

Grade 7

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Subject	Grade	Strand	Standard	Benchmark

Grade 7: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.7.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read text with accuracy.		<i>Supported:</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and - identify pictures or symbols paired with words to indicate the next step in familiar daily activities.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.7.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.7.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.7.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.7.1.6.4	- categorize key vocabulary and identify salient features;		
LA.7.1.6.5	- relate new vocabulary to familiar words;		
LA.7.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.7.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.7.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.7.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.7.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.7.1.6.11	- identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.		
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Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode words with special vowel spellings; - recognize and use prefixes (mis-, in-) and suffixes (-er); - determine the meaning of a word with multiple meanings (e.g., homographs) in context; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and illustrations to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode phonetically regular multi-syllabic words; - recognize common abbreviations; - recognize and use common suffixes (-s, -es); - recognize synonyms, antonyms, and homophones; and - determine the meaning of unknown words using a picture dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name or characteristic; and - select and respond to objects, pictures, or symbols paired with words in familiar school activities.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.7.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.7.1.7.2	- analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
LA.7.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.7.1.7.4	- identify cause-and-effect relationships in text;
LA.7.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.7.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.7.1.7.7	- compare and contrast elements in multiple texts; and

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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.	
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	The student will:	
LA.7.1.7.8	<ul style="list-style-type: none"> - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. 	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts and maps, text styles) to make and - confirm predictions of content and purpose of reading selections; - identify the author’s purpose (e.g., to inform, entertain, persuade) in a variety of texts and use the information to construct meaning; - determine the main idea or essential message in text through identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify text structures (e.g., comparison/contrast, explicit cause and effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers; - identify the theme in fiction or nonfiction selections; - identify similarities and differences in characters, actions, or settings in two texts; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject and text features (e.g., illustrations, title, table of contents) to make and confirm predictions of content of reading selections; - identify the author’s purpose (e.g., tell a story, give information, explain how to do something, elicit feelings) in texts; - determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened; - identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers; - identify fiction and nonfiction selections based on a theme (e.g., bravery, friendship); and - use strategies to repair comprehension, including but not limited to re-reading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities; - respond accurately and consistently to pictures or symbols paired with words used to guide classroom activities; - recognize details in read-aloud stories and informational text; - use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities; - recognize familiar read-aloud stories with a theme (e.g., caring); and - use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.

Grade 7: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.7.2.1.1	- identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.7.2.1.2	- locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.7.2.1.3	- locate various literary devices (e.g., sound, meter, figurative and descriptive
LA.7.2.1.4	- identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.7.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.7.2.1.6	- compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
LA.7.2.1.7	- locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis;
LA.7.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.7.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.7.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify differences in characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify setting, plot structure, theme, and elements of character development (e.g., dialogue, thoughts, actions) in works of literature; - identify literary devices (e.g., sound, descriptive language, line length, illustrations) in poetry; - identify themes (e.g., bravery, friendship, caring) in fiction, poetry, or drama; - write a reflection that describes how the literature selection connects to life experiences and impacts the reader; - write a review or brief report on two works of literature that identifies similarities and differences in theme or plot structure; - identify literary devices (e.g., sound, descriptive language) in drama and stories; - identify information about the historical time periods reflected in literary works; - identify differences in vocabulary and language of contemporary and historical texts; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify basic characteristics of various genres of literature (e.g., fiction, poetry); - identify characters, setting, events, and main problem and solution in read-aloud literature; - identify literary devices (e.g., words that describe people, objects, feelings) in poetry, drama, and stories; - identify fiction stories, poetry, or drama based on a theme (e.g., bravery, friendship); - write a reflection for a literature selection that describes how the story connects to life experiences; - write a brief report on a literature selection that identifies similarities and differences in characters, settings, and actions; - recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., pretty as a picture) in literature; - identify information about characters, settings, and events reflected in historical stories; - identify differences in vocabulary used in historical stories; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - use pictures, symbols, or words to identify characters, objects, and actions in read-aloud literature (e.g., fiction, poetry); - recognize rhythm, sounds and words in read-aloud poetry, songs, and stories; - recognize familiar read-aloud stories, poems, or drama with a theme (e.g., friendship); - recognize words that describe people, objects, and actions in read-aloud literature; and - select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.7.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);		
LA.7.2.2.2	- use information from the text to state the main idea and/or provide relevant details;		
LA.7.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);		
LA.7.2.2.4	- identify the characteristics of a variety of types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and		
LA.7.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - locate information in text features (e.g., table of contents, headings, simple charts and maps, text styles, glossary); - use information from nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using graphic organizers, guided retelling); - identify a variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions); and - select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 		<ul style="list-style-type: none"> - identify information in text features (e.g., illustrations, title, table of contents, headings); - use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g., who, what, where, when, what happened); - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines); and - select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<ul style="list-style-type: none"> - recognize persons, objects, and actions in read-aloud informational text; - respond purposefully to pictures or symbols paired with words used to guide classroom activities; - recognize pictures or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grade 7: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.7.3.1.1	- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;		
LA.7.3.1.2	- making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and		
LA.7.3.1.3	- using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by:	<i>Supported:</i> The student will prewrite by:	<i>Participatory:</i> The student will select a person, object, activity, or event as the topic of communication.	
<ul style="list-style-type: none"> - generating ideas through a variety of activities (e.g., brainstorming, graphic organizers, group discussions, reviewing printed material); - identifying the purpose (e.g., inform, entertain, persuade, explain) and intended audience for the writing; and - using graphic organizers, charts and outlines to organize main ideas and relevant supporting details into a logical sequence. 	<ul style="list-style-type: none"> - generating ideas through a variety of activities (e.g., responding to prompts, viewing pictures, reading text, group discussion) to plan for writing; - identifying the purpose and the intended audience for writing; and - using graphic organizers to arrange main ideas and details in a logical sequence. 		

