



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 7
***Writer's Choice: Grammar and Composition Grade 7* © 2005**

OBJECTIVES	PAGE REFERENCES
Reading Goals and Indicators Seventh Grade Reading	
Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.	
Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.	
7.R.1.1 Students are able to understand how word choice affects meaning. To meet this standard students may: <ul style="list-style-type: none"> differentiate between denotation and connotation. 	SE: 122-125, 279-280, 823 <i>Models</i> 200-202 <i>Talk About Reading</i> 95 #3 <i>Write About Reading</i> 95 TWE: C 133 LE 91 6+ 91, 93
7.R.1.2 Students are able to use inferences to extend meaning beyond literal understanding of text. To meet this standard students may: <ul style="list-style-type: none"> give examples from text to support the basis for an inference; 	SE: 446, 658-659 <i>Talk About Reading</i> 148 #2 TWE: B 658 CC 5 CT 33, 146, 189 MIN 659 T 745
<ul style="list-style-type: none"> determine the relative importance of details to identify the main idea of a passage. 	SE: 696-697 <i>Talk About Reading</i> 302 #2 <i>Write About Reading</i> 95, 192 TWE: ARS 250 CL 697 6+ 34, 145 T 221, 233
Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.	
7.R.2.1 Students are able to describe how authors use literary elements to create meaning. To meet this standard students may: <ul style="list-style-type: none"> identify and define elements of a short story (for example: setting, characterization, plot, theme, narrator, point of view). 	SE: 152-155, 156-158, 160-162 <i>Writing About Reading</i> 148 TWE: C 155 CAC 92 LE 35, 37, 144, 189
7.R.2.2 Students are able to describe how authors use literary devices to create meaning. To meet this standard students may: <ul style="list-style-type: none"> show the relevance of foreshadowing, flashback, and symbolism; 	SE: <i>Talk About Reading</i> 95 #4 <i>Write About Reading</i> 95 TWE: CT 92 LE 144, 249, 300 6+ 33, 91, 93, 143

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<ul style="list-style-type: none"> identify the sensory details an author uses to create meaning; 	SE: 118-120, 134-136 <i>Listening and Speaking</i> 137 <i>Talk About Reading</i> 193 <i>Write About Reading</i> 192 TWE: EE 148 6+ 93, 144, 145 T 120
<ul style="list-style-type: none"> identify different forms (structures) of poetry; 	SE: 4-7, 134-135, 762-763 <i>Listening and Speaking</i> 137 TWE: C 7, 137 CL 6 MIN 136
<ul style="list-style-type: none"> determine how narrative, free verse, and ballads are similar/different. 	SE: 208-210, 242 <i>Listening and Speaking</i> 137 TWE: C 7, 137 CL 6 MIN 136
Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.	
7.R.3.1 Students are able to connect historical and cultural influences in literary selections to construct meaning. To meet this standard students may: <ul style="list-style-type: none"> connect literature to geography, history, and culture (for example: newspapers, magazines, biography, autobiography, and young adult literature from various historical eras). 	SE: <i>Talk About Reading</i> 38 <i>Writing Across the Curriculum</i> 39 TWE: C 183, 254 CAC 92 CC 43, 112, 259, 302 GS 147 LE 91 MIN 162
Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.	
7.R.4.1 Students are able to distinguish which reference sources will provide the best information for the assigned task. (For example: encyclopedia, almanac, “Ask Jeeves”).	SE: 639-642, 643-644, 645-646, 647-649, 650-652, 791-796 TWE: C 787 EE 641 MA 639 T 646
7.R.4.2 Students are able to analyze and organize information from various sources. To meet this standard students may: <ul style="list-style-type: none"> discriminate important ideas from unimportant ideas while reading; 	SE: <i>Talk About Reading</i> 254 TWE: ARS 249, 250, 253 CT 251, 299, 301 LE 249, 300 6+ 250
<ul style="list-style-type: none"> organize information while reading (for example: questioning, note taking, summarizing, outlining, webbing). 	SE: 52, 689-690, 694-695, 696-698 TWE: C 698 CL 697 EE 695 MIN 698 T 689 VR 690

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7.R.4.3 Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources.	SE: 643, 766-770, 771-776, 791-792, 825-826 TWE: CT 251, 252 MIN 771, 792 T 768-769, 792
Goals and Indicators Writing Standards Seventh Grade Writing	
Goal 1: Students will write effectively for different audiences and specific purposes.	
Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.	
7.W.1.1 Students are able to create expository and persuasive texts of more than one paragraph. <i>To meet this standard students may:</i>	SE: 204-207, 208-211, 212-215, 216-219, 220-223, 225-227, 228-231, 232-235, 236-239, 244-247, 333-336
<ul style="list-style-type: none"> write texts that explain and inform (for example: reports, “how-to” paper, summaries); write texts to persuade audience to agree with a specific idea/point of view (for example: editorials, letters). 	SE: 262-265, 266-269, 270-273, 274-277, 278-281, 282-285, 286-289, 290-293, 294-297, 345-348
7.W.1.2 Students are able to create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion. <i>To meet this standard students may:</i>	SE: 28-31, 98-107, 138-141, 184-187, 204-207, 208-211, 212-213, 216-219, 244-247, 290-293
<ul style="list-style-type: none"> use cause/effect, comparison/contrast, and other forms of presenting ideas; use a variety of details to clarify focus (for example: quotations, dialogue, suspense, narrative action); 	SE: 114-117, 118-121, 122-125, 130-133, 134-137, 156-159, 168-171, 184-187, 206 TWE: WRW 141
<ul style="list-style-type: none"> develop word banks of transition words and phrases; 	SE: 72, 128, 166, 214 <i>Write a . . .</i> 129 TWE: C 167 CL 128 MIN 72, 166, 214
<ul style="list-style-type: none"> use transitions to improve fluency of the piece. 	SE: 72, 129, 167, 215, 753-754, 820 <i>Option A</i> 140 <i>Option C</i> 186 <i>Question C</i> 246, 296
7.W.1.3 Students are able to choose appropriate language and style for writing purpose and audience. <i>To meet this standard students may:</i>	SE: 54-57, 222 <i>Assignment</i> 28, 138, 244, 294 <i>Prewriting</i> 758 <i>Write a . . .</i> 19 TWE: WRW 56
<ul style="list-style-type: none"> write for peers, adults, the public, and other content areas. 	

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Indicator 2: Students are able to use various strategies and techniques to improve writing quality.	
<p>7.W.2.1 Students are able to model a range of strategies authors use in all writing modes, with emphasis on exposition and persuasion. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> write about topics they know, wonder, or care about (for example: use anecdotes, quotations, and life experiences to create informative essays or editorials); 	<p>SE: 86-89, 98-107, 138-141, 244-247, 294-297, <i>Write a . . .</i> 203, 207, 277, 289 TWE: C 7</p>
<ul style="list-style-type: none"> develop a portfolio to demonstrate writing improvement. 	<p>SE: <i>Adding to Your Portfolio</i> 39, 96, 149, 193, 255, 303 TWE: AP 39, 96, 149, 193, 255, 303</p>
<p>7.W.2.2 Students are able to revise writing to improve clarity. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> improve ideas/content, organization, voice, word choice (for example: hook the reader, hold central idea throughout the paper); 	<p>SE: 30-31, 66-69, 70-73, 74-77, 88, 140, 296, 819-820, 821-824, 831-832</p>
<ul style="list-style-type: none"> improve sentence fluency (for example: combine sentences for variety, use independent and dependent clauses); 	<p>SE: 74-76, 817-819, 824, 832 <i>Cross-Curricular Activity 77</i> <i>Option C 88</i> <i>Revising Tip 237</i> <i>Vary Sentence Length 77</i> <i>Write About Reading 192</i> TWE: MIN 76</p>
<ul style="list-style-type: none"> model authors' use of sensory details, sound devices, and concrete language (for example: alliteration, rhyme, metaphors); 	<p>SE: 114-117, 118-121, 122-125, 762-763 <i>Journal Writing 123</i> <i>Write About Reading 38, 95</i> TWE: C 7 E 113 6+ 93</p>
<ul style="list-style-type: none"> use feedback from others to improve writing (for example: peer and self revision, writing groups, teacher conference). 	<p>SE: 30-31, 66-69, 140, 186, 247, 296 <i>Activity 332</i> TWE: C 69 MIN 89 T 247</p>
Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.	
<p>7.W.3.1 Students are able to apply knowledge of standard language usage, including phrases and agreement. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use parts of speech correctly; 	<p>SE: <i>Editing/Proofreading Checklist</i> 31, 141 <i>Grammar Link</i> 11, 23, 81, 133, 167, 203, 239, 273</p>
<ul style="list-style-type: none"> create sentences with correct subject-verb and pronoun-antecedent agreement. 	<p>SE: 79, 141, 431-432, 535-548 <i>Grammar Link</i> 57, 133, 155, 203, 223 TWE: JT 79</p>

