

# New York Grade 7

## Core Performance Indicators Grades 7–8: common to all four ELA standards

Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading	Grammar Section and Lesson	Writing Chapter and Lesson
• Identify a purpose for reading		W1-LO; W2- LO; W3- LO; W4- LO; W5- LO; W6- LO; W7- LO; W8- LO
• Use word recognition and context clues to read fluently		W2-L4; W5-L5; W7-L3
• Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)		W2-L4; W4-L4; W5-L5; W7-L3
• Distinguish between dictionary meaning and implied meaning of the author’s words		W6-L4; W8-L5
• Identify transitional words or phrases, such as furthermore or in comparison, that provide clues to organizational formats such as compare/contrast		W3-LO; W3-L3; W4-L2
• Use knowledge of punctuation to assist in comprehension	G10.1–10.5	W1-L3
Listening	Grammar Section and Lesson	Writing Chapter and Lesson
• Adapt listening strategies to different purposes and settings		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Listen respectfully and responsively		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Identify own purpose for listening		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Recognize content-specific vocabulary or terminology		W1-L4; W3-L2; W8-L5
Speaking	Grammar Section and Lesson	Writing Chapter and Lesson
• Respond respectfully		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Initiate communication with peers and adults in the school and local community		W1-WW; W2-L6; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Adapt language and presentational features for the		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6;

audience and purpose		W6-L6; W7-L6; W8-L6
• Use language and grammar appropriate to the purpose for speaking		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use volume, tone, pitch, and rate appropriate to content and audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use effective nonverbal communication		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use visual aids to enhance the presentation		W7-L6; W8-L6
• Establish and maintain eye contact with audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
<b>Writing</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>
• Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings		W1-WW; W2-L2; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Identify the intended audience		W1-WW; W2-L2; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Use tone and language appropriate to audience and purpose		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)		W1-L5; W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Write clear, concise, and varied sentences, developing a personal writing style and voice		W1-L3; W1-L4; W2-L2; W2-L3; W3-L2; W3-L4; W4-L3; W5-L3; W8-L4
• <b>Observe rules of punctuation, italicization, capitalization, and spelling as follows:</b> - punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters	G10.1, 10.2 (simple/compound/complex sentences) G10.3 (undivided/divided direct quotations) G10.3 (exact words from sources (quotations)) G10.3, 10.5 (titles of articles/literary works)	W7-L4 (undivided/divided direct quotations) W7-L4 (exact words from sources (quotations)) W8-L3 (titles of articles/literary works) W2-L1 W2-WW (business letters) W1-L3 (revising sentences)
• <b>Observe rules of punctuation, italicization, capitalization, and spelling as follows:</b> - use italics and underlining for titles	G10.3	W8-L3

