

Overview of Content Standards for Grades Four through Eight

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

At the onset of grade four most students will have progressed from the “learning to read”; phase to the “reading to learn” phase. (American Federation of Teachers 1997), and then, gradually over time and before they move on to high school, they will transition to the “reading and learning for life” phase.

Students will be able to

- read aloud grade level appropriate narrative and expository text fluently and accurately, ranging from classical literature to on-line information.
- continue to develop their vocabulary knowledge and skills in more sophisticated ways, such as analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases and understanding historical influences on the meanings of English words.
- write clear, coherent, and focused essays
- conduct multiple-step information searches as part of the research process.
- using the learning resources and technology in the library media center and classroom.
- in grades five through eight, students extend their writing applications as they compose narrative, expository, persuasive, and descriptive text of at least 500 to 70 words each.
- use correct conventions in writing as they express their new-found knowledge and understanding and to exhibit increasing sophistication in sentence structure, grammar, punctuation, capitalization, and spelling.

7th Grade Instructional Considerations

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

The content standards for the seventh grade mark a distinctive transition from the sixth grade and the earlier grades in at least two important ways. First, the transition from learning to read to reading to learn is complete. By the time students enter the seventh grade, they should have mastered reading aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression. For students who have not mastered the previous standard, intensive and systematic instruction in word recognition is imperative.

The second reason seventh grade standards are distinctive is that they are decidedly more sophisticated, subtle, and intricate than those for previous grades. For example, students are required to identify and trace the development of an author's argument, write reports that use the formal research process, deliver persuasive oral presentations that employ well-articulated evidence, and analyze characterization as suggested through a character's thoughts, words, speech patterns, and actions. In some cases the standards are new and complex, such as the requirement to articulate the expressed purposes and characteristics of different forms of prose, including the short story, novel, novella, and essay.

Content and Instructional Connections

The teacher can help students integrate mastery of standards across domains, strands, and academic disciplines by having students:

1. Analyze the differences in structure and purpose between various categories of information materials (e.g., textbooks, newspapers, instructional manuals, signs).
2. Examine informational materials for an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
3. Identify informational materials in which statements and claims are supported by anecdotes, descriptions, facts and statistics, and specific examples.
4. Create materials in which credit for quoted and paraphrased information in a bibliography is given and a consistent and sanctioned format and methodology are used for citations.
5. Revise writing to improve organization and word choice after checking the logic of ideas and precision of vocabulary.

In addition to the above strategies, the framework offers a wealth of additional insights, tips, and strategies that will help teachers address all the specified standards and benchmarks. We highly recommend that all teachers have access to this valuable planning tool.

Standards Based Rubrics for Writing

Developed by

SCORE



Score is sponsored by CTAP (California Technology Assistance Project) and by CCSESA (California County Superintendents Educational Services Association). SCORE is a web-based classroom resource supporting California's Content Standards and frameworks for Language Arts, Mathematics, History/Social Sciences, and Science. SCORE proffers quality internet resources, such as lesson plans, classroom activities, projects, electronic fieldtrips, discussion groups, and more. SCORE also has a student friendly kid's corner.

Although many web based resources are now available to teachers, this source is uniquely designed to help teachers teach to the California Content Standards. The Writing Rubrics that follow do just that.

<http://www.score.k12.ca.us/>

Standards Based Rubrics

Writing Applications

Grade 7

If you use a number scale, divide the number of points earned by number of traits.

- 0=not evident
- 1=minimal evidence of mastery
- 2=adequate evidence of mastery
- 3=strong evidence of mastery
- 4=outstanding evidence of mastery

Writing Standard 2.1 - Fictional/Non-fictional Narratives

- Write narratives that
 - (1) develop a standard plot line (beginning, conflict, rising action, climax, denouement) and point of view
 - (2) develop complex major and minor characters and a definite setting
 - (3) use a range of appropriate strategies (e.g., dialogue, suspense, naming of specific narrative action, including movement, gestures, and expressions)

Writing Standard 2.2 - Response to Literature

- Write responses to literature that
 - (1) develop interpretations which exhibit careful reading, understanding, and insight
 - (2) organize interpretations around several clear ideas, premises, or images
 - (3) justify interpretations through sustained use of examples and textual evidence

Writing Standard 2.3 - Research Report

- Write research reports that
 - (1) pose relevant and tightly drawn questions about the topic
 - (2) convey clear and accurate perspectives on the subject
 - (3) include evidence generated through the formal research process (e.g., card catalog, *Reader's Guide to Periodical Literature*, computer catalog, magazines, newspapers, dictionaries)
 - (4) document reference sources with footnotes and a bibliography

Writing Standard 2.4 - Persuasive

- Write persuasive compositions that
 - (1) state a clear position or perspective in support of a proposition or proposal
 - (2) describe the points in support of the proposition, employing well-articulated evidence
 - (3) anticipate and address reader concerns and counter arguments

