



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 7
Literature: The Reader's Choice Course 2 © 2002

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: 285, R85 <i>Literary Elements</i> 343, 824, 462 TWE: GLM 79, 230 LE 342 RM 54 VS 284
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; • determine the relative importance of details to identify the main idea of a passage. 	SE: 391#6, 456#9, R92-R93 <i>Literature Groups</i> 803 <i>Reading and Thinking</i> 159, 359 TWE: A 339 CT 189, 775, 795 SE: <i>Reading and Thinking</i> 142, 159, 469 TWE: CT 170, 192, 254, 334, 372, 547, 676
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: <i>Genre Focus</i> 144-145 <i>Literary Elements</i> 10, 157, 171, 379, 496, 550, 813 TWE: LE 154, 187
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; • identify the sensory details an author uses to create meaning; • identify different forms (structures) of poetry; 	SE: 62, 778#7 <i>Creative Writing</i> 181 <i>Literary Elements</i> 127, 248, 446, 613 <i>Write About Literature</i> 551 TWE: LE 118, 841 SE: <i>Literary Elements</i> 73, 80, 336 <i>Write About Literature</i> 141, 779 TWE: AC 715 ARS 169 LE 282, 440, 640 SE: 14-15, 138, 616-617, 621-625, 629-630, 783-785, 841-844 <i>Genre Focus</i> 838-839 <i>Literary Elements</i> 232, 255 <i>Write About Literature</i> 627

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<ul style="list-style-type: none"> determine how narrative, free verse, and ballads are similar/different. 	SE: 138-141, 179-180, 255, 616-617, 629-631 <i>Comparing Selections</i> 825 <i>Literary Elements</i> 232 <i>Write About Literature</i> 627 TWE: AC 228 LE 205
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>Interdisciplinary Activity</i> 723, 831 <i>Learning for Life</i> 158 <i>Write About Literature</i> 224 TWE: LSM 95 MIN 60, 377, 637 RWC 97, 523
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: 562-563, 847, R75-R76, R79-R80, R82-R83, R100-R102 <i>Activity</i> 805 <i>Do Research</i> R55 <i>Genre Focus</i> 290-291 TWE: T 291
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: 142, 643, 672, R55-R57, R62 <i>Literary Elements</i> 312 <i>Write About Literature</i> 313 TWE: LE 308 MIN 643 RM 308
<ul style="list-style-type: none"> organize information while reading (for example: questioning, note taking, summarizing, outlining, webbing). 	SE: 302#1, R88, R92, R94-R97 <i>Interdisciplinary Activity</i> 303 <i>Question</i> 292 <i>Reading and Thinking</i> 458 <i>Writing About Literature</i> 102, 303 TWE: LE 308 RM 308
7.R.4.3 Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources.	SE: 292-293, 312, 338-339 <i>Interdisciplinary Activity</i> 303 <i>Literary Elements</i> 313 <i>Reading and Thinking</i> 314 <i>Writing About Literature</i> 303 TWE: CT 299, 310 RM 297

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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. To meet this standard students may: <ul style="list-style-type: none"> • write texts that explain and inform (for example: reports, “how-to” paper, summaries); 	SE: 302#1, 530-533, 846-849 <i>Interdisciplinary Activity</i> 303 <i>Learning for Life</i> 358 <i>Reading and Thinking</i> 498 TWE: MIN 279 WM 318
<ul style="list-style-type: none"> • write texts to persuade audience to agree with a specific idea/point of view (for example: editorials, letters). 	SE: 279, 316-319 <i>Creative Writing</i> 303 <i>Learning for Life</i> 365 <i>Literature Groups</i> 303 <i>Personal Writing</i> 33 <i>Reading and Thinking</i> 359 TWE: MIN 279 WM 318
7.W.1.2 Students are able to create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion. To meet this standard students may: <ul style="list-style-type: none"> • use cause/effect, comparison/contrast, and other forms of presenting ideas; 	SE: 208-211, 530-533, 760-763, 846-849 <i>Interdisciplinary Activity</i> 670, 803 <i>Learning for Life</i> 241, 392 TWE: IC 491 MIN 98 WM 119
<ul style="list-style-type: none"> • use a variety of details to clarify focus (for example: quotations, dialogue, suspense, narrative action); 	SE: 23, 104-107, 644-647 <i>Learning for Life</i> 202 <i>Writing About Literature</i> 158, 337 TWE: WM 12, 106, 437, 608
<ul style="list-style-type: none"> • develop word banks of transition words and phrases; 	SE: <i>Descriptive Writing</i> R54 <i>Drafting Tip</i> 106, 210 <i>Draft Your Story</i> 246 <i>Follow Through</i> 532 <i>Revising</i> R49 <i>Revising Tip</i> 848 TWE: O R106, R114
<ul style="list-style-type: none"> • use transitions to improve fluency of the piece. 	SE: <i>Descriptive Writing</i> R54 <i>Drafting Tip</i> 106, 210 <i>Draft Your Story</i> 246 <i>Follow Through</i> 532 <i>Revising</i> R49 <i>Revising Tip</i> 848 TWE: O R106, R114

