



# BROWNELL TALBOT

## Seventh Grade Standards

### Reading: Students will learn and apply reading skills and strategies to comprehend text

<p><b>Word Analysis</b> Students will acquire phonetic knowledge as they learn to read and write grade-level text.</p>	<ul style="list-style-type: none"> <li>• BT 7.1.3a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.</li> </ul>
<p><b>Vocabulary</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>	<ul style="list-style-type: none"> <li>• BT 7.1.5a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.</li> <li>• BT 7.1.5b Apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words within grade level text.</li> <li>• BT 7.1.5c <b>Define words and phrases as they are used in a text, including figurative, connotative, and technical meanings; identify the impact of a specific word choice on meaning and tone.</b></li> <li>• BT 7.1.5d <b>Use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.</b></li> <li>• BT 7.1.5e Verify meaning and pronunciation of words or phrases using reference materials.</li> </ul>
<p><b>Comprehension</b> Students will construct meaning by using prior knowledge while reading emergent literary and informational text.</p>	<ul style="list-style-type: none"> <li>• BT 7.1.6a <b>Assess the argument and specific claims in a text to determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</b></li> <li>• BT 7.1.6b <b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b></li> <li>• BT 7.1.6c Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>• BT 7.1.6d <b>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</b></li> <li>• BT 7.1.6e <b>Determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.</b></li> <li>• BT 7.1.6f <b>Assess the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</b></li> <li>• BT 7.1.6g <b>Explain and analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.</b></li> <li>• BT 7.1.6h <b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></li> </ul>

### Writing: Students will learn and apply writing skills and strategies to communicate.

<p><b>Writing Process</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.</p>	<ul style="list-style-type: none"> <li>• BT 7.2.1a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.</li> <li>• BT 7.2.1b Produce writing that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</li> <li>• BT 7.2.1d Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</li> <li>• BT 7.2.1e Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</li> </ul>
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## Writing Modes

Student will write in multiple modes for a variety of purposes and audiences across disciplines.

<b>Opinion</b>	<ul style="list-style-type: none"><li>• BT 7.2.2a <b>Write well-developed arguments with clear reasons and evidence that supports claims.</b></li><li>• BT 7.2.2b Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li><li>• BT 7.2.2c <b>Use credible sources and demonstrate an understanding of the topic or text.</b></li><li>• BT 7.2.2d <b>Use transitions to create cohesion and clarify the relationships among claim(s).</b></li><li>• BT 7.2.2e <b>Provide a concluding statement or section that follows from and supports the argument presented.</b></li></ul>
<b>Informative/Explanatory</b>	<ul style="list-style-type: none"><li>• BT 7.2.3a <b>Write informative/explanatory texts to examine a topic and convey ideas and concepts through the selection and analysis of relevant content; use complex topic sentences and preview what is to follow.</b></li><li>• BT 7.2.3b Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>• BT 7.2.3c <b>Develop and expand the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></li><li>• BT 7.2.3d <b>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</b></li><li>• BT 7.2.3e <b>Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></li><li>• BT 7.2.3f Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul>
<b>Narratives</b>	<ul style="list-style-type: none"><li>• BT 7.2.4a <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></li><li>• BT 7.2.4b Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li><li>• BT 7.2.4c Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li><li>• BT 7.2.4d <b>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b></li><li>• BT 7.2.4e <b>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></li><li>• BT 7.2.4f Provide a conclusion that follows from and reflects on the narrated experiences or events.</li></ul>
<b>Research</b>	<ul style="list-style-type: none"><li>• BT 7.2.5a <b>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b></li><li>• BT 7.2.5b Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li><li>• BT 7.2.5c <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></li></ul>
<b>General</b>	<ul style="list-style-type: none"><li>• BT 7.2.6a <b>Establish and maintain a formal style.</b> <u>Include:</u> formatting, citing within an essay</li></ul>

## Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

<p><b>Speaking</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<ul style="list-style-type: none"> <li>• BT 7.3.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• BT 7.3.1b <b>Present information and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</b></li> <li>• BT 7.3.1c Adapt speech to a variety of grade level appropriate contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• BT 7.3.1d <b>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b></li> </ul>
<p><b>Listening</b> Students will develop and demonstrate active listening skills across a variety of situations.</p>	<ul style="list-style-type: none"> <li>• BT 7.3.2a Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> <li>• BT 7.3.2b Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>• BT 7.3.2c <b>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</b></li> </ul>
<p><b>Reciprocal Communication</b> Students will develop, apply, and adapt reciprocal communication skills.</p>	<ul style="list-style-type: none"> <li>• BT 7.3.3a <b>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></li> <li>• BT 7.3.3b <b>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</b></li> <li>• BT 7.3.3c Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>

## Multiple Literacies: Students will apply information fluency and practice digital citizenship.

<p><b>Information Fluency</b> Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.</p>	<ul style="list-style-type: none"> <li>• BT 7.4.1a Organize and evaluate grade level appropriate information from print and digital resources to generate and answer questions and create new understandings.</li> <li>• BT 7.4.1b <b>Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</b></li> </ul>
<p><b>Digital Citizenship</b> Students will practice the norms of appropriate and responsible technology use.</p>	<ul style="list-style-type: none"> <li>• BT 7.4.2a <b>Practice and assess for safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).</b></li> <li>• BT 7.4.2b <b>Model safe and ethical behaviors while using appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.</b></li> </ul>