

# GRADE LEVEL CONTENT EXPECTATIONS

# 7 ELA

v.12.05

READING

WRITING

SPEAKING

LISTENING

VIEWING

## **Welcome to Michigan's K-8 Grade Level Content Expectations**

### **Purpose & Overview**

In 2004, the Michigan Department of Education embraced the challenge of creating Grade Level Content Expectations in response to the federal No Child Left Behind Act of 2001. This act mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content.

In this global economy, it is essential that Michigan students possess personal, social, occupational, civic, and quantitative literacy. Mastery of the knowledge and essential skills defined in Michigan's Grade Level Content Expectations will increase students' ability to be successful academically, contribute to the future businesses that employ them and the communities in which they choose to live.

The **Grade Level Content Expectations** build from the Michigan Curriculum Framework and its Teaching and Assessment Standards. Reflecting best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

### **Why Create a 12.05 Version of the Expectations?**

The Office of School Improvement is committed to creating the best possible product for educators. This commitment served as the impetus for the revision of the 6.04 edition that was previously released in June of 2004. This new version, v.12.05, refines and clarifies the original expectations, while preserving their essence and original intent. As education continues to evolve, it is important to remember that each curriculum document should be considered as a work in progress, and will continue to be refined to improve the quality.

The revision process greatly improved the continuity from one grade to the next, and better ensured coherence both in content and pedagogy. To obtain more specific details about the revisions, please refer to the addendum included in this document. The forward of the **Across the Grades v.12.05** companion document also clarifies the types of changes made. Educators can access the *Across the Grades* companion document by visiting the Michigan Department of Education Grade Level Content Expectations web page at [www.michigan.gov/glce](http://www.michigan.gov/glce).

### **Assessment**

The Grade Level Content Expectations document is intended to be a state assessment tool with the expectations written to convey expected performances by students. The Office of Assessment and Accountability was involved in the development of version 12.05 and has incorporated the changes in the construction of test and item specifications for the K-8 Michigan Education Assessment Program (MEAP) and MI-Access. This updated version will assist us in the creation of companion documents, content examples, and to guide program planners in focusing resources and energy.

## Curriculum

Using this document as a focal point in the school improvement process, schools and districts can generate conversations among stakeholders concerning current policies and practices to consider ways to improve and enhance student achievement. Together, stakeholders can use these expectations to guide curricular and instructional decisions, identify professional development needs, and assess student achievement.

## Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown below. The skills and content addressed in these expectations will in practice be woven together into a coherent, English language arts curriculum. Beyond the English language arts curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade-level, and expectation number. For example, **R.NT.00.01** indicates:

**R** - Reading Strand

**NT** - Narrative Text Domain

**00** - Kindergarten Expectation

**01** - First Expectation in the Grade-Level Narrative Text Domain

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Word Recognition</li> <li>• Vocabulary</li> </ul> Fluency (FL) Narrative Text (NT) Informational Text (IT) Comprehension (CM) Metacognition (MT) Critical Standards (CS) Reading Attitude (AT)	Genre (GN) Process (PR) Personal Style (PS) Grammar & Usage (GR) Spelling (SP) Handwriting (HW) Writing Attitude (AT)	Conventions (CN) Discourse (DS)	Conventions (CN) Response (RP)

## Preparing Students for Academic Success

Within the hands of teachers, the Grade Level Content Expectations are converted into exciting and engaging learning for Michigan's students. As we use these expectations to develop units of instruction and plan instructional delivery, it is critical to keep in mind that content knowledge alone is not sufficient for academic success. Students must be able to apply knowledge in new situations, to solve problems by generating new ideas, and to make connections between what they learn in class to the world around them. The art of teaching is what makes the content of learning become a reality.

Through the collaborative efforts of Michigan educators and creation of professional learning communities, we can enable our young people to attain the highest standards, and thereby open doors for them to have fulfilling and successful lives.

**Word Recognition***Students will...*

**R.WS.07.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

**R.WS.07.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.

**R.WS.07.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.07.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.07.05** acquire and apply strategies to identify unknown words and construct meaning

**Fluency***Students will...*

**R.WS.07.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Vocabulary***Students will...*

**R.WS.07.07** in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.

**Narrative Text***Students will...*

**R.NT.07.01** identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.

**R.NT.07.02** analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.

**R.NT.07.03** analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.

**R.NT.07.04** analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.

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## Informational Text

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*Students will...*

**R.IT.07.01** analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.

**R.IT.07.02** analyze organizational text patterns including sequential, compare/contrast, and cause/effect.

**R.IT.07.03** explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.

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## Comprehension

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*Students will...*

**R.CM.07.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.07.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.07.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.07.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

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## Metacognition

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*Students will...*

**R.MT.07.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**R.MT.07.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.

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## Critical Standards

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*Students will...*

**R.CS.07.01** analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

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## Reading Attitude

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*Students will...*

**R.AT.07.01** be enthusiastic about reading and do substantial reading and writing on their own.

## WRITING

### Writing Genre

#### *Students will...*

**W.GN.07.01** write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).

**W.GN.07.02** write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.

**W.GN.07.03** formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.

### Writing Process

#### *Students will...*

**W.PR.07.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.07.02** apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).

**W.PR.07.03** revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.

**W.PR.07.04** draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.

**W.PR.07.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

### Personal Style

#### *Students will...*

**W.PS.07.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

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## Grammar and Usage

*Students will...*

**W.GR.07.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.

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## Spelling

*Students will...*

**W.SP.07.01** in the context of writing, correctly spell the derivatives of bases and affixes.

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## Handwriting

*Students will...*

**W.HW.07.01** write neat and legible compositions.

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## Writing Attitude

*Students will...*

**W.AT.07.01** be enthusiastic about writing and learning to write.

## SPEAKING

### Conventions

#### *Students will...*

**S.CN.07.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

**S.CN.07.02** speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.

**S.CN.07.03** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

### Discourse

#### *Students will...*

**S.DS.07.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.07.02** respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.

**S.DS.07.03** discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).

**S.DS.07.04** plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.

**LISTENING  
& VIEWING**

**Conventions**

*Students will...*

**L.CN.07.01** distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.

**L.CN.07.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

**Response**

*Students will...*

**L.RP.07.01** listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.

**L.RP.07.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.07.03** identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.

**L.RP.07.04** ask probing questions of speakers, focusing on claims and conclusions presented.

**L.RP.07.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

**L.RP.07.06** evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.

**L.RP.07.07** identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.