

7th Grade - Objectives & Skills

READING	WRITING	SPEAKING	LISTENING
<p>Students demonstrate increasing independence in a variety of reading tasks, with less support. They:</p> <ul style="list-style-type: none"> - skim and scan for key information in reading materials with familiar vocabulary and context. - predict, summarize, and make judgements about class texts. - use some vocabulary-acquisition strategies. - read and interpret visually supported text at a grade-appropriate level. - use academic vocabulary, including subject-specific language, with support. - use English and bilingual dictionaries. - show developing fluency in oral reading. - locate and evaluate library materials for research purposes, with support. - analyze plot structure, setting's influence on plot, conflict, characters' effect on plot, themes, rhythm, narrators, common literary devices (irony, metaphor, imagery, symbolism). - use reading strategies such as comparing, contrasting, evaluating evidence, connecting, clarifying. - analyze novellas, short stories, myths, folk tales, fables. - respond critically to literature, giving supported point of view, with some assistance. 	<p>Students write English in different familiar contexts with increasing independence and accuracy. They:</p> <ul style="list-style-type: none"> - organize and sequence ideas effectively. - make notes in some detail on familiar topics. - produce prose using appropriate verb tenses, connectors, subject-verb agreement, noun, adjective, and adverb phrases and clauses, and conventional spelling, with some accuracy. - begin to use variety in vocabulary and sentence structure. - respond in writing to questions on personal and academic topics. - write original compositions, summaries, and reports on topics of personal and academic interest. - write letters, following the appropriate conventions. 	<p>Students initiate conversations and participate in discussions and presentations using a variety of strategies. They:</p> <ul style="list-style-type: none"> - use conversational strategies such as acknowledgement, inquiry, reply, agreement, disagreement. - participate in discussions based on classroom themes. - give instructions and directions with some detail. - make effective oral presentations. - speak clearly enough to be understood by peers and teachers. - begin to self-correct not so common grammatical errors. - begin to use passive voice, 3rd conditional, reported speech. - use gestures and voice to indicate emphasis through pacing, volume, intonation, and stress. 	<p>Students understand social English, but sometimes require contextual support to understand academic language. They:</p> <ul style="list-style-type: none"> - participate in sustained oral discussions and presentations in small groups. - identify main ideas and supporting details in oral presentations. - respond appropriately to formal and informal speech. - respond to new vocabulary. - respond to intonation patterns in speech. - take notes from teacher lessons with some support. - identify key ideas in a variety of media works.