

Oregon English/Language Arts Grade-level Standards Grade 7

READING

Decoding and Word Recognition

CCG: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text

CCG: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed.

#4C Sounds Around
#17A&B People of the Forest
#18 Tale of the Sun
#90 Native Ways
#94 By the Rivers of Babylon



Skills to Support Standards:

- Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.
- Make connections to text, within text, and among texts across the subject areas.
- Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- Match reading to purpose—location of information, full comprehension, and personal enjoyment.
- Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.
- Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

*Suggested grade-level target for reading on own: Seventh Grade, 875,000 words annually.

Italicized text defines content that may appear on classroom work samples and State Writing Assessments or on Reading and Literature Knowledge and Skills Tests in 2005-06.

Bold text defines instructional standards.

Oregon Department of Education
Oregon Standards – 2005-06 School Year

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READING

Vocabulary

CCG: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

#14A Renewable or Not?



Skills to Support Standards:

- **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

Determine meanings of words using contextual and structural clues.

Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.

Clarify word meanings through the use of definition, inference, example, restatement, or contrast.

Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.

Read to Perform a Task

CCG: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

#39B&C Energy Sleuths
#49C Tropical Treehouse
#72B&C Air We Breathe
#75 Tipi Talk
#93 Paper Civilizations

Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

Locate information by using consumer product information.

Understand and explain the use of a simple mechanical device by following technical directions.

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READING

Informational Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level informational text across the subject areas.

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.

Informational Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level informational text across the subject areas.

Predict future outcomes supported by the text.

Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.

Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Informational Text: Examine Content and Structure

CCG: Examine content and structure of grade-level informational text across the subject areas.

Determine the author's purpose and how the author's perspective influences the text.

Differentiate between conclusions that are based on fact and those that are based on opinions.

Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).

Compare and contrast information on the same topic after reading several passages or articles.

Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.

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LITERATURE

Listen to and Read Literary Text

CCG: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

#4D Sounds Around

#5A&B Poet-Tree

#18 Tale of the Sun

#89A&B Trees for Many Reasons



Skills to Support Standards:

- Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.
- Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

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LITERATURE

Literary Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level literary text.
#4D Sounds Around

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Literary Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level literary text.
#4D Sounds Around

Predict future outcomes supported by the text.

Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).

Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Identify and analyze development of themes conveyed through characters, actions, and images.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Infer unstated reasons for actions based on events and images in the text.

Literary Text: Examine Content and Structure

CCG: Examine content and structure of grade-level literary text.
#18 Tale of the Sun

Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.

Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).

Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.

Differentiate among and discuss the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).

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WRITING

Planning, Evaluation, and Revision

CCG: Pre-write, draft, revise, edit, and publish across the subject areas.



Skills to Support Standards:

- Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.
- Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- Identify audience and purpose.
- Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.
- Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.
- Focus on a central idea, excluding loosely related, extraneous, and repetitious information.
- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.
- Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
- Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

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WRITING

Writing

CCG: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3 - CIM.

Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader.

Write multi-paragraph compositions—descriptions, explanations, comparison-and-contrast papers, problem and solution essays—that:

- *State the thesis or purpose.*
- *Explain the situation.*
- *Organize the composition clearly, following an organizational pattern appropriate to the type of composition—comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.*
- *Provide evidence to support arguments and conclusions.*

Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.

Use varied word choices to make writing interesting and more precise.

To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).

To convey a livelier effect, use the active voice rather than the passive voice.

Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).

Oregon English/Language Arts Grade-level Standards Grade 7

WRITING

Conventions

Spelling

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).

Grammar

Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.

Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.

Demonstrate appropriate English usage.

Punctuation

Use a comma after a dependent clause that introduces a sentence.

Use appropriate internal punctuation, including commas, semicolons, and colons.

Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.

Capitalization

Use correct capitalization.

Handwriting

Write legibly.

