

## Galway ELA Curriculum Guide 7<sup>th</sup> Grade

### **READING:**

#### **Word Recognition**

- Recognize at sight a large body of words and specialized-content vocabulary
- Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately
- Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy

#### **Background Knowledge and Vocabulary**

- Develop vocabulary through extensive reading of a variety of texts across subjects and genres
- Use knowledge of word roots (e.g., Greek, Latin, and Anglo-Saxon) and word parts to determine word meaning
- Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues
- Use a variety of resources, such as dictionaries, glossaries, and other print and electronic references, to determine the meaning of unfamiliar vocabulary

#### **Comprehension/Response**

- Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes
- Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading
- Use a variety of comprehension strategies (e.g., predicting, questioning, summarizing, visualizing, and making connections) to support understanding and response to reading
- Identify and analyze points of view presented in written texts
- Extend understanding of texts by relating content to personal experiences, other texts, and/or world events
- Participate in group discussions to further understanding and response to reading
- Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations
- Read grade-level texts with appropriate expression, phrasing, and rate of reading

#### **Motivation to Read**

- Develop personal reading goals and maintain records of reading accomplishments
- Read voluntarily for a variety of purposes
- Be familiar with titles and authors of a wide range of grade- or age-appropriate literature
- Engage in independent silent reading for extended periods of time

### **WRITING:**

#### **Written Language Conventions**

- Correctly spell a large body of words
- Use a variety of spelling strategies (e.g., spelling patterns) and spelling resources (e.g., spelling dictionaries and spell-check tools) to support correct spelling
- Use legible print or cursive handwriting, or word processing, as is appropriate to the writing context

#### **Composition**

- Use a variety of strategies to plan and organize ideas for writing, such as keeping a list of topic ideas and a writer's notebook, using graphic organizers, etc.
- Write on a wide range of topics, both student and teacher selected
- Write for a variety of purposes, with attention given to using the form of writing that best supports its purpose
- Write for a range of audiences, adjusting writing style and tone accordingly
- Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts
- Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts
- Revise writing to improve organization, clarity, and coherence
- Edit writing to adhere to the conventions of written English
- Work collaboratively with peers to plan, draft, revise, and edit written work
- Write, using a variety of media to communicate ideas and information

#### **Motivation to Write**

- Engage in writing voluntarily for a variety of purposes, topics, and audiences
- Publish writing in a variety of presentation or display media

### **LISTENING:**

#### **Listening**

Based on May 2005 NYS ELA Core Curriculum PK – Grade 12 Literacy Competencies.  
Prepared spring 2008.

- Listen actively and attentively, for an extended period of time, to a variety of texts read aloud
- Listen actively and attentively, for an extended period of time, to oral presentations
- Listen actively and attentively, for an extended period of time, for different purposes and to different speakers
- Respond appropriately to what was heard

**SPEAKING:**

**Speaking**

- Speak in grammatically correct sentences, communicating ideas in an organized and coherent manner
- Use appropriate and precise vocabulary to convey ideas effectively
- Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions
- Use a variety of speaking techniques (e.g., adjusting tone, volume, and tempo; enunciating; and making eye contact) to make effective presentations
- Participate actively and productively in group discussions
- Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations