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# Grade 7

## Language Arts Objectives

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*Many of the reading skills in these objectives are refined by students throughout their elementary and middle school years. It is understood that students will apply these reading skills to literary and informational texts at an appropriate level of difficulty for students in this grade generally and for individual students, as necessary.*

### ***The Iñupiaq Oral Tradition***

1. Enjoys learning Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* through the aural/oral method by listening to Elders or other community members (ILF N.C.e.3.4) (ILF N.H.uqu.4.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS D.1) (ACS D.3)
2. Compares and contrasts the three genres of Iñupiaq storytelling: *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.1.1) (ILF N.C.s.4.1) (ILF N.H.uqu.1.1) (ACS A.5)
3. Explains the function of Iñupiaq storytelling on the North Slope (ILF N.C.s.3.2) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)
4. Compares and contrasts the customary storytelling practices for Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.H.uqu.4.2) (ACS A.3) (ACS A.5) (ACS B.2)
5. Tells or retells Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to a variety of school and community audiences, using storytelling protocols (ILF N.C.s.1.2) (ILF N.H.uqu.4.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)
6. Creates and tells his or her own *quliaqtuat* to peers, using storytelling protocols (ILF N.C.s.1.2) (ILF N.C.s.4.2)
7. Infers the storyteller's purpose in telling particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.1.1) (ILF N.C.s.3.1) (ACS A.3) (ACS A.5) (ACS A.6)
8. Analyzes the characteristics of particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* for their effects on the audience (ILF N.C.s.4.1) (ILF N.C.s.4.4) (ACS A.3) (ACS A.5)
9. Analyzes the characters and their motivations in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to understand Iñupiaq behavior expectations (ILF N.H.uqu.3.4) (ACS A.3) (ACS A.5) (ACS A.6)
10. Infers a spiritual message and what is important spiritually to the characters in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.2.1) (ILF N.C.s.2.2) (ACS A.3) (ACS A.5) (ACS A.6)
11. Relates the experiences of characters and the message or moral as a lesson in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to his or her own life (ILF B.C.s.4.3) (ILF N.H.uqu.2.1) (ILF N.H.uqu.3.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS E.1)
12. Defines and uses words drawn from the Iñupiaq language in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF B.I.cb.1.1) (ACS A.5)
13. Uses particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* as models to determine his or her place in the world (ILF N.H.uqu.2.2) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)

14. Produces a character sketch and storyboard from particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.4.5) (ACS A.3) (ACS A.5)
15. Creates something original (e.g., another story, a poem, a piece of art, a dance) that is inspired by particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.H.uqu.3.2) (ACS A.3) (ACS A.5) (ACS A.6)
16. Discusses how Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* are relevant today (ILF N.H.uqu.3.3) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2) (ACS E.5)

