ELA Grade 7 Summary

In seventh grade, students demonstrate their ability to read challenging complex texts closely and cite multiple examples of specific evidence to support their claims. They are able to recognize the interplay between setting, plot, and characters and provide an objective summary of a text apart from their own reaction to it. They are adept at stepping back to comparing and contrasting different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. Seventh grade students trace how an argument develops within a text and assess the validity of the evidence. They make their reasoning clear to their listeners and readers and constructively evaluate others' use of evidence while offering several sources to back up their own claims. The use of vocabulary has developed to the point where they distinguish between denotative and connotative meaning and analyze the effect of specific word choice on tone. As growing writers, students cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as useful transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.

Quality of Writing—Content and Style

- Establish and maintain a formal style.

- Use relevant facts, definitions, concrete details, quotations, or other information and examples.

- Use dialogue and vivid descriptions of characters.

- Use relevant and credible sources correctly.

Quality of Writing—Editing

- Revise text to eliminate wordiness.

- Revise text to include precise, vivid, topic-specific language and details.

- Use a variety of sentence patterns for emphasis and interest.

Conventions—Grammar and Sentence Formation

- Produce simple, compound, complex, and compound-complex sentences.

- Understand and explain the function of phrases and clauses.

- Recognize and correct misplaced and dangling modifiers.

Conventions—Punctuation, Capitalization, and Spelling

- Use commas to separate coordinate adjectives, e.g., "It was a fascinating, enjoyable movie," but not "He wore an old[,] green shirt.".

- Use correct capitalization.

- Spell grade-level words correctly.

PA Core Instructional Shifts in ELA/Literacy

1. Balancing informational and literary text
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text based answers
5. Writing from sources
6. Academic vocabulary

Diagnostic Category Skills List

Quality of Writing—Focus and Organization

- Introduce a claim or topic and establish a point of view.

- Clarify the relationships among events, claims, opposing claims, reasons, and evidence.

- Support a claim with logical reasons and relevant evidence.

- Logically organize ideas, events, and information.

- Use strategies such as classification, cause/effect, or compare/contrast.

- Use appropriate transitions to signal a sequence or shift in time and setting.

- Provide a conclusion to reinforce claims and reasons.

Additional Materials and Resources can be found at:

http://www.pdesas.org/

or

https://pa.drcedirect.com/

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**ELA: Writing
Grade 7
Grade Level Summary
and
Diagnostic Category
Skills List**

The English Language Arts summary for grade 7 describes the performance in English Language Arts that students in grade 7 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for Writing. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.