

## GRADE 7

### READING

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.<sup>i</sup>*

#### **READING: Literature**

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

#### **Learning Outcome**

**7.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

Indiana Academic Standards	Content Connector
<b>7.RL.1:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	<b>7.RL.1.a.1:</b> Read a variety of grade-level appropriate literature.
	<b>7.RL.1.a.2:</b> Comprehend a variety of grade-level appropriate literature.
<b>7.RL.2.1:</b> Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<b>7.RL.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.
	<b>7.RL.2.1.a.2:</b> Refer to details and examples in a text when making inferences.
	<b>7.RL.2.2.a.1:</b> Analyze the development of the theme or central idea over the course of the text.

<b>7.RL.2.2:</b> Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	<b>7.RL.2.2.a.2:</b> Provide a detailed summary of a text.
<b>Indiana Academic Standards</b>	<b>Content Connector</b>
<b>7.RL.2.3:</b> Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	<b>7.RL.2.3.a.1:</b> Analyze how particular elements of a work of literature interact (e.g., how setting shapes the characters or plot).
<b>7.RL.3.1:</b> Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	<b>7.RL.3.1.a.1:</b> Examine how the structure of a work of literature adds to its meaning.
<b>7.RL.3.2:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	<b>7.RL.3.2.a.1:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.
<b>7.RL.4.1:</b> Compare and contrast a written story, play or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>7.RL.4.1.a.1:</b> Compare and contrast different mediums used to present works of literature to explore the techniques unique to each medium.
<b>7.RL.4.2:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>7.RL.4.2.a.1:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

## **READING: *Nonfiction***

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

### **Learning Outcome**

**7.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

Indiana Academic Standards	Content Connector
<p><b>7.RN.1:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.</p>	<p><b>7.RN.1.a.1:</b> Read a variety of nonfiction texts.</p>
	<p><b>7.RN.1.a.2:</b> Comprehend a variety of nonfiction texts.</p>
<p><b>7.RN.2.1:</b> Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p>	<p><b>7.RN.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.</p>
	<p><b>7.RN.2.1.a.2:</b> Refer to details and examples in a text when making inferences.</p>
<p><b>7.RN.2.2:</b> Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.</p>	<p><b>7.RN.2.2.a.1:</b> Analyze the development of two or more central ideas over the course of the text.</p>
	<p><b>7.RN.2.2.a.2:</b> Provide a detailed, objective summary of a text.</p>
<p><b>7.RN.2.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>7.RN.2.3.a.1:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<p><b>7.RN.3.2:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><b>7.RN.3.2.a.1:</b> Analyze the structure an author uses to organize a text.</p>
	<p><b>7.RN.3.2.a.2:</b> Analyze how the structure contributes to the whole and to the development of the ideas.</p>
<p><b>7.RN.3.3:</b> Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others</p>	<p><b>7.RN.3.3.a.1:</b> Determine an author’s perspective or purpose in a text.</p>
	<p><b>7.RN.3.3.a.2:</b> Analyze how the author distinguishes his or her position from the positions of others.</p>
Indiana Academic Standards	Content Connector
	<p><b>7.RN.4.1.a.1:</b> Trace the argument and specific claims in a text.</p>

<p><b>7.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.</p>	<p><b>7.RN.4.1.a.2:</b> Evaluate the claim or argument to determine if they are relevant and supported by evidence.</p>
<p><b>7.RN.4.2:</b> Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><b>7.RN.4.1.a.3:</b> Distinguish claims or arguments that are supported by evidence from those that are not.</p> <p><b>7.RN.4.2.a.1:</b> Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>
<p><b>7.RN.4.3:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><b>7.RN.4.3.a.1:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>

**READING: Vocabulary**

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

**Learning Outcome**

**7.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Indiana Academic Standards	Content Connectors
<p><b>7.RV.1:</b> Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>7.RV.1.a.1:</b> Acquire general academic and content-specific words and phrases accurately.</p> <p><b>7.RV.1.a.2:</b> Use general academic and content-specific words and phrases accurately.</p>

<b>7.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.	<b>7.RV.2.1.a.1:</b> Use context to determine or clarify the meaning of words and phrases.
<b>7.RV.2.2:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>7.RV.2.2.a.1:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<b>7.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.	<b>7.RV.2.3.a.1:</b> Distinguish among the connotations of words with similar denotations.
<b>7.RV.2.4:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	<b>7.RV.2.4.a.1:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).
<b>7.RV.2.5:</b> Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	<b>7.RV.2.5.a.1:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	<b>7.RV.2.5.a.2:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	<b>7.RV.2.5.a.3:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
<b>Indiana Academic Standards</b>	<b>Content Connectors</b>
<b>7.RV.3.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.	<b>7.RV.3.1.a.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.
	<b>7.RV.3.1.a.2:</b> Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or play.
<b>7.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>7.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings.
	<b>7.RV.3.2.a.2:</b> Analyze how the use of figurative, connotative, or technical terms affect the meaning or tone of text.

