, false analogy) a variety of texts

Standard 6- Informational Text

Grade Level Expectations

GLE 0701.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

State Performance Indicators

SPI 0701.6.1 Formulate clarifying questions before, during, or after reading.

SPI 0701.6.2 Identify the main idea and supporting details in text.

Checks for Understanding

0701.6.1 Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, identify the writer's purpose).

0701.6.2 Identify/infer the details that support the main idea of an informational text and identify the details supporting it.

0701.6.3 Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, comparative, sequential) in informational texts.

0701.6.4 Make inferences and draw conclusions.

0701.6.5 Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in informational texts.

0701.6.6 Summarize, paraphrase, and critique texts (informational and literary).

0701.6.7 Identify the organizational structures of informational texts (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).

Grade Level Expectations

GLE 0701.6.2 Analyze the organizational structures of informational texts.

State Performance Indicators

SPI 0701.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).

SPI 0701.6.6 Identify the organizational structure of an informational text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).

Checks for Understanding

0701.6.7 Identify the organizational structures of informational texts (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).

0701.6.8 Recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).

0701.6.9 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of content, footnotes, illustrations).

Grade Level Expectations

GLE 0701.6.3 Read, interpret, and analyze text features that support informational texts.

State Performance Indicators

SPI 0701.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).

SPI 0701.6.5 Choose the correct order of a set of instructions.

Checks for Understanding

0701.6.10 Comprehend and interpret factual, quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.

0701.6.11 Follow instructions in informational or technical texts.

Standard 7- Media

Grade Level Expectations

GLE 0701.7.1 Analyze media for their ability to inform, persuade, and entertain.

State Performance Indicators

0701.7.1 Choose the most appropriate medium for a prescribed purpose and audience.

0701.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).

Checks for Understanding

0701.7.5 Demonstrate an awareness of audience needs through choice of medium and the selection of images, words, and sounds.

Grade Level Expectations

GLE 0701.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.

State Performance Indicators

0701.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.

0701.7.4 Draw an inference from a non-print medium.

0701.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.

0701.7.6 Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.

Checks for Understanding

0701.7.2 Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media and explain how the elements support or conflict with each other.

Grade Level Expectations

GLE 0701.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.

State Performance Indicators

0701.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.

Checks for Understanding

0701.7.1 Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production and evaluate the effectiveness of the techniques

0701.7.3 Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film or layout, pictures, and typeface in newspapers, magazines, and print advertisements) in various media, and explain how they carry or influence messages.

0701.7.6 Consider potential audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.

Grade Level Expectations

GLE 0701.7.4 Apply and adapt the principles of written composition to create coherent media productions.

State Performance Indicators

There are no SPI'S for this.

Checks for Understanding

0701.7.4 Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.

Standard 8-Literature

Grade Level Expectations

GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.

State Performance Indicators

SPI 0701.8.12 Identify the author's purpose for writing.

Checks for Understanding

0701.8.1 Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, identify the writer's purpose).

Grade Level Expectations

GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

State Performance Indicators

SPI 0701.8.3 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

Checks for Understanding

0701.8.12 Consider how forms and conventions within genres (poetry, drama, essays, short stories) affect meaning.

Grade Level Expectations

GLE 0701.8.3 Recognize the conventions of various literary genres.

State Performance Indicators

SPI 0701.8.4 Determine the common characteristics of literary drama, nonfiction, novels, poetry, and short stories.

SPI 0701.8.3 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

Checks for Understanding

0701.8.12 Consider how forms and conventions within genres (poetry, drama, essays, short stories) affect meaning.

0701.8.13 Identify sound patterns (e.g., alliteration, onomatopoeia, rhyme scheme), figurative language (e.g., metaphor, simile), and other conventions of verse (e.g., limerick, lyric, narrative, haiku) in poetry and explain how these contribute to the poem's meaning and to the poem's effect.

0701.8.14 Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in plays that are read or viewed.

Grade Level Expectations

GLE 0701.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.

State Performance Indicators

SPI 0701.8.11 Recognize and identify words within context that reveal particular time periods and cultures.

Checks for Understanding

0701.8.17 Identify the historical period in which a literary text was written and explain the text in light of this understanding.

Grade Level Expectations

GLE 0701.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).

State Performance Indicators

SPI 0701.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.

SPI 0701.8.2 Identify the author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).

SPI 0701.8.5 Identify the stated or implied theme of a literary text.

SPI 0701.8.6 Identify how the author reveals character (i.e., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).

SPI 0701.8.7 Identify flashback, foreshadowing, and symbolism within context.

SPI 0701.8.8 Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia, repetition, rhyme, internal rhyme) in context.

SPI 0701.8.9 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).

SPI 0701.8.10 Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context.

Checks for Understanding

0701.8.2 Sequence and identify the plot's main events, their causes, and the influence of each event on future actions.

0701.8.3 Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text.

0701.8.4 Identify and describe characters' (major/minor, antagonists and protagonists) features and relationships in literary texts.

0701.8.5 Identify moral dilemmas in works of literature, as revealed by characters' motivation and behavior.

0701.8.6 Differentiate between internal and external conflict.

0701.8.7 Identify the kind(s) of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) present in literary plots.

0701.8.8 Identify the basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

0701.8.9 Identify and analyze the setting (location and time) and its impact on plot, character, and theme in literary texts.

0701.8.10 Explore how the author reveals character (e.g., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).

0701.8.11 Identify the narration and point of view (e.g., first person, third person, third-person limited, third-person omniscient) in literary texts.

0701.8.15 Identify and explain the stated or implied theme of a literary text.

0701.8.16 Identify and explain the development of similar themes across two or more literary texts.

0701.8.18 Demonstrate understanding that an author's individual viewpoint may differ from the general values, attitudes, and beliefs of the author's society and culture.

0701.1.19 Determine the appropriate meaning of figurative words and phrases (e.g., idiom, metaphor, simile, personification, pun) in passages.

0701.1.20 Explore the concept of allusions.

