

Main Criteria: Wyoming Content and Performance Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 7

Correlation Options: Show Correlated

Wyoming Content and Performance Standards

Language Arts

Grade: 7 - Adopted: 2012

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
		<u>Fix It! Grammar</u>
		Week 14
		Week 15

**CONTENT
STANDARD**

WY.SL.7. Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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EXPECTATION SL.7.1(b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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EXPECTATION SL.7.1(c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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EXPECTATION SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views.

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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences.

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EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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CONTENT STANDARD WY.L.7. Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.7.2(a) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

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EXPECTATION L.7.2(b) Spell correctly.

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**CONTENT
STANDARD**

WY.L.7. Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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EXPECTATION L.7.4(c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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**CONTENT
STANDARD**

WY.L.7. Language Standards

BENCHMARK

Vocabulary Acquisition and Use

GRADE LEVEL L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;
EXAMPLE gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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