



## English Language Arts Grade 7

### Compose and Create

| OUTCOMES   |  | 1 – Little Evidence<br>With help, I understand parts of the simpler ideas and do a few of the simpler skills.  | 2 – Partial Evidence<br>I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.  | 3 – Sufficient Evidence<br>I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.  | 4- Extensive Evidence<br>I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.  |
|--|--|--|---|--|--|
| <b>CC7.3 I can choose and use appropriate strategies to communicate meaning.</b><br><br><i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 7 and used in conjunction with other strategies outlined in the curriculum.</i> | <b>Before, esp. planning and organizing ideas to fit the format.</b> | <ul style="list-style-type: none"> <li>I can brainstorm a topic and create a simple outline with help.</li> <li>I use a few “before” strategies with help to communicate meaning.</li> </ul> | <ul style="list-style-type: none"> <li>I can brainstorm a topic and create a simple outline.</li> <li>I use some “before” strategies to communicate meaning.</li> </ul>                       | <ul style="list-style-type: none"> <li>I use different graphic organizers and other tools such as a list, a timeline, a sketch, or a map, to develop an idea.</li> <li>I use a variety of “before” strategies to communicate meaning.</li> </ul> | <ul style="list-style-type: none"> <li>I make a deliberate choice of strategy to organize and plan an idea according to a specific purpose.</li> <li>I choose “before” strategies according to my purpose and audience from a variety of strategies to communicate meaning.</li> </ul> |
|  | <b>During, esp. using transition words</b>                           | <ul style="list-style-type: none"> <li>I can choose common transition words, with help.</li> <li>I use a few “during” strategies to communicate meaning, with help.</li> </ul>               | <ul style="list-style-type: none"> <li>I can choose common transition words that maintain the meaning of the text.</li> <li>I use some “during” strategies to communicate meaning.</li> </ul> | <ul style="list-style-type: none"> <li>I can use appropriate and effective transition words in my writing.</li> <li>I use a variety of “during” strategies to communicate meaning.</li> </ul>  | <ul style="list-style-type: none"> <li>I can use exceptional transition words in my writing.</li> <li>I choose “during” strategies according to my purpose and audience from a variety of strategies to communicate meaning..</li> </ul>   |



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|  | After, esp. revising to eliminate unnecessary words.     | <ul style="list-style-type: none"> <li>I can make a few revisions that eliminate unnecessary words with help.</li> <li>I use a few “after” strategies to communicate meaning, with help.</li> </ul> | <ul style="list-style-type: none"> <li>I can make some revisions that eliminate unnecessary words.</li> <li>I use some “after” strategies to communicate meaning.</li> </ul> | <ul style="list-style-type: none"> <li>I can revise a text to eliminate most unnecessary words.</li> <li>I use a variety of “after” strategies to communicate meaning.</li> </ul> | <ul style="list-style-type: none"> <li>I can make meaningful and powerful changes to the words used in a draft.</li> <li>I choose “after” strategies according to my purpose and audience from a variety of strategies to communicate meaning.</li> </ul> |
| Comments   |  |   |  |   |   |
| CC7.4 I can use cues to construct and communicate meaning. | I can use language that demonstrates respect for others. | <ul style="list-style-type: none"> <li>I use language that the audience can understand, with help.</li> </ul>   | <ul style="list-style-type: none"> <li>I use language that the audience can understand, and I begin to consider who the audience is.</li> </ul>                              | <ul style="list-style-type: none"> <li>I use language that is appropriate for the intended audience and often show respect for the identity of the audience.</li> </ul>           | <ul style="list-style-type: none"> <li>I use language that is intentionally specific to the audience, and respect the audience’s particular identity.</li> </ul>  |
|  | I use appropriate point of view.                         | <ul style="list-style-type: none"> <li>I use first and third person point of view with help.</li> </ul>   | <ul style="list-style-type: none"> <li>I use first and third person point of view.</li> </ul>  | <ul style="list-style-type: none"> <li>I use point of view that is fitting for the type of text I am creating.</li> </ul>   | <ul style="list-style-type: none"> <li>I use point of view intentionally specific to engage my audience.</li> </ul>   |
|  |  |   |  |   |   |