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WRITING

Writing Modes

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

#4D Sounds Around
#5A&B Poet-Tree
#20 Environmental Exchange Box
#21B Adopt a Tree
#31 Plant a Tree
#44A Water Wonders
#47 Are Vacant Lots Vacant?
#54 I'd Like to Visit a Place Where
#60 Publicize It!
#71B&C Watch on Wetlands

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative (Imaginative)

Expository

Persuasive

*Suggested word length: Seventh Grade, 400-700 words.

Writing Applications

Narrative Writing

Write fictional or autobiographical narratives:

- Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution.
- Develop a point of view.
- Develop complex major and minor characters and a definite setting.
- Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

Expository Writing: Response to Literary Text

Write responses to literature:

- Develop interpretations exhibiting careful reading, understanding, and insight.
- Organize interpretations around several clear ideas, premises, or images from the literary work.
- Justify interpretations through use of sustained examples and textual evidence.

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WRITING

#12 Invasive Species
#17A People of the Forest
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuths
#49A Tropical Treehouse
#50 400-Acre Wood
#52 A Look at Aluminum
#53 On the Move
#58 There Ought to be a Law
#59 Power of Print
#79 Tree Lifecycle
#88C Life on the Edge
#95B Did You Notice?
#96 Improve Your Place

Expository Writing: Research Reports/Multimedia Presentations

Write research reports:

- Pose relevant questions about the topic.
- Distinguish credible sources.
- Convey clear and accurate perspectives on the subject.
- Include evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.
- Document sources.

Persuasive Writing

Write persuasive compositions:

- State a clear position or perspective in support of a proposition or proposal.
- Describe the points in support of the proposition, employing well-articulated evidence.
- Anticipate and address reader concerns and counter-arguments.

#71B Watch on Wetlands

Summaries, Business Letters, Job Applications and Resumes, Technical Writing

#71B Watch on Wetlands

Write summaries for a variety of informational text:

- Include the main ideas and most significant details.
- Use the student's own words, except for quotations.
- Reflect underlying meaning, not just the superficial details.

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WRITING

Research Report Writing

CCG: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. (See *Writing Applications-Expository Writing: Research Reports*)

- #11B Can It Be Real?
- #17A&B People of the Forest
- #22B Trees as Habitats
- #23 The Fallen Log
- #38 Every Drop Counts
- #39B&C Energy Sleuths
- #49A Tropical Treehouse
- #50 400-Acre Wood
- #52 A Look at Aluminum
- #56 We Can Work it Out
- #57 Democracy in Action
- #58 There Ought to be a Law
- #59 Power of Print
- #71B&C Watch on Wetlands
- #79 Tree Lifecycle
- #82B Resource-Go-Round
- #86 Our Changing World
- #88C Life on the Edge
- #90 Native Ways
- #92 A Look at Lifestyle
- #95B Did You Notice?

Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.

Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries-MLA, Reference Entries-APA).

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SPEAKING AND LISTENING

CCG: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal technique

#11B Can It Be Real?
#17A&B People of the Forest
#19 Viewpoints on the Line
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuths
#50 400-Acre Wood
#55B Planning the Ideal Community
#56 We Can Work It Out
#57 Democracy in Action
#59 Power of Print

Speaking

These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.

Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.

Use a variety of descriptive and accurate words appropriate to audience and purpose.

Use correct grammar consistently.

Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.

*Suggested speech length: Seventh Grade, 3-6 minutes.

CCG: Listen critically and respond appropriately across the subject areas.

#11B Can It Be Real?
#17A&B People of the Forest
#18 Tale of the Sun
#19 Viewpoints on the Line
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuths
#50 400-Acre Wood
#56 We Can Work It Out
#57 Democracy in Action
#59 Power of Print

Listening

Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.

Determine the speaker's attitude toward the subject.

Respond to persuasive presentations with questions, challenges, or affirmations.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

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SPEAKING AND LISTENING

Analysis

CCG: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

#11B *Can It Be Real?*

#17A&B *People of the Forest*

#38 *Every Drop Counts*

#39B&C *Energy Sleuths*

#50 *400-Acre Wood*

#56 *We Can Work It Out*

#57 *Democracy in Action*

#59 *Power of Print*

Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.

Identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.

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