<b>7.RV.3.3:</b> Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.	<b>7.RV.3.3.a.1:</b> Interpret figures of speech in context.
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**WRITING**

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.<sup>ii</sup>*

**WRITING**

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

**Learning Outcome**

**7.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Indiana Academic Standards	Content Connectors
<b>7.W.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<b>7.W.1.a.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.
	<b>7.W.1.a.2:</b> Apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
<b>7.W.3.1:</b> Write arguments in a variety of forms that – <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> </ul>	<b>7.W.3.1.a.1:</b> Provide an introduction that introduces the writer’s claims and acknowledges alternate or opposing claims in an argument.
	<b>7.W.3.1.a.2:</b> Introduce claim(s), acknowledge alternate or opposing claims in an argument, and use appropriate organizational structures in an argument.

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Establish and maintain a consistent style and tone appropriate to purpose and audience.
- Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Provide a concluding statement or section that follows from and supports the argument presented.

**7.W.3.1.a.3:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text in an argument.

**7.W.3.1.a.4:** Establish and maintain a consistent style and tone appropriate to purpose and audience.

**7.W.3.1.a.5:** Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence in an argument.

**7.W.3.1.a.6:** Provide a concluding statement or paragraph that follows from and supports the argument presented.

**7.W.3.1.a.7:** Write arguments in a variety of forms.

Indiana Academic Standards	Content Connectors
<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that – ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <ul style="list-style-type: none"> <li>● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>7.W.3.2.a.1:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension in informative compositions.</p> <p><b>7.W.3.2.a.2:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in informative compositions.</p> <p><b>7.W.3.2.a.3:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in informative compositions.</p> <p><b>7.W.3.2.a.4:</b> Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in informative compositions.</p> <p><b>7.W.3.2.a.5:</b> Establish and maintain a style appropriate to purpose and audience in informative compositions.</p>

	<p><b>7.W.3.2.a.6:</b> Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.</p>
<p><b>7.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>	<p><b>7.W.3.2.a.7:</b> Write informative compositions on a variety of topics.</p> <p><b>7.W.3.3.a.1:</b> Engage and orient the reader by establishing a context and point of view and introducing the narrator and/or characters in narrative compositions.</p> <p><b>7.W.3.3.a.2:</b> Develop an event sequence (e.g. conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions from one timeframe or setting to another in a narrative composition.</p> <p><b>7.W.3.3.a.3:</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in narrative compositions.</p> <p><b>7.W.3.3.a.4:</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative compositions.</p> <p><b>7.W.3.3.a.5:</b> Provide an ending that follows from and reflects on the narrated experiences or events in narrative compositions.</p> <p><b>7.W.3.3.a.6:</b> Write narrative compositions in a variety of forms.</p>

Indiana Academic Standards	Content Connectors
<p><b>7.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.</li> </ul>	<p><b>7.W.4.a.1:</b> Develop a plan for writing.</p> <p><b>7.W.4.a.2:</b> Strengthen writing by revising, editing, rewriting, or trying a new approach.</p> <p><b>7.W.4.a.3:</b> Use technology to interact and collaborate with others to produce and publish writing.</p>
<p><b>7.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>Formulate a research question.</li> </ul>	<p><b>7.W.5.a.1:</b> Formulate a research question.</p> <p><b>7.W.5.a.2:</b> Gather relevant information from multiple sources.</p> <p><b>7.W.5.a.3:</b> Assess the credibility and accuracy of each source.</p>