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|--|---|---|--|---|--|
| <i>The cues listed explicitly in the shaded column are to be emphasized in Grade 7 and used in conjunction with other cues outlined in the curriculum.</i> | <b>I make sure that the subject, pronouns and verb agree.</b>                 | <ul style="list-style-type: none"> <li>My subjects, verbs, and pronouns sometimes agree, if I have help.</li> </ul> | <ul style="list-style-type: none"> <li>My subjects, verbs, and pronouns sometimes agree.</li> </ul>                                      | <ul style="list-style-type: none"> <li>My subjects, verbs, and pronouns almost always agree.</li> </ul>   | <ul style="list-style-type: none"> <li>My use of agreement with subjects, verbs, and pronouns shows a deep understanding of the rules of language.</li> </ul>  |
|  | <b>I can avoid overused or misused words.</b>                                 | <ul style="list-style-type: none"> <li>I still often overuse words.</li> <li>I often misuse words.</li> </ul>       | <ul style="list-style-type: none"> <li>From time to time, I overuse words.</li> <li>I use words correctly most of the time.</li> </ul>   | <ul style="list-style-type: none"> <li>I use a variety of words.</li> <li>I use words correctly.</li> </ul>                                       | <ul style="list-style-type: none"> <li>I choose from a wide variety of words, and they are effective in portraying my message.</li> <li>I correctly use new words I learn from reading and viewing.</li> </ul> |
|  | <b>I can say words clearly.</b>   | <ul style="list-style-type: none"> <li>I say a limited number of words clearly.</li> </ul>                          | <ul style="list-style-type: none"> <li>I usually say words clearly.</li> </ul>   | <ul style="list-style-type: none"> <li>I can say words clearly.</li> </ul>  | <ul style="list-style-type: none"> <li>I can say complex words clearly.</li> </ul>   |
|  | <b>I can use appropriate gestures, physical movements, facial expressions</b> | <ul style="list-style-type: none"> <li>I use a little body language when speaking, with help.</li> </ul>            | <ul style="list-style-type: none"> <li>I use a little body language or I use too much body language when speaking.</li> </ul>            | <ul style="list-style-type: none"> <li>I use appropriate body language when speaking.</li> </ul>  | <ul style="list-style-type: none"> <li>I use body language that is natural and adds to what I am saying.</li> </ul>  |
| Comments   |   |   |  |   |  |



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| CC7.5 I can create and present representations including visual and multimedia presentations, and I can use graphics to help my communication.   |  | <ul style="list-style-type: none"> <li>I can create a presentation that has the key points needed with help.</li> <li>I rarely use graphics with my presentations.</li> </ul> | <ul style="list-style-type: none"> <li>I can create a presentation that has the key points needed.</li> <li>I use some graphics, but they do not always connect to the ideas.</li> </ul> | <ul style="list-style-type: none"> <li>I can communicate my ideas through a variety of presentation types, such as displays, illustrations, and videos.</li> <li>I can use graphics and visuals to support my ideas.</li> </ul> | <ul style="list-style-type: none"> <li>I can use a wide range of visual or multimedia presentation types to effectively engage my audience.</li> <li>I can use a variety of appropriate graphics and visuals to enhance my ideas.</li> </ul> |
| Comments   |  |   |  |   |  |
| CC7.6, CC7.7 I can use oral language to <ul style="list-style-type: none"> <li>interact with others appropriately</li> <li>express information and ideas that are sometimes complex in: a description of a procedure based on</li> </ul> | I can use oral language appropriately          | <ul style="list-style-type: none"> <li>I often need reminders to use oral language appropriately with others to express my ideas.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Most of the time, I can use oral language appropriately with others to express my ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use oral language appropriately with others to express my ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>I can use oral language effectively with other to express my ideas.</li> </ul>  |
|  | I describe a procedure based on my experience. | <ul style="list-style-type: none"> <li>I can list the steps of a procedure with help.</li> </ul>  | <ul style="list-style-type: none"> <li>I can list the steps of a procedure based on my own experiences.</li> </ul>   | <ul style="list-style-type: none"> <li>I can describe a procedure based on my own experience.</li> </ul>  | <ul style="list-style-type: none"> <li>I can describe a procedure based on my own experience and improve on it.</li> </ul>   |
|  | I can present a persuasive speech.             | <ul style="list-style-type: none"> <li>I know what some elements of a persuasive speech are, and I can use a few of them, with help.</li> </ul>                               | <ul style="list-style-type: none"> <li>I know what the elements of persuasive speech are and I can use some of them.</li> </ul>  | <ul style="list-style-type: none"> <li>I can present a persuasive speech.</li> </ul>  | <ul style="list-style-type: none"> <li>I can use persuasive techniques to convince my chosen audience.</li> </ul>  |