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<p>7.W.1.3 Students are able to choose appropriate language and style for writing purpose and audience. To meet this standard students may:</p> <ul style="list-style-type: none"> write for peers, adults, the public, and other content areas. 	<p>SE: 105, 209, 317, 421, 531, 645, 761, 847 <i>Creative Writing</i> 102 <i>Learning for Life</i> 219</p>
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. To meet this standard students may:</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: 104-107, 316-319, 846-849 <i>Learning for Life</i> 212 <i>Personal Writing</i> 11, 202, 256 <i>Writing About Literature</i> 224 TWE: MIN 150 WM 106</p>
<ul style="list-style-type: none"> develop a portfolio to demonstrate writing improvement. 	<p>SE: <i>Build Your Portfolio</i> 108, 212, 320, 424, 534, 648, 746, 850 TWE: R 211, 534</p>
<p>7.W.2.2 Students are able to revise writing to improve clarity. To meet this standard students may:</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: <i>Start Your Draft</i> 318 TWE: V R103 WM 106, 210, 318, 422, 532, 646, 762, 848</p>
<ul style="list-style-type: none"> improve sentence fluency (for example: combine sentences for variety, use independent and dependent clauses); 	<p>SE: <i>Drafting Tip</i> 106 <i>Grammar and Language</i> 615 <i>Revising Tip</i> 848 <i>Writing Skills</i> 23, 673 TWE: D 422 S R113, R114 WM 422, 646</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: 616-617 <i>Literary Elements</i> 80, 140, 262, 343, 391, 478, 626 <i>Write About Literature</i> 779 TWE: AC 37</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: 106, 210, 318, 422, 647, 848 TWE: RE 532 WM 106, 422, 848</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. To meet this standard students may:</p> <ul style="list-style-type: none"> use parts of speech correctly; 	<p>SE: R50-R51, R63 <i>Proofreading Checklist</i> 107, 211, 319, 423, 533, 647, 763, 849</p>
<ul style="list-style-type: none"> create sentences with correct subject-verb and pronoun-antecedent agreement. 	<p>SE: R14-R15 <i>Editing/Proofreading</i> 319, 533, 647, 763, 849 <i>Grammar and Language</i> 331</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: R51, R63 <i>Proofreading Checklist</i> 107, 211, 319, 423, 533, 647, 763, 849</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: R60 <i>Grammar and Language</i> 359 <i>Proofreading Checklist</i> 107, 211, 319, 423, 533, 647, 763, 849</p>
<ul style="list-style-type: none"> use available technology to edit (for example: spell check, grammar check, columns, page orientation). 	<p>SE: 57#2, R63 <i>Technology Skills</i> 56 <i>Technology Tip</i> 762 TWE: IC 57</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: <i>Activity</i> 82 <i>Listening and Speaking</i> 11 <i>Multimedia Project</i> 327 TWE: I 9 IC 122, 199, 389, 477 RWC 31, 239</p>
<ul style="list-style-type: none"> use graphic organizers to clarify information (for example: Venn diagram, timelines, double-entry journals); 	<p>SE: 105, 209, 420-421, 645, 761, 847, R57, R88-R89, R94-R96 TWE: T 145</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, R105 <i>Comparing Selections</i> 40 <i>Literature Groups</i> 256 <i>Writing About Literature</i> 329 TWE: I 9 MIN 60, 78 RM 435 WM 119</p>
<p align="center">Listening and Viewing Standards 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: 449, R68 <i>Interdisciplinary Activity</i> 248 <i>Learning for Life</i> 614 <i>Listening and Speaking</i> 11, 256 <i>Literature Groups</i> 172 TWE: LSC 799 LSM 149, 198</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: 499, R71-R72 <i>Critical Reading</i> 655 <i>Listening and Speaking</i> 141 <i>Multimedia Project</i> 219, 541, 655 <i>Performing</i> 551 TWE: FCA 115, 219, 327
<ul style="list-style-type: none"> describe the effect of non-verbal cues when communicating with others; 	SE: 279, 571, 817, R68, R70 <i>Performing</i> 172, 551 TWE: LSM 154, 254, 639
<ul style="list-style-type: none"> observe use of eye contact, posture, and gestures. 	SE: 571, 817, R68-R70 <i>Performing</i> 172, 551, 711, 821 TWE: LSM 154, 254, 639
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. <i>To meet this standard students may:</i> <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: 279, 817, R88-R89, R94-R96 TWE: LSM 95, 198, 796 M 31 MIN 290 MME 105
<ul style="list-style-type: none"> use questions to clarify instructions and directions. 	SE: R68 The classroom teacher will encourage this behavior by asking students if they have questions about the instructions or 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. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> identify persuasive and propaganda techniques; 	SE: 279, 338-339, 817, R70-R71 <i>Literature Groups</i> 202, 302 <i>Reading and Thinking</i> 314 TWE: CT 99, 299 LSM 95
<ul style="list-style-type: none"> recognize how the presentation of information can be misleading. 	SE: 279, 316-317, 817, R70-R71 <i>Literature Groups</i> 202, 302 <i>Reading and Thinking</i> 314 TWE: MIN 316 WM 318
<p style="text-align: center;">Speaking Standards Seventh Grade Speaking</p>	
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. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> design presentations that address problem/solution or cause/effect situations; 	SE: <i>Learning for Life</i> 115, 219, 327, 358, 365, 670, 771 <i>Publishing/Presenting</i> 849 <i>Reading and Thinking</i> 393, 815