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.7.3.2.1	- developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;		
LA.7.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.7.3.2.3	- analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by:	<i>Supported:</i> The student will draft writing by:	<i>Participatory:</i> The student will make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.	
<ul style="list-style-type: none"> - using a prewriting plan to develop main ideas and supporting details; and - organizing writing in a clear and logical sequence. 	<ul style="list-style-type: none"> - using a prewriting plan to develop ideas related to the topic; and - organizing writing in a logical sequence according to purpose. 		

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.7.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.7.3.3.2	- creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;		
LA.7.3.3.3	- creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.7.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing for clarity of content, focus, organization, and word choice and use of simple and compound sentences to express ideas; - improving connections between main ideas and details and modifying details to communicate the purpose; - changing words and sentences to clarify the meaning or add interest using resources and reference materials to select more precise vocabulary; and - using tools and strategies (e.g., checklists, rubrics, teacher or peer review) to improve the writing. 	<p><i>Supported.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing the draft for clarity of content and organization and use of complete sentences to express ideas; - clarifying connections between main idea and details with prompting; - adding descriptive words or details; and - using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). 	<p><i>Participatory.</i> The student will adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</p>	

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:	
LA.7.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	
LA.7.3.4.2	- capitalization, including regional names (e.g., East Coast), historical events and documents;	
LA.7.3.4.3	- punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;	
LA.7.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and	
LA.7.3.4.5	- consistency in verb tense in simple, compound, and complex sentences.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of high frequency and phonetically regular words, using a dictionary or other resource as necessary; - capitalization, including proper nouns, the pronoun "I," days of the week, months of the year, and initial word of sentences; - commas in dates and end punctuation for sentences; and - verb tense and complete sentences. 	<p><i>Supported:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - left to right progression and sequencing; - spelling of common phonetically regular words (e.g., CVC, CVCe) and high frequency words, using a word bank, dictionary, or other resource as necessary; - capitalization, including proper nouns, the pronoun "I," and the initial word of sentences; - end punctuation (period) for sentences; and - complete sentences. 	<p><i>Participatory:</i> The student will adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</p>

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.7.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.7.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and		
LA.7.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.
<ul style="list-style-type: none"> - prepare writing in a format appropriate to audience and purpose; - use required spacing and margins and graphics and illustrations as needed; and - share writing with the intended audience. 		<ul style="list-style-type: none"> - prepare writing appropriate to the purpose; - use required spacing and graphics or illustrations as needed; and - share writing with the intended audience. 	

Grade 7: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.7.4.1.1	- write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and		
LA.7.4.1.2	- write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, setting, and plot; and - produce expressive forms (e.g., poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language. 		<ul style="list-style-type: none"> - write narratives about events or experiences that include a main idea, characters, and sequence of events; and - contribute to group writing of expressive forms (e.g., poems, skits) using predictable patterns of rhythm and rhyme and dialogue. 	<ul style="list-style-type: none"> - communicate information that tells about familiar persons, objects, and events; and - recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.