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| experience, a persuasive speech, a dramatization   | I can present a dramatization. | <ul style="list-style-type: none"> <li>I am beginning to use some elements of dramatization to communicate ideas, with help.</li> </ul>  | <ul style="list-style-type: none"> <li>I use some elements of dramatization to communicate ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>I can present a dramatization to communicate ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use dramatization effectively to engage an audience and present an idea.</li> </ul>  |
| Comments   |                                |  |  |   |   |
| <b>CC7.8, CC7.9</b><br><b>I can write to:</b> <ul style="list-style-type: none"> <li>Describe a person</li> <li>Narrate an imaginary incident or story</li> <li>Explain and inform (news story, a factual account, a business letter)</li> <li>To persuade an audience of my opinion in a letter and about my view of a text.</li> </ul> | Ideas and Content              | <ul style="list-style-type: none"> <li>I am still searching for a topic.</li> <li>I give equal importance given to everything.</li> <li>My text is too short or a simple restatement of the prompt.</li> <li>I use few details and/or inaccurate details.</li> </ul> | <ul style="list-style-type: none"> <li>My topic is identifiable but broad.</li> <li>My topic is somewhat narrow.</li> <li>I give only a glimpse at what matters.</li> <li>I use general, imprecise details.</li> </ul> | <ul style="list-style-type: none"> <li>My topic is clear.</li> <li>I have a focused, manageable topic.</li> <li>My topic is supported by credible evidence.</li> <li>I use many accurate, precise details.</li> </ul> | <ul style="list-style-type: none"> <li>My topic is unique and original.</li> <li>I have a laser-sharp focus on the topic.</li> <li>My topic is supported by credible, reliable evidence.</li> <li>I use “just-right” details that create an insider’s perspective.</li> </ul> |
|  | Organization                   | <ul style="list-style-type: none"> <li>I can write one or two simple paragraphs.</li> </ul>  | <ul style="list-style-type: none"> <li>I can write several simple paragraphs but may not fulfill the minimum requirement (minimum 5 paragraphs of 500-700 words).</li> </ul>   | <ul style="list-style-type: none"> <li>I can organize paragraphs logically to form a cohesive text that fulfills the basic requirements (minimum 5 paragraphs of 500-700 words).</li> </ul>                           | <ul style="list-style-type: none"> <li>I can make informed and deliberate choices about organizing paragraphs according to audience and purpose and meet or exceed the minimum requirement.</li> </ul>  |



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|                               |       | <ul style="list-style-type: none"> <li>I have no real lead.</li> <li>My thoughts are random, with no connections.</li> <li>My text has no sense of order or logic.</li> <li>I have no real conclusion.</li> </ul>    | <ul style="list-style-type: none"> <li>My lead is predictable.</li> <li>I use common sequence and transitional words.</li> <li>I use a canned structure.</li> <li>I create a forced ending.</li> </ul>                              | <ul style="list-style-type: none"> <li>I have an effective, appropriate lead.</li> <li>I use original sequence and transition words.</li> <li>I use a clear structure with well-placed elements..</li> <li>I create a satisfying ending.</li> </ul> | <ul style="list-style-type: none"> <li>I have an enticing, strong lead.</li> <li>I use sequence and transition words artfully.</li> <li>I use a highly effective structure adapted to my purpose.</li> <li>I have a powerful ending.</li> </ul>  |
|                               | Voice | <ul style="list-style-type: none"> <li>I use a lifeless, mechanical tone.</li> <li>My purpose is unclear.</li> <li>My connection to reader nonexistent.</li> <li>I have an unoriginal, uninspiring voice.</li> </ul> | <ul style="list-style-type: none"> <li>I use a sincere but passionless tone.</li> <li>My purpose is somewhat clear.</li> <li>My connection to reader fades in and out.</li> <li>I have only a few moments of real voice.</li> </ul> | <ul style="list-style-type: none"> <li>I use an expressive, compelling tone at times.</li> <li>My purpose is clear.</li> <li>My connection to the reader is strong.</li> <li>I have an I have a pleasing, safe voice.</li> </ul>                    | <ul style="list-style-type: none"> <li>I have an expressive, compelling tone throughout.</li> <li>My purpose drives voice.</li> <li>My voice comes from my connection to the reader.</li> <li>My voice meets my audience and purpose.</li> </ul> |