## ***Reading Literature***

1. Enjoys reading a variety of literary texts from a variety of cultures (ACS B.1)
2. Chooses a fiction or poetry book to read at home each week to meet his or her personal reading goals
3. Recommends fiction and poetry books to his or her friends and states the reason for the recommendation
4. Analyzes significant elements of classic novels or novellas, citing several pieces of textual evidence to support what the text says explicitly as well as inferences drawn from the text [Classic works are those that have been well regarded across generations, have won literary awards or been recognized by prestigious groups, and/or are commonly alluded to by other writers and in contemporary culture.] (RL.7.1) (RL.7.10)
5. Analyzes significant elements of contemporary novels or novellas representing a variety of cultures, citing several pieces of textual evidence to support what the text says explicitly as well as inferences drawn from the text [Contemporary works are those that are well regarded for this generation of students, have won literary awards or been recognized by prestigious groups, and/or have memorable themes or characters.] (ACS B.1) (RL.7.1) (RL.7.10)
6. Analyzes significant elements of classic and contemporary short stories representing a variety of cultures, citing several pieces of textual evidence to support what the text says explicitly as well as inferences drawn from the text (ACS B.1) (RL.7.1) (RL.7.10)
7. Analyzes significant elements of classic and contemporary poems from a variety of cultures, citing several pieces of textual evidence to support what the text says explicitly as well as inferences drawn from the text (ACS B.1) (RL.7.1) (RL.7.10)
8. Analyzes significant elements of classic and contemporary plays from a variety of cultures, viewed as live, filmed, or recorded performances (ACS B.1) (RL.7.1)
9. Analyzes significant elements of fables and folk tales from a variety of cultures (e.g., African, Asian, Southwest Native American), citing several pieces of textual evidence to support what the text says explicitly as well as inferences drawn from the text (ACS B.1) (RL.7.1) (RL.7.10)
10. Quotes accurately from a literary text and paraphrases, as appropriate, when using text details to support analysis of the text
11. Summarizes or restates the sequence of events in the plot of a particular novel, novella, short story, poem, play, folk tale, or fable (RL.7.2)
12. Analyzes how the plot elements of a particular novel, novella, short story, poem, play, folk tale, or fable unfold in a series of episodes: conflict, *rising action*, climax, *falling action*, and resolution, including any use of foreshadowing
13. Defines *flashback* and identifies the use of flashback as a literary device in literary texts read or in television programs or movies seen

14. Analyzes the personality traits, motives, feelings, and actions of characters in a particular novel, novella, short story, poem, play, folk tale, or fable and how the author informs the reader about a character (e.g., through the character's physical description, the character's own words, the words of the author about the character, the reactions of other characters)
15. Describes how characters and their relationships change or do not change in a particular novel, novella, short story, poem, play, folk tale, or fable
16. Analyzes the importance of the setting to a particular novel, novella, short story, poem, play, folk tale, or fable
17. Determines the theme or central idea of a particular novel, novella, short story, poem, play, folk tale, or fable and analyzes its development over the course of the text (RL.7.2)
18. Recognizes *symbolism* as a literary device and identifies what a particular symbol means in a particular novel, novella, short story, poem, or play
19. Describes the mood(s) and how the author creates the mood(s) of a particular novel, novella, short story, poem, play, folk tale, or fable (e.g., by descriptive language, the characters' words or actions, the setting, the events in the plot)
20. Identifies the point of view of a particular novel, novella, or short story as first person, second person, third person limited, or third person omniscient and analyzes how the author establishes that point of view, including by using a narrator (RL.7.6)
21. Analyzes how the author of a particular novel, novella, or short story contrasts the points of view of various characters or narrators (RL.7.6)
22. Analyzes how the elements of a particular novel, novella, short story, or play interact (e.g., how the setting shapes the characters or plot) (RL.7.3)
23. Defines vocabulary words and phrases, including in dialect, in the context of a particular novel, novella, short story, poem, play, folk tale, or fable (RL.7.4)
24. Determines the meaning of imagery, figurative language (including alliteration, onomatopoeia, similes, metaphors, hyperbole, and personification), and connotative language in a particular novel, novella, short story, poem, play, folk tale, or fable (RL.7.4) (L.7.5a) (L.7.5c)
25. Analyzes the impact of a specific word choice in the context of a particular novel, novella, short story, poem, play, folk tale, or fable (RL.7.4)
26. Analyzes the impact of the overall structure of a poem (e.g., sonnet), including the impact of rhythm, rhyme, and other sound devices (e.g., alliteration) on particular verses or stanzas (RL.7.5)
27. Analyzes the overall structure of a song, including the role of rhythm, rhyme, and figurative language
28. Analyzes the impact of the overall structure of a play (e.g., scenes and acts) on the play's meaning and effectiveness (RL.7.5)
29. Discusses what *voice* means (i.e., what makes an author's writing unique and identifiable as that author's)
30. Describes the writing style (e.g., word choice, use of dialect, complexity of sentence structure and punctuation, voice) used by the author of a particular novel, novella, or short story and describes its likely impact on the reader (RL.7.4)
31. Analyzes the effectiveness of