<ul style="list-style-type: none"> <li>• <b>Observe rules of punctuation, italicization, capitalization, and spelling as follows:</b> <ul style="list-style-type: none"> <li>- capitalize proper nouns, such as geographical names, academic courses, and organizations</li> </ul> </li> </ul>	G10.5	
<ul style="list-style-type: none"> <li>• <b>Observe rules of punctuation, italicization, capitalization, and spelling as follows:</b> <ul style="list-style-type: none"> <li>- spell correctly commonly misspelled words, homonyms, and content-area vocabulary</li> </ul> </li> </ul>	G4.3; G6.4; G7.2	W1-L4
<ul style="list-style-type: none"> <li>• <b>Use correct grammatical construction in</b> <ul style="list-style-type: none"> <li>- parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas</li> </ul> </li> </ul>	G1.1–1.6 (nouns) G2.3 (comparative/superlative adjectives) G6.3 (comparative/superlative adverbs) G3.2–3.4; 3.10 (indefinite/nominative/objective pronouns) G9.1, 9.4 (coordinating/subordinating conjunctions) G2.5; G6.5; G7.1–7.6; G8.2 (prepositions and prepositional phrases) G9.6 (interjections) G9.1–9.5; G11.3, 11.4 (conjunctions to connect ideas)	W5-L3
<ul style="list-style-type: none"> <li>• <b>Use correct grammatical construction in</b> <ul style="list-style-type: none"> <li>- simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice</li> </ul> </li> </ul>	G8.1–8.11; G11.1, 11.3 (simple/compound/complex sentences) G4.10–4.11 (subject-verb agreement) G5.1–5.2; 5.6–5.11; G11.5, 11.7 (infinitives and participles) G3.7; 3.11 (clear antecedents for pronouns) G1.5; G2.1; G11.2, 11.8, 11.9; (placement of modifiers) G4.5 (use active voice)	W8-L4 (placement of modifiers) W8-L4 (use active voice) W1-L3; W3-L4; W4-L3
<ul style="list-style-type: none"> <li>• Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts</li> </ul>		W3-L3
<ul style="list-style-type: none"> <li>• Use dictionaries, thesauruses, and style manuals</li> </ul>		W3-L5; W4-L5
<ul style="list-style-type: none"> <li>• Use computer software (e.g., word processing, import graphics) to support the writing process</li> </ul>		W4-L6; W4-WW; W7-L6; W8-L6
<ul style="list-style-type: none"> <li>• Write for an authentic purpose, including publication</li> </ul>		W1-WW; W2- WW; W3- WW; W4- WW; W5- WW; W6- WW; W7- WW; W8- WW

## GRADE-SPECIFIC PERFORMANCE INDICATORS: Grade 7

The grade-specific performance indicators that grade 7 students demonstrate as they learn to read include

<b>Reading</b> <b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>
<ul style="list-style-type: none"> <li>• Locate and use school and public library resources to acquire information</li> </ul>		W7-L5; W8-L1; W8-L2;
<ul style="list-style-type: none"> <li>• Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer</li> </ul>		W7-L2; W7-L5; W8-L2
<ul style="list-style-type: none"> <li>• Preview informational texts, with guidance, to assess content and organization and select texts useful for the task</li> </ul>		W3-LO; W7-L5
<ul style="list-style-type: none"> <li>• Use knowledge of structure, content, and vocabulary to understand informational text</li> </ul>		W2-L1;
<ul style="list-style-type: none"> <li>• Distinguish between relevant and irrelevant information</li> </ul>		W1-L3; W3-L2
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
<ul style="list-style-type: none"> <li>• Recognize that one text may generate multiple interpretations</li> </ul>		W5-L1
<ul style="list-style-type: none"> <li>• Interpret characters, plot, setting, and theme, using evidence from the text</li> </ul>		W5-L1; W6-L1; W6-L2
<ul style="list-style-type: none"> <li>• Identify the author's point of view, such as first-person narrator and omniscient narrator</li> </ul>		W1-L1;
<ul style="list-style-type: none"> <li>• Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent</li> </ul>		W6-LO; W6-L2; W6-L4
<ul style="list-style-type: none"> <li>• Recognize how the author's use of language creates images or feelings</li> </ul>		W1-L4; W4-LO; W4-L1; W6-LO; W6-L4
<ul style="list-style-type: none"> <li>• Identify poetic elements, such as repetition,</li> </ul>		W6-L5; W6-L5

rhythm, and rhyming patterns, in order to interpret poetry		
• Read silently and aloud from a variety of genres, authors, and themes		W1-LO; W2- LO; W3- LO; W4- LO; W5- LO; W6- LO; W7- LO; W8- LO
• Compare a film, video, or stage version of a literary work with the written version		W5-LO; W5-L6
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
• <b>Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to</b> - identify differing points of view in texts and presentations		W1-LO
• Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues		W1-LO
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
• Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication		W2-L1
<b>Writing</b> <b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>
• Use several sources of information, in addition to an encyclopedia, in developing research reports		W7-L5; W7-L6; W8-L1; W8-L2; W8-WW
• Identify an appropriate format for sharing information with an intended audience		W2-L1; W7-L1; W7-L6
• Take research notes, using a note-taking process, with assistance		W7-L1; W8-L1; W8-L2; W8-WW
• Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance		W1-L5; W5-L4; W7-WW
• Include relevant information and exclude irrelevant information		W1-L3; W3-L2; W8-L2
• Use paraphrase and quotation correctly		W2-L5; W6-L3; W7-L4
• Connect, compare, and contrast ideas and		W7-L5

