

## Language Arts State Performance Indicator Sequence Grade 7

<b>Standard 1- Language</b>			
<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>	<b>3<sup>rd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>
<p><b>SPI 0701.1.1</b> 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.</p>	<p><b>SPI 0701.1.3</b> Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (comparative and superlative forms) within context.</p>	<p><b>SPI 0701.1.6</b> Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.</p>	
<p><b>SPI 0701.1.2</b> Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.</p>	<p><b>SPI 0701.1.4</b> Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context</p>	<p><b>SPI 0701.1.7</b> Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses</p>	
<p><b>SPI 0701.1.16</b> Identify correctly and incorrectly spelled words in context.</p>	<p><b>SPI 0701.1.5</b> Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.</p>	<p><b>SPI 0701.1.8</b> Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.</p>	
<p><b>SPI 0701.1.17</b> Use context clues and background knowledge of roots and affixes to determine the meaning of multi-meaning words.</p>	<p><b>SPI 0701.1.14</b> Form singular and plural possessives using apostrophes correctly. <b>2<sup>nd</sup></b></p>	<p><b>SPI 0701.1.9</b> 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,</p>	

## Language Arts State Performance Indicator Sequence Grade 7

		accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery }).	
<b>SPI 0701.1.18</b> Use context clues and background knowledge of roots and affixes to determine the meaning of unfamiliar words.		<b>SPI 0701.1.10</b> Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.	
<b>SPI 0701.1.19</b> Replace unknown words in context with appropriate synonyms or antonyms.		<b>SPI 0701.1.11</b> Identify the correct use of appositives and appositive phrases within context.	
<b>SPI 0701.1.20</b> Recognize and use grade appropriate and/or content specific vocabulary within context.		<b>SPI 0701.1.12</b> Identify the correct use of infinitives and infinitive phrases within context.	
<b>SPI 0701.1.21</b> Decode unknown grade level words in context, using previously learned strategies as aids in determining meaning.		<b>SPI 0701.1.13</b> Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters	
		<b>SPI 0701.1.15</b> 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).	
		<b>SPI 0701.1.22</b> Identify commonly used foreign words and	

## Language Arts State Performance Indicator Sequence Grade 7

		phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> ).	
<b>Standard 2- Communication</b>			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>SPI 0701.2.4</b> Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).</p>		<p><b>SPI 0701.2.3</b> Identify the thesis and main points of a speech.</p>	<p><b>SPI 0701.2.1</b> Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).</p>
<p><b>SPI 0701.2.5</b> Organize ideas in the most effective order for an oral presentation.</p>			<p><b>SPI 0701.2.2</b> Identify the targeted audience of a speech.</p>
<p><b>SPI 0701.2.7</b> 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) .</p>			<p><b>SPI 0701.2.6</b> Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).</p>
<p><b>SPI 0701.2.8</b> Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter,</p>			<p><b>SPI 0701.2.9</b> Distinguish between a summary and a critique.</p>

## Language Arts State Performance Indicator Sequence Grade 7

recorder, information gatherer, leader, timekeeper).			
<b>Standard 3- Writing</b>			
<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>	<b>3<sup>rd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>
<b>SPI 0701.3.3</b> Select an appropriate thesis statement for a writing sample		<b>SPI 0701.3.1</b> Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).	
<b>SPI 0701.3.5</b> Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.		<b>SPI 0701.3.2</b> Identify the audience for which a text is written.	
<b>SPI 0701.3.8</b> Select an appropriate concluding sentence for a well-developed paragraph.		<b>SPI 0701.3.4</b> Rearrange a multi-paragraphed work in a logical and coherent order	
<b>SPI 0701.3.9</b> Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.		<b>SPI 0701.3.6</b> Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	
<b>SPI 0701.3.10</b> Select an appropriate title that reflects the topic of a written selection.		<b>SPI 0701.3.7</b> Identify the sentence(s) irrelevant to a paragraph's theme or flow.	
<b>SPI 0701.3.12</b> Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.		<b>SPI 0701.3.11</b> Identify individual writing selections as technical, narrative, persuasive and/or descriptive in mode.	
		<b>SPI 0701.3.13</b> Select the most appropriate	

## Language Arts State Performance Indicator Sequence Grade 7

		format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).	
<b>Standard 4- Research</b>			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
			<b>SPI 0701.4.1</b> Select the most focused research topic
		<b>SPI 0701.4.2</b> Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).	
		<b>SPI 0701.4.4</b> Distinguish between primary (i.e., interviews, letters, diaries, newspapers, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.	<b>SPI 0701.4.3</b> Determine the most appropriate research source for a given research topic.
		<b>SPI 0701.4.5</b> Discern irrelevant research material from written text.	

<b>Standard 5- Logic</b>			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<b>SPI 0701.5.1</b> Make predictions about the outcome of a given text		<b>SPI 0701.5.4</b> Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling, plain	

## Language Arts State Performance Indicator Sequence Grade 7

		folks).	
<b>SPI 0701.5.2</b> Evaluate text for fact and opinion.		<b>SPI 0701.5.5</b> Select the correct word or phrase to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, verb forms).	
<b>SPI 0701.5.8</b> Make inferences and draw conclusions based on evidence in text.		<b>SPI 0701.5.6</b> Identify an example of deductive or inductive reasoning in text.	
		<b>SPI 0701.5.7</b> Identify a false premise in text	

### Standard 6- Informational Text

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<b>SPI 0701.6.1</b> Formulate clarifying questions before, during, or after reading.	<b>SPI 0701.6.6</b> Identify the organizational structure of an informational text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).		<b>SPI 0701.6.3</b> Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).
<b>SPI 0701.6.2</b> Identify the main idea and supporting details in text.			<b>SPI 0701.6.4</b> Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).
			<b>SPI 0701.6.5</b> Choose the correct order of a set of instructions

### Standard 7- Media

## Language Arts State Performance Indicator Sequence Grade 7

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
			<b>0701.7.1</b> Choose the most appropriate medium for a prescribed purpose and audience.
			<b>0701.7.2</b> Select the visual image that best reinforces a viewpoint or enhances a presentation.
	<b>0701.7.3</b> Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).		<b>0701.7.5</b> Choose the statement that best summarizes/communicates the message presented by a medium.
	<b>0701.7.4</b> Draw an inference from a non-print medium.		
	<b>0701.7.6</b> 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.		

### Standard 8- Literature

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<b>SPI 0701.8.1</b> Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.	<b>SPI 0701.8.4</b> Determine the common characteristics of literary drama, nonfiction, novels, poetry, and short stories.	<b>SPI 0701.8.3</b> Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics	
<b>SPI 0701.8.2</b> Identify the author's point of view (i.e., first person, third person limited, third-		<b>SPI 0701.8.8</b> Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia,	

## Language Arts State Performance Indicator Sequence Grade 7

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person omniscient).		repetition, rhyme, internal rhyme) in context.	
<b>SPI 0701.8.5</b> Identify the stated or implied theme of a literary text.		<b>SPI 0701.8.10</b> Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context.	
<b>SPI 0701.8.6</b> 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).		<b>SPI 0701.8.11</b> Recognize and identify words within context that reveal particular time periods and cultures.	
<b>SPI 0701.8.7</b> Identify flashback, foreshadowing, and symbolism within context.			
<b>SPI 0701.8.9</b> 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).			
<b>SPI 0701.8.12</b> Identify the author's purpose for writing.			