Informative		Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks.
	The student will:	
LA.7.4.2.1	- Write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	
LA.7.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	
LA.7.4.2.3	- write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	
LA.7.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	
LA.7.4.2.5	- write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., journal, log, article, brief report); - record information (e.g., observations, notes, lists, labels, charts, graphs) related to a topic; - write an expository paragraph that includes a topic sentence, supporting details, and relevant information; - compose a friendly letter, message, invitation, and thank-you note and write a formal letter using a model; and - write functional text (e.g., three-step instructions or directions, recipes, labels, posters, graphs). 	<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., daily journal, log, summary); - record information (e.g., lists, labels, charts) related to a topic; - write expository text that includes a topic sentence and relevant information about the topic; - compose invitations, messages, and thank-you notes using a model; and - write functional text (e.g., two-step directions, basic recipes, informational posters). 	<ul style="list-style-type: none"> - communicate information about the persons, objects, or activities using pictures, symbols, or words; - communicate information about classroom activities; - use gestures and expressions to greet or invite others to engage in an activity or communicate appreciation; and - express preferences and choices.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.7.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence; and		
LA.7.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student select a favorite topic or activity and write persuasive text (e.g., advertisement, message, paragraph) that shows why the topic or activity is important.		<i>Supported.</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.	<i>Participatory.</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Grade 7: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.7.5.1.1	The student will use fluent and legible handwriting skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use legible handwriting.		<i>Supported.</i> The student will write words and sentences with proper spacing and sequencing.	<i>Participatory.</i> The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.7.5.2.1	- use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;		
LA.7.5.2.2	- analyze persuasive techniques in both formal and informal speech; and		
LA.7.5.2.3	- organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - use effective listening strategies for informal discussions, including but not limited to responsive listening, staying on topic, and respecting the viewpoints of others; - identify examples of persuasive techniques (e.g., word choice, emotional appeal, appeal to authority); and - give brief speeches to inform using appropriate language choices, eye contact, and body language. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - use effective listening strategies for informal discussions, including but not limited to paying attention, asking questions, making relevant comments, and respecting others; - identify examples of persuasive techniques (e.g., emotional appeal, appeal to authority); and - give informal oral presentations about topics or experiences using appropriate language choices and body language. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - listen and respond to verbal messages from familiar speakers; - respond purposefully to persuasive communication from a familiar person; and - use language to express information or preferences in a variety of activities. 	

Grade 7: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.7.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.7.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and		
LA.7.6.1.3	- create a technical manual or solve a problem.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<ul style="list-style-type: none"> - locate information in text features (e.g., table of contents, headings, simple charts and maps, text styles, glossary); and - use sources of information (e.g., consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions. 		<ul style="list-style-type: none"> - identify information in text features (e.g., illustrations, title, table of contents, headings); and - use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks. 	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.7.6.2.1	- select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;		
LA.7.6.2.2	- assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;		
LA.7.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and		
LA.7.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		
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Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify a topic for inquiry and use a predetermined search plan and evaluative criteria (e.g., relevance, special features) to select references and other resources; - locate and use information and determine whether content in informational materials is accurate by matching to a reliable source; - write a report that includes a title, main idea(s) and relevant details in an organized sequence, a closing statement, and a list of sources used; and - record simple bibliographic data and identify ethical practices for using information (e.g., not claiming ownership of others' ideas). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources; - use references or other sources to identify relevant information to answer search questions; - write a simple report supported by relevant illustrations and graphics with a title, and a list of sources used; and - record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - select a person, object, or activity to learn about and use a teacher-recommended source for information; - obtain information about the selected person, object, or activity and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about the selected person or object using pictures, symbols, or words; and - identify objects, books, and print materials that belong to others.
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Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.7.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.7.6.3.2	- demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
LA.7.6.3.3	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media; - select and use media to enhance communication; and - recognize persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - recognize production elements (e.g., motion, sound, color) used in media; - use media to enhance communication; and - recognize examples of basic persuasive techniques (e.g., emotional appeal, appeal to authority). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond to production elements (e.g., sound, color, motion) used in media; and - use media to obtain information.
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Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:	
LA.7.6.4.1	- select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
LA.7.6.4.2	- evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
- use appropriate available technologies to enhance communication; and - use digital tools and media to present a topic or story.	- use appropriate available technologies to enhance communication; and - use digital tools and media to present a topic or story.	- use an appropriate available technology to enhance communication; and - use a technology tool to communicate information in various settings.