

Idaho State Content Standards with Limits – Language Arts

7th Grade

Standard 1: Reading Process

Interpret graphic features of text to clarify and extend meaning.

Content Limit: Item will address graphic features in a grade-level-appropriate passage that may include maps, illustrations, diagrams, timelines, or tables.

Apply root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.

Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.

Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words.

Content Limit: Vocabulary items require word structure to assist in determining meaning and may include prefixes, suffixes, and base words or root words. Only the meaning of word will be addressed in any item.

Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.

Content Limit: Vocabulary items require context clues, words with multiple meanings, antonyms, synonyms, analogies, and connotation/denotation within a grade-level passage (based on 2 readability formulas). Item will not require definition of a specific term.

Standard 2: Comprehension/Interpretation

Distinguish cause and effect relationships in text to gain meaning.

Content Limit: Item requires a conclusion based on determining cause and effect.

Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.

Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Cite evidence means an item may require an explanation of why something has happened. Item requires information based solely from the text given.

Summarize the main idea (literal or inferential) and critical details of expository text.

Content Limit: Item may require identification of main idea and/or details. An item may require more than one reading skill (e.g., an item may require both a literal and an inferential response to the text).

Follow multi-step written directions.

Content Limit: Multi-step instructions will be multiple steps in response to an item.

Item may require organization and/or sequencing of information.

Item requires information obtained solely from the text given.

Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) characters and their actions.

Explain the influence of setting on mood, character and plot of the story.

Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) literary elements.

Relationships among compares literary elements (e.g., how the setting and a character affect a conflict or mood; how a character affects the plot). The terms setting, characterization, plot, mood, or theme may be used in items.

Analyze plot development, including types of conflict

Content Limit: Item may require the identification and/or analysis of various kinds of conflict. Only literary elements of plot, conflict, and resolution may be addressed.

Recognize points of view (e.g., first person, third person limited and omniscient).

Content Limit: Item may require the identification of the author's purpose.

Identification is limited to third-person (limited and omniscient) and first-person.

Item will not require knowledge or definition of the terms limited and omniscient.

Analyze the themes of various genre.

Content Limit: Item will require the identification of theme in various literary works.

Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension.

Content Limit: Item will address the identification and/or understanding of simile, metaphor, imagery, foreshadowing, flashback, personification, or hyperbole.

Standard 3: Writing Process

Generate a main idea or thesis appropriate to the writing.

Content Limit:

Items may require a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options.

- Main idea

- Writer's focus

- Topic sentence

- Thesis statement

Apply appropriate organizational strategies to plan writing.

Content Limit:

Items may require a statement of purpose, audience, and format that will allow students to select the best organizational structure from the given options.

- Supporting details

- Concluding statement

- Organizational structures:

 - Chronological order

 - Order of importance

 - Comparison and contrast

 - Spatial order

 - Cause and effect

Match appropriate writing format to purpose and audience.

Content Limit:

Items may require information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-7.

[Note: Also includes grade- appropriate formats such as biography and autobiography]

Story/narrative writing that incorporates a setting, character, conflict, and resolution

- Purpose

- Format

- Audience

Revise draft for meaning, clarity and effective organization.

Content Limit:

Sequence

Precise language

Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)

Add details and delete irrelevant or redundant information.

Content Limit:

Items may specify the audience and purpose for the selected passage. Items may include a passage that either contains too much (irrelevant or redundant) information or too little (not enough details to achieve the purpose). Students may select the editing choice (add specified details or delete specified details) that improves the clarity of the passage.

Adding relevant details

Removing irrelevant details

Redundant details

Arrange transition words and phrases in draft to clarify meaning and improve organization.

Content Limit: Items may specify the audience and purpose for the selected passage. Items may include the same passage written with different or reordered transition words and phrases.

Students may select the passage within which the transition words or phrases best clarify the passage meaning.

Apply a variety of sentence structures to improve sentence fluency and enhance writing style.

Content Limit:

Misplaced modifiers

Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning

Edit the draft using an editing checklist with common editing marks.

Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)

Standard 5: Writing Components

Spell correctly Grade 7 high-frequency words and content area words.

Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series

Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.

Content Limit: Includes homophones and commonly confused words

Use four types of sentences correctly (exclamatory, declarative, interrogative, and imperative.)

Content Limit:

[Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.]

Skills assessed in previous grades are included.

Examples:

Sentence type recognition (declarative, interrogative, exclamatory)

Subject-verb agreement

Complete/incomplete sentences [and run-ons]

Combining sentences to correctly form complete simple, compound, or complex sentences

Use correctly:

- future verb tenses
- adjectives
- personal pronouns
- conjunctions
- adverbs

Content Limit:

Skills assessed in previous grades are included.

Examples:

Past and present verb forms, including irregular verbs

Apply capitalization correctly in writing.

[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]

Use commas, including in appositives; use parentheses and semicolon in writing.

Content Limit: Items may specify the mark (comma, parentheses, semicolon) and ask students to select its correct placement within the sentence or may ask students to select the sentence that demonstrates correct use of the specified mark.

[Apostrophes used to create singular and plural possessives are included.]

[Hyphens are included.]

Skills assessed in previous grades are included.

Examples:

Previous commas: words/phrases in a series, dates and addresses, friendly and business letter conventions, direct address, appositives, introductory elements, punctuation of compound and complex sentences

Quotation marks and commas to punctuate dialogue

Colons before a list

End punctuation