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<ul style="list-style-type: none"> provide supporting evidence in informative and persuasive speeches. 	SE: <i>Creative Writing</i> 303 <i>Literary Elements</i> 302 <i>Publishing/Presenting</i> 319, 533, 763, 849 <i>Reading and Thinking</i> 103 <i>Writing About Literature</i> 303 TWE: P/P 211 WM 532
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>Learning for Life</i> 313 <i>Listening and Speaking</i> 497 <i>Literature Groups</i> 11, 365 <i>Performing</i> 102 TWE: LSM 29, 198, 388, 486 MIN 383
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: 571, R69-R70, R98 <i>Listening and Speaking</i> 233, 407 <i>Literary Elements</i> 32 <i>Performing</i> 443 TWE: E 279 LSM 486 MIN 19
<ul style="list-style-type: none"> select images, text, and sound that create effective presentations; 	SE: <i>Critical Reading</i> 219 <i>Interdisciplinary Activity</i> 758 <i>Learning for Life</i> 655 <i>Literary Elements</i> 32 <i>Multimedia Project</i> 3, 219, 431, 541, 655 TWE: FCA 3
<ul style="list-style-type: none"> use an overhead projector, VCR, DVD, or computer to enhance presentations. 	SE: <i>Critical Listening</i> 3 <i>Critical Reading</i> 655 <i>Interdisciplinary Activity</i> 803 <i>Literary Elements</i> 32 <i>Multimedia Projects</i> 3, 219, 431, 541, 771 TWE: IC 98

Codes Used for TWE Pages

A	Activities
AC	Author's Craft
ARS	Active Reading Strategies
CT	Critical Thinking
D	Drafting
E	Exercises
FCA	Family and Community Activity
GLM	Grammar and Language Minilesson
I	InterNet Connection
IC	Interdisciplinary Connection
LE	Literary Elements
LSC	Life Skills Connection
LSM	Listening and Speaking Minilesson
M	At the Movies
MIN	Meeting Individual Needs
MME	Multi Modes of Expression
O	Organization
P/P	Publishing/Presenting
R	Reflecting
RE	Revising
RM	Reading Minilesson
RWC	Real-World Connection
S	Sentence Style and Variety
T	Teach
V	Voice
VS	Vocabulary Skills
WM	Writing Minilesson