Writing Standard 2.5 - Summary

- Write summaries of reading materials that
 - (1) contain the materials' main ideas and most significant details
 - (2) are written in the student's own words, except for material quoted from the source
 - (3) reflect the underlying meaning of the source, not just the superficial details

Grade7 - Standards and Benchmark Proficiencies

READING – (R)

- Standard I Word Analysis, Fluency, and Systematic Vocabulary Development**
- Vocabulary and Concept Development
- Standard II Reading Comprehension**
- Structural Features of Information Materials
 - Comprehension and Analysis of Grade Level Appropriate Text
 - Expository Critique
- Standard III Literary Response and Analysis**
- Structural Features of Literature
 - Narrative Analysis of Grade Level Appropriate Text
 - Literary Criticism

WRITING – (W)

- Standard I Writing Strategies**
- Organization and Focus
 - Research and Technology
 - Evaluation and Revision
- Standard II Writing Applications – Genres and Their Characteristics**
- Writing Applications

WRITTEN AND ORAL LANGUAGE CONVENTIONS(WOL)

- Standard I Written and Oral Language Conventions**
- Sentence Structure
 - Grammar
 - Punctuation
 - Capitalization
 - Spelling

LISTENING AND SPEAKING – (LS)

- Standard I Listening and Speaking Strategies**
- Comprehension
 - Organization and Delivery of Oral Communication
 - Analysis and Evaluation of Oral and Media Communication
- Standard II Speaking Applications – Genres and Their Characteristics**
- Speaking Applications

GRADE 7 – READING

(R) STANDARD I

Word Analysis, Fluency and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Vocabulary and Concept Development</i>	Timeline		Int.	Assessment			
Gr7.R.I.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.R.I.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.R.I.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 7 – READING

(R) STANDARD II *Reading Comprehension*

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (a separate California Department of Education publication) illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classical and contemporary literature, magazines, newspapers, online information). In grade seven, students make progress toward this goal.

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Benchmarks							
<i>Structural Features of Informational Materials</i>	Timeline		Int.	Assessment			
Gr7.R.II.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.R.II.2 Locate information by using a variety of consumer, workplace, and public documents.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.R.II.3 Analyze text that uses the cause-and-effect organizational pattern.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr7.R.II.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.R.II.5 Understand and explain the use of a simple mechanical device by following technical directions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Expository Critique</i>	Timeline		Int.	Assessment			
Gr7.R.II.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 7 - READING

(R) STANDARD III

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (a separate California Department of Education publication) illustrate the quality and complexity of the materials to be read by students.

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Benchmarks							
<i>Structural Features of Literature</i>	Timeline		Int.	Assessment			
Gr7.R.III.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr7.R.III.2 Identify events that advance the plot and determine how each event explains past or present actions(s) or foreshadows future action(s).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.R.III.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.R.III.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.R.III.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Literary Criticism</i>	Timeline		Int.	Assessment			
Gr7.R.III.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 7 - WRITING

(W) STANDARD I *Writing Strategies*

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

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Benchmarks							
<i>Organization and Focus</i>	Timeline		Int.	Assessment			
Gr7.W.I.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.W.I.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.W.I.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 7 - WRITING

(W) STANDARD I *Writing Strategies*

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Legend

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Benchmarks							
<i>Research and Technology</i>	Timeline		Int.	Assessment			
Gr7.W.I.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.W.I.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.W.I.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Evaluation and Revision</i>	Timeline		Int.	Assessment			
Gr7.W.I.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 7 –WRITING

(W) STANDARD II							
<i>Writing Applications - Genres and their Characteristics</i>							
<p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard I. Using the writing strategies of grade five outlined in Writing Standard I, students:</p>							
Legend							
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Benchmarks							
<i>Writing Applications</i>	Timeline		Int.	Assessment			
Gr7.W.II.1 Write fictional or autobiographical narratives:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.	Q/T2	Ong.	SS	1	1	1	1
b Develop complex major and minor characters and a definite setting.	Q/T3	Ong.	M/S	2	2	2	2
c Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).	Q4	Ong.	O	3	3	3	3
Gr7.W.II.2 Write responses to literature:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Develop interpretations exhibiting careful reading, understanding, and insight.	Q/T2	Ong.	SS	1	1	1	1
b Organize interpretations around several clear ideas, premises, or images from the literary work.	Q/T3	Ong.	M/S	2	2	2	2
c Justify interpretations through sustained use of examples and textual evidence.	Q4	Ong.	O	3	3	3	3
Gr7.W.II.3 Write research reports:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Pose relevant and tightly drawn questions about the topic.	Q/T2	Ong.	SS	1	1	1	1
b Convey clear and accurate perspectives on the subject.	Q/T3	Ong.	M/S	2	2	2	2
c Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , a computer catalog, magazines, newspapers, dictionaries).	Q4	Ong.	O	3	3	3	3
d Document reference sources by means of footnotes and a bibliography.							