information from one or more sources		
• Support ideas with examples, definitions, analogies, and direct references to the text		W7-L1
• Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information		W7-WW; W8-WW
• Cite sources in footnotes and bibliography, using correct form, with assistance		W8-L2; W8-L3; W8-WW
• Write accurate and complete responses to questions about informational material		W2-L6
• Maintain a portfolio that includes informational writing		W2- WW; W3- WW; W7- WW; W8- WW
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
• <b>Write original literary texts to</b> - develop a narrative, using an organizational plan such as chronology		W1-L1; W1-L5; W1-WW; W6-L1; W6-WW
• <b>Write original literary texts to</b> - sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance		W1-L1; W1-L2; W1-L5; W1-WW; W6-L1; W6-L2; W6-WW
• <b>Write original literary texts to</b> - develop complex characters and create a setting		W6-L1; W6-WW
• <b>Write original literary texts to</b> - use literary devices		W6-L2; W6-L4; W6-WW
• <b>Write original literary texts to</b> - maintain a consistent point of view that enhances the message		W1-L1; W1-WW
• <b>Write original literary texts to</b> - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance		W6-L3; W6-L5; W6L6; W6-WW; W8-L4
• <b>Write original literary texts to</b>		W4-L1; W6-L6; W6-WW

- use language that is creative		
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b></li> <li>- express opinions and support them through specific references to the text</li> </ul>		W5-L2; W5-WW
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b></li> <li>- demonstrate understanding of plot and theme</li> </ul>		W5-L2; W5-WW
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b></li> <li>- identify and describe characters and their motivations</li> </ul>		W5-L2; W5-WW
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b></li> <li>- analyze the impact of the setting</li> </ul>		W5-L2; W5-WW
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b></li> <li>- explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b></li> <li>- draw conclusions and provide reasons for the conclusions</li> </ul>		W5-L2; W5-WW
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b></li> <li>- compare and contrast characters, setting, mood, and voice in more than one literary text or performance</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b></li> <li>- make connections between literary text and personal experience or knowledge</li> </ul>		W5-L2; W5-WW
<ul style="list-style-type: none"> <li>• Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing</li> </ul>		W1-WW; W4- WW; W5- WW; W6- WW;
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		

• Present clear analysis, using examples, details, and reasons from text		W5-L2; W5-WW
• Present a hypothesis and predict possible outcomes		W8-L1
• Select content and choose strategies for written presentation on the basis of audience, purpose, and content		W2-LO; W4-L1
• Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)		W7-L1; W7-L2; W8-L1
• Explain connections between and among texts to extend the meaning of each individual text		W6-LO
• Compare and contrast literary elements in more than one genre and/or by more than one author		www.voyagesinenglish.com
• Maintain a writing portfolio that includes writing for critical analysis and evaluation		W5- WW
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
• Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups		All Writer's Workshops
• Respect the age, gender, social position, and cultural traditions of the recipient		W2-L1
• Develop a personal voice that enables the reader to get to know the writer		W2-L1
• Write personal reactions about experiences, events, and observations, using a form of social communication		W2-LO
• Identify the social communication techniques of published writers		W2-LO; W7-L6
• Maintain a portfolio that includes writing for social communication		W2- WW; W3- WW; W5- WW
• Use the conventions of email		W1-L1
<b>Listening</b> <b>Standard 1:</b> Students will read, write, listen, and speak for	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>