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|----------|------------------|---|--|--|---|
|          | Word Choice      | <ul style="list-style-type: none"> <li>I use everyday verbs only.</li> <li>I have not yet attempted figurative language.</li> <li>I use repetitive, vague, or inappropriate words.</li> <li>I use imprecise, distracting language.</li> </ul> | <ul style="list-style-type: none"> <li>I use verbs with little punch.</li> <li>I have a few successful attempts at figurative language, with prompting.</li> <li>I occasionally use carefully selected words.</li> <li>I use correct but uninspired language.</li> </ul> | <ul style="list-style-type: none"> <li>I use many strong verbs.</li> <li>I use some successful figurative language.</li> <li>I use many carefully selected words.</li> <li>I use exceptional language here and there.</li> </ul> | <ul style="list-style-type: none"> <li>I use strong verbs throughout.</li> <li>I have good use of figurative language and other techniques.</li> <li>I choose every word carefully.</li> <li>I use language that elevates the piece's meaning.</li> </ul> |
|          | Sentence Fluency | <ul style="list-style-type: none"> <li>My work shows no evidence of "sentence" sense.</li> <li>My work has no sentence variety.</li> <li>My work has a disconnected, discordant flow.</li> </ul>  | <ul style="list-style-type: none"> <li>My work shows an awkward blend of simple and complex sentences.</li> <li>My work has some sentence variety.</li> <li>My work is more mechanical than fluid.</li> </ul>  | <ul style="list-style-type: none"> <li>My work shows a pleasing blend of simple and complex sentences.</li> <li>My work has a solid assortment of effective sentences</li> <li>My work is fluid-easy to read aloud.</li> </ul>   | <ul style="list-style-type: none"> <li>My work shows a powerful blend of well-crafted sentences.</li> <li>The fluency and meaning is enhanced by sentence variety.</li> <li>My work shows smooth, rhythmic flow throughout.</li> </ul>                    |



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|   |             | <ul style="list-style-type: none"> <li>My sentences are random, out of control.</li> </ul>  | <ul style="list-style-type: none"> <li>My work has an awkward blend of complete and incomplete sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>I break rules for apparent stylistic reasons.</li> </ul>   | <ul style="list-style-type: none"> <li>I break rules for clear stylistic reasons.</li> </ul>  |
|   | Conventions | <ul style="list-style-type: none"> <li>My piece is unreadable because of poor spelling.</li> <li>My work shows no attention to punctuation and paragraphing.</li> <li>My work shows no adherence to capitalization rules.</li> <li>My piece is unreadable because of grammar and usage issues.</li> </ul> | <ul style="list-style-type: none"> <li>My work shows that simple words are spelled correctly.</li> <li>My work shows that basic punctuation and paragraphing are handled well.</li> <li>My work shows adherence to simple capitalization rules.</li> <li>My work shows errors that impair the piece's readability.</li> </ul> | <ul style="list-style-type: none"> <li>My spelling is generally under control.</li> <li>My work shows a range of punctuation and paragraphing skills.</li> <li>My work shows solid control over capitalization.</li> <li>My work shows that grammar and usage rules are followed consistently and correctly.</li> </ul> | <ul style="list-style-type: none"> <li>My spelling is completely under control.</li> <li>I only break rules for stylistic reasons.</li> <li>My work shows a deep understanding of capitalization.</li> <li>My work shows a clear mastery of the rules of standard English.</li> </ul> |
| Comments  |             |   |   |   |   |





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| <b>CC7.2 I can prepare an inquiry report with guidance from my teacher.</b> | <ul style="list-style-type: none"><li>I can create a simple inquiry project if given some selection and help throughout.</li></ul> | <ul style="list-style-type: none"><li>I can create a simple inquiry project if given some selection and prompting.</li></ul>                    | <ul style="list-style-type: none"><li>I can plan, research, and create an inquiry report based on the process taught in class.</li></ul>                 | <ul style="list-style-type: none"><li>I can connect my learning from class to other subject areas and create an inquiry project that incorporates multiple themes from classes.</li></ul> |
| Comments  |  |   |  |   |