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<p>7.W.3.2. Students are able to edit final copy for correctness. To meet this standard students may:</p> <ul style="list-style-type: none"> edit for correct spelling; 	<p>SE: 78-81, 672-683 <i>Editing/Proofreading Checklist</i> 31, 89, 141, 187, 247, 297 TWE: WRW 332</p>
<ul style="list-style-type: none"> edit for correct punctuation (for example: commas in direct address, introductory clauses and phrases, and in compound sentences); 	<p>SE: 78-81, 589-617, 832 <i>Editing/Proofreading Checklist</i> 141, 187, 247 TWE: GL 104 JT 79 MIN 106 T 331</p>
<ul style="list-style-type: none"> use available technology to edit (for example: spell check, grammar check, columns, page orientation). 	<p>SE: <i>Proofreading Tip</i> 141 <i>Using Computers</i> 121, 281</p>
<p>Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.</p>	
<p>7.W.4.1 Students are able to write to synthesize information from various subject areas. To meet this standard students may:</p> <ul style="list-style-type: none"> write to describe similarities between present and past cultures and literature (for example: compare geography and culture in novels to other geographical information, electronic databases, interviews); 	<p>SE: 228-231, 645-646 <i>Compare and Contrast</i> 190 <i>Listening and Speaking</i> 297 <i>Writing Across the Curriculum</i> 39, 96 TWE: EE 148</p>
<ul style="list-style-type: none"> use graphic organizers to clarify information (for example: Venn diagram, timelines, double-entry journals); 	<p>SE: 209-210, 221, 242, 334-336, 699-701 <i>Using Computers</i> 215 <i>Write a . . .</i> 211 TWE: MIN 698 VR 218, 690</p>
<ul style="list-style-type: none"> write to compare and contrast information from multiple sources (for example: gather career information from interviews and printed information). 	<p>SE: 208-211, 639-642, 643-644, 645-646, 743, 748-751, 783-787 <i>Cross-Curricular Activity</i> 243 <i>Listening and Speaking</i> 243 TWE: RWC 751</p>
<p align="center">Listening and Viewing Standards</p>	
<p align="center">Seventh Grade Listening and Viewing</p>	
<p>Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.</p>	
<p>Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.</p>	
<p>7.L.1.1 Students are able to demonstrate specific strategies for listening and viewing in various situations. To meet this standard students may:</p> <ul style="list-style-type: none"> ask specific questions to seek elaboration and clarification of ideas and opinions; 	<p>SE: 694-695, 743-747, 748-751, 753, 771-772, 773-774, 774-776 TWE: LS 745 RWC 751 T 749</p>

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<ul style="list-style-type: none"> use appropriate listening and interpersonal skills to set goals and assign responsibilities for group work; 	SE: 743, 753-755, 762-763 <i>Activity 348</i> <i>Cross-Curricular Activity 285</i> TWE: CL 747 EE 754 LS 745 MIN 338 T 749
<ul style="list-style-type: none"> describe the effect of non-verbal cues when communicating with others; 	SE: 132, 743, 745, 759-760, 766-770, 771-772, 773-776 TWE: CL 760 CT 146 LE 189
<ul style="list-style-type: none"> observe use of eye contact, posture, and gestures. 	SE: 743, 745, 754-755, 757-759, 759-761 TWE: C 76 CL 760 LS 745-761 T 760
Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.	
7.L.2.1 Students are able to use specific strategies to clarify interpretation or understanding. To meet this standard students may: <ul style="list-style-type: none"> use specific organizational patterns to organize information (for example: Venn diagrams, double column note-taking, outlining, KWL charts); 	SE: 200-202, 204-206, 208-210, 221, 696 <i>Listening and Speaking 203, 211, 215, 219</i> TWE: CAC 144
<ul style="list-style-type: none"> use questions to clarify instructions and directions. 	SE: 743 TWE: ARS 299 The classroom teacher can elicit student response by asking if students have questions about instructions and directions.
7.L.2.2 Students are able to distinguish the accuracy, validity, and influence of presentation, images, text, and sound in a variety of media. To meet this standard students may: <ul style="list-style-type: none"> identify persuasive and propaganda techniques; 	SE: 261, 302 #2, 744-747, 771-772, 773-774, 774-776 TWE: CT 251, 252, 300 LE 300 MIN 744
<ul style="list-style-type: none"> recognize how the presentation of information can be misleading. 	SE: 743- 747, 765-770, 771-772, 773-774, 774-776 TWE: C 770, 776 CL 747 CT 746 EE 767

OBJECTIVES	PAGE REFERENCES
Speaking Standards Seventh Grade Speaking	
Goal 3: Students are able to speak effectively in a variety of formal and informal situations.	
Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.	
7.S.1.1 Students are able to recognize that audience and purpose influence speech format in exposition and persuasion. To meet this standard students may: <ul style="list-style-type: none"> • design presentations that address problem/solution or cause/effect situations; 	SE: 54-56, 216-217, 222, 272 <i>Listening and Speaking</i> 203, 211, 215, 219, 277 TWE: C 219
<ul style="list-style-type: none"> • provide supporting evidence in informative and persuasive speeches. 	SE: 270-272 <i>Listening and Speaking</i> 269, 273, 277 <i>Write a Proposal</i> 273 TWE: C 269, 277, 285 EE 283 MIN 276
Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.	
7.S.2.1 Students are able to choose language and style appropriate to purpose and topic of the presentation. To meet this standard students may: <ul style="list-style-type: none"> • use grammar and vocabulary appropriate to the audience and situation. 	SE: <i>Cross-Curricular Activity</i> 171 <i>Listening and Speaking</i> 11, 57, 125, 159, 219, 269 TWE: C 277, 285 CC 107, 112
7.S.2.2 Students are able to choose presentation strategies to match audience and purpose. To meet this standard students may: <ul style="list-style-type: none"> • demonstrate how inflection, tempo, and phrasing enhance communication; 	SE: 341-344, 349-353, 752-755, 756-761, 762-763, 779-780 TWE: CL 763 LS 761 T 759, 760
<ul style="list-style-type: none"> • select images, text, and sound that create effective presentations; 	SE: 244-247, 349-353, 762-763, 777-779, 779-780 <i>Create a Poster</i> 265 TWE: C 265 CL 763 MIN 264 RWC 776
<ul style="list-style-type: none"> • use an overhead projector, VCR, DVD, or computer to enhance presentations. 	SE: 349-353, 777-779, 779-780 <i>Technology Tip</i> 336, 340 <i>Using Computers</i> 85, 207, 215, 352

Codes Used for TWE Page

AP	Adding to Your Portfolio
ARS	Active Reading Strategies
B	Bellringer
C	Close
CAC	Compare and Contrast
CC	Cultural Connections
CL	Cooperative Learning
CT	Critical Thinking
E	Enrichment
EE	Enrichment and Extension
GL	Grammar Link
GS	Genre and Style
JT	Journal Writing Tip
LE	Literary Elements
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
RWC	Real-World Connections
6+	6+1 Trait Writing
T	Teach
VR	Viewing and Representing
WRW	Writing in the Real World