GRADE 7 – WRITING

(W)- STANDARD II (continued)							
<i>Writing Applications - Genres and their Characteristics</i>							
<p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard I</p> <p>Using the writing strategies of grade seven outlined in Writing Standard I, students:</p>							
Legend							
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Benchmarks							
<i>Writing Applications</i>	Timeline		Int.	Assessment			
Gr7.W.II.4 Write persuasive compositions:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a State a clear position or perspective in support of a proposition or proposal.	Q/T2	Ong.	SS	1	1	1	1
b Describe the points in support of the proposition, employing well-articulated evidence.	Q/T3	Ong.	M/S	2	2	2	2
c Anticipate and address reader concerns and counter arguments.	Q4	Ong.	O	3	3	3	3
Gr7.W.II.5 Write summaries of reading materials:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Include the main ideas and most significant details.	Q/T2	Ong.	SS	1	1	1	1
b Use the student's own words, except for quotations.	Q/T3	Ong.	M/S	2	2	2	2
c Reflect underlying meaning, not just the superficial details.	Q4	Ong.	O	3	3	3	3

GRADE 7

WRITTEN AND ORAL LANGUAGE CONVENTIONS

(WOL) STANDARD I										
<i>Written and Oral English Language Conventions</i>										
<p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>Students write and speak with a command of standard American English conventions appropriate to this grade level.</p>										
Legend										
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Benchmarks										
<i>Sentence Structure</i>				Timeline		Int.		Assessment		
Gr7.WOL.I.1 Place modifiers properly and use the active voice.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Grammar</i>				Timeline		Int.		Assessment		
Gr7.WOL.I.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr7.WOL.I.3 Identify all parts of speech and types and structure of sentences.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr7.WOL.I.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Punctuation/Capitalization</i>				Timeline		Int.		Assessment		
Gr7.WOL.I.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr7.WOL.I.6 Use correct capitalization.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Spelling</i>				Timeline		Int.		Assessment		
Gr7.WOL.I.7 Spell derivatives correctly by applying the spellings of bases and affixes.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	
				Q/T2	Ong.	SS	1	1	1	
				Q/T3	Ong.	M/S	2	2	2	
				Q4	Ong.	O	3	3	3	

GRADE 7 - LISTENING AND SPEAKING

(LS) STANDARD I									
<i>Listening and Speaking Strategies</i>									
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication									
Legend									
Q/T= Quarter or Trimester									
Ong.=Ongoing									
Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other									
Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more									
Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number									
Benchmarks									
<i>Comprehension</i>				Timeline		Int.		Assessment	
Gr7.LS.I.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr7.LS.I.2 Determine the speaker's attitude toward the subject.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr7.LS.I.3 Respond to persuasive messages with questions, challenges, or affirmations	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<i>Organization and Delivery of Oral Communication</i>				Timeline		Int.		Assessment	
Gr7.LS.I.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr7.LS.I.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr7.LS.I.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 7 - LISTENING AND SPEAKING

(LS) STANDARD I (continued)							
<i>Listening and Speaking Strategies</i>							
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.							
Legend							
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Analysis and Evaluation of Oral and Media Communication</i>				Timeline	Int.	Assessment	
Gr7.LS.I.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr7.LS.I.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 7 - LISTENING AND SPEAKING

(LS) STANDARD II

Speaking Applications - Genres and Their Characteristics

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Strategies - Standard I. Using the speaking strategies of grade seven outlined in Listening and Speaking Standard I, students will:

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Speaking Applications</i>	Timeline	Int.	Assessment				
Gr7.LS.II.1 Deliver narrative presentations:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.	Q/T2	Ong.	SS	1	1	1	1
b Describe complex major and minor characters and a definite setting.	Q/T3	Ong.	M/S	2	2	2	2
c Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).	Q4	Ong.	O	3	3	3	3
Gr7.LS.II.2 Deliver oral summaries of articles and books:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Include the main ideas of the event or article and the most significant details.	Q/T2	Ong.	SS	1	1	1	1
b Use the student's own words, except for material quoted from sources.	Q/T3	Ong.	M/S	2	2	2	2
c Convey a comprehensive understanding of sources, not just superficial details	Q4	Ong.	O	3	3	3	3

GRADE 7 - LISTENING AND SPEAKING

(LS) STANDARD II (continued)										
<i>Speaking Applications - Genres and Their Characteristics</i>										
<p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Strategies - Standard I. Using the speaking strategies of grade six outlined in Listening and Speaking Standard I, students will:</p>										
Legend										
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>										
Benchmarks										
<i>Speaking Applications</i>				Timeline		Int.		Assessment		
<p>Gr7.LS.II.3 Deliver research presentations:</p> <p>a Pose relevant and concise questions about the topic.</p> <p>b Convey clear and accurate perspectives on the subject.</p> <p>c Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries).</p> <p>d. Cite reference sources appropriately.</p>				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<p>Gr7.LS.II.4 Deliver persuasive presentations:</p> <p>a State a clear position or perspective in support of an argument or proposal.</p> <p>b Describe the points in support of the argument and employ well-articulated evidence.</p>				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3