

Grade 7 – Language

Former Learning Expectations	New Grade Level Expectations
<p>3.01 Demonstrate knowledge of standard English usage.</p> <p>3.02 Demonstrate knowledge of standard English mechanics.</p> <p>3.03 Demonstrate knowledge of standard English spelling.</p> <p>3.04 Demonstrate knowledge of correct sentence structure.</p>	<p>• GLE 0701.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0701.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0701.1.3 Understand and use correctly a variety of sentence structures.</p>
Former SPI’S still used	New SPI’S
Recognize and use grade appropriate and/or content specific vocabulary within context.	
Replace unknown words in context with appropriate synonyms and/or antonyms.	
Expand knowledge of root words, prefixes, and suffixes.	
Decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning	
Determine the meaning of unknown words and/or multiple meaning words through the use of context clues	
nouns (common/proper, singular/plural, collective, compound, possessives, direct/indirect objects, and predicate nouns);	
verbs (action/linking, agreement with subject, verbs that take objects, linking verbs, verb phrases, regular/irregular verbs, three simple and three perfect tenses, and tense consistency);	
pronouns (case, reflexive, interrogative, demonstrative, agreement with antecedent);	
adjectives (common/proper, comparative/superlative forms, compound predicate adjectives, and; • adjective clauses)	
adverbs (comparative/superlative, introductory phrases and clauses, and placement within the sentence);	
conjunctions (coordinating, correlative, and subordinating conjunctions combining words, phrases, and clauses);	
prepositions;	
interjections.	
Identify the correct use of prepositions and prepositional phrases within context.	
Recognize usage errors occurring within context (double negatives, troublesome words: rise/raise, stationary/stationery, compliment/complement, beside/besides, to/too/two, there/their/they’re, lie/lay, sit/set,	

Grade 7--Communication

Former Learning Expectations	New Grade Level Expectations
	<p><u>Listening</u> GLE 0701.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0701.2.2 Distinguish among summaries, paraphrases, and critiques.</p> <p>GLE 0701.2.3 Identify the thesis and main points of a speech.</p> <p>GLE 0701.2.4 Analyze the organizational structure of a speech.</p> <p><u>Speaking</u> GLE 0701.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>GLE 0701.2.6 Deliver effective oral presentations.</p> <p>GLE 0701.2.7 Participate in work teams and group discussions.</p>
Former SPI'S still used	New SPI'S
	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).
	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) .

Grade 7--Writing

Former Learning Expectations	New Grade Level Expectations
2.01 Engage in prewriting using a variety of strategies.	GLE 0701.3.1 Write in a variety of modes for a variety of audiences and purposes.
2.02 Write for a variety of audiences and purposes.	GLE 0701.3.2 Employ a variety of prewriting strategies.
2.03 Compose drafts of written works.	GLE 0701.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.
2.04 Show evidence of and determine appropriate revisions within the written draft.	GLE 0701.3.4 Refine strategies for editing and revising written work.
2.05 Include editing before the completion of finished work.	
2.06 Evaluate own and others' writing.	
2.07 Experience numerous publishing opportunities.	
2.08 Write in the expository mode.	
2.09 Write frequently across all content areas.	
2.10 Write expressively in order to develop an effective writing style.	
2.11 Write in response to literature.	
2.12 Write in a variety of modes and genres.	
2.13 Locate and analyze information to prepare written works and presentations	

Former SPI'S still used	New SPI'S
Develop writing by using appropriate organization strategies, including outlining and other graphic organizers, to produce a prewriting plan.	SPI 0701.3.11 Identify individual writing selections as technical, narrative, persuasive and/or descriptive in mode.
Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	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).
Select an appropriate concluding sentence for a well-developed paragraph.	
Identify the sentence(s) irrelevant to a paragraph's theme or flow.	
Revise to focus on purpose and audience.	
Revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, and supportive statistics).	
Select an appropriate thesis statement from a writing sample.	
Create an appropriate title that creatively and accurately reflects the topic.	
Select appropriate time order or transitional words to enhance the flow of a writing sample.	
Rearrange multi-paragraphed work in a logical and coherent order.	
Identify individual written selections as technical, narrative, persuasive and/or descriptive in mood	
Use appropriate organizational strategies, including outlining and other graphic organizers	
Complete a graphic organizer (e.g., clustering, listing, mapping, and webbing) with information from notes on a writing selection.	
Identify the purpose for writing (e.g., to inform, to describe, to explain, to persuade).	
Identify the audience (formal/informal) for which the text is written.	
Identify the mode, the usage level, and conventions appropriate to the selected audience.	
Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.	