<b>information and understanding.</b>		
• Identify essential information for note taking		W7-L6
• Listen in planning or brainstorming sessions with peers		W3-L1
• Listen to and follow multistep directions that provide information about a task or assignment		W3-LO; W3-L6
• Recall significant ideas and details, and describe the relationships between and among them		W8-L6
• Distinguish between relevant and irrelevant oral information		W3-L2
• Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information		www.voyagesinenglish.com
• Draw conclusions and make inferences on the basis of explicit information		W7-L6; W5-L6
• Recognize that the speaker's voice quality and delivery impact communication, with assistance		W3-L6; W7-L6
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>		
• Interpret and respond to texts on a variety of themes from different genres and authors		W5-L1 and 2
• Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text		www.voyagesinenglish.com
• Recognize different levels of meaning in presentations		www.voyagesinenglish.com
• Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance		W6-L1; W6-L5; W6-L6
• Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance		W6-L5
• Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate		W6-L6
• Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response		W2-L6

• Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings		W5-L6
• Recognize social, historical, and cultural features in presentations of literary texts, with assistance		www.voyagesinenglish.com
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
• Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences		W8-L0
• Recognize multiple levels of meaning		www.voyagesinenglish.com
• Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives		W2-L6
• Recognize persuasive techniques, such as emotional and ethical appeals, in presentations		W5-L6
• Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance		www.voyagesinenglish.com
• Identify missing or unclear information		W2-L6; W3-L6; W7-L6; W8-L6
• Evaluate the organization of presentations		W8-L6
• Evaluate the quality of the speaker's presentation style by using criteria such as voice quality and enunciation		W3-L6; W6-L6; W7-L6
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
• Participate as a listener in social conversation with one or more people who are friends or acquaintances		All Writer's Workshops
• Respect the age, gender, social position, and cultural traditions of the speaker		W2-L6
• Listen for more than one level of meaning		www.voyagesinenglish.com
• Withhold judgment		W5-L4
• Appreciate the speaker's uniqueness		W1-L6
<b>Speaking</b> <b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>

• Prepare and give presentations on informational topics		W3-L6; W7-L6; W8-L6
• Contribute to group discussions by offering comments to clarify ideas and information		W8-L6; W7-L6
• Present information to address audience needs		W2-L6; W3-L6; W7-L6; W8-L6
• Present examples, definitions, and direct references to the text in support of ideas		W7-L6; W8-L6
• Connect, compare, and contrast ideas and information		W4-L2
• Use the conventions of the presentational format for panel discussions and mock trials		www.voyagesinenglish.com
• Ask questions to clarify information		W2-L6; W7-L6; W8-L6
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
• Present interpretations and support them through specific references to the text		W7-L4; W8-L3
• Explain social, historical, and cultural features of literary text		W2-L5
• <b>Present original literary texts, using language and text structures that are inventive; for example,</b> - use conventions of the literary genre, such as story, poem, and play		W1-L6; W6-L6
• <b>Present original literary texts, using language and text structures that are inventive; for example,</b> - use an introduction that catches and excites the interest of the listener		W1-L6; W6-L2
• Ask and respond to questions to clarify an interpretation or response to literary texts and performances		W5-L6
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
• Express opinions or judgments about information, ideas, opinions, themes, and experiences		W7-L6
• Use an organizational format (e.g.,		W3-L6; W4-L2

question/answer, compare/contrast, and cause/effect) so that ideas and information are clear		
• State a hypothesis and predict possible outcomes		W8-L6
• Present content, using strategies designed for the audience and purpose		W3-L6; W8-L6
• Present a subject from one or more perspectives		W7-L6
• Credit sources of information and opinions accurately in presentations and handouts, with assistance		W8-L6
• Ask and respond to questions to clarify an opinion or judgment		W5-L6; W7-L6
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
• Respect the age, gender, social position, and cultural traditions of the listener		W2-L6
• Provide feedback by asking questions		W1-L6; W2-L6; W8-L6
• Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting		W1-L6; W2-L6; W5-L6
• Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
• Adopt conventions of email to establish friendly tone in electronic-based social communication		W1-L1