<ul style="list-style-type: none"> <li>● Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> <li>● Assess the credibility and accuracy of each source.</li> <li>● Quote or paraphrase the information and conclusions of others.</li> <li>● Avoid plagiarism and follow a standard format for citation.</li> <li>● Present information, choosing from a variety of formats.</li> </ul>	<p><b>7.W.5.a.4:</b> Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p><b>7.W.5.a.5:</b> Follow a standard format for a citation.</p> <p><b>7.W.5.a.6:</b> Present information, choosing from a variety of formats.</p> <p><b>7.W.5.a.7:</b> Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a product).</p>
<p><b>7.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on: (see next page)</p>	<p><b>7.W.6.1:</b> Effectively use English grammar.</p>
<p><b>7.W.6.1b:</b> Verbs – Recognizing and correcting problems with subject/verb agreement.</p>	<p><b>7.W.6.1b.a.1:</b> Recognize and correct problems with subject/verb agreement.</p>
<p><b>7.W.6.1d:</b> Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.</p>	<p><b>7.W.6.1d.a.1:</b> Recognize and correct misplaced and dangling modifiers.</p>
<p><b>7.W.6.1e:</b> Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.</p>	<p><b>7.W.6.1e.a.1:</b> Use simple, compound, complex, and compound-complex sentences within writing when appropriate.</p> <p><b>7.W.6.1e.a.2:</b> Recognize and correct sentence fragments and run-ons.</p> <p><b>7.W.6.1e.a.3:</b> Vary sentence patterns for meaning, reader interest, and style.</p>
<p><b>7.W.6.2b:</b> Punctuation –</p> <ul style="list-style-type: none"> <li>● Using commas with subordinate clauses.</li> </ul>	<p><b>7.W.6.2b.a.1:</b> Use commas with subordinate clauses.</p>

## **SPEAKING AND LISTENING**

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.<sup>iii</sup>*

### **SPEAKING AND LISTENING**

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

## Learning Outcome

**7.SL.1:** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Indiana Academic Standards	Content Connectors
<p><b>7.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><b>7.SL.1.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p>
<p><b>7.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>7.SL.2.1.a.1:</b> Participate in collaborative discussions (one-on-one and in groups) on grade-appropriate topics or texts by identifying key ideas of the discussion.</p>
	<p><b>7.SL.2.1.a.2:</b> Participate in collaborative discussions (one-on-one and in groups) on grade-appropriate topics or texts by adding relevant ideas and expressing personal ideas.</p>
<p><b>7.SL.2.2:</b> Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p>	<p><b>7.SL.2.2.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p>
	<p><b>7.SL.2.2.a.2:</b> Add details from texts or other resources to elaborate on ideas under discussion.</p>
<p><b>7.SL.2.3:</b> Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>7.SL.2.3.a.1:</b> Demonstrate knowledge and use of agreed-upon rules for discussions.</p>
	<p><b>7.SL.2.3.a.2:</b> Identify and serve in roles for small group discussions or projects.</p>
	<p><b>7.SL.2.3.a.3:</b> Understand and follow set goals and timelines for discussion.</p>
Indiana Academic Standards	Content Connectors
<p><b>7.SL.2.4:</b> 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.</p>	<p><b>7.SL.2.4.a.1:</b> Ask and answer questions to add detail to topic, text, or issue under discussion.</p>
	<p><b>7.SL.2.4.a.2:</b> Make comments that contribute to the topic, text, or issue under discussion.</p>
	<p><b>7.SL.2.5.a.1:</b> Recognize multiple perspectives in collaborative discussions.</p>

<p><b>7.SL.2.5:</b> Acknowledge new information expressed by others, and consider it in relation to one's own views.</p>	<p><b>7.SL.2.5.a.2:</b> Compare own view or opinion with new information expressed by others.</p>
<p><b>7.SL.3.1:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>7.SL.3.1.a.1:</b> Evaluate main ideas and supporting details presented in diverse media and formats for accuracy.</p> <p><b>7.SL.3.1.a.2:</b> Explain how main ideas and supporting details presented in diverse media and formats clarify a topic, text, or issue.</p>
<p><b>7.SL.3.2:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>7.SL.3.2.a.1:</b> Evaluate main ideas of a speaker for accuracy.</p> <p><b>7.SL.3.2.a.2:</b> Explain how main ideas and supporting details of a speaker clarify a topic, text, or issue.</p>
<p><b>7.SL.4.1:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>7.SL.4.1.a.1:</b> Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p> <p><b>7.SL.4.1.a.2:</b> Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p>

## **MEDIA LITERACY**

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.<sup>iv</sup>*

### **MEDIA LITERACY**

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

#### **Learning Outcome**

**7.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

<p><b>Indiana Academic Standards</b></p>	<p><b>Content Connectors</b></p>
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<b>7.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<b>7.ML.1.a.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
<b>7.ML.2.1:</b> Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	<b>7.ML.2.1.a.1:</b> Interpret the various ways in which events are presented.
	<b>7.ML.2.1.a.2:</b> Interpret the various ways information is communicated by visual image-makers to influence the public.
<b>7.ML.2.2:</b> Analyze the ways that the media use words and images to attract the public's attention.	<b>7.ML.2.2.a.1:</b> Analyze the ways that the media use words and images to attract the public's attention.

<sup>i</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>. <sup>ii</sup> Ibid. <sup>iii</sup> Ibid.

<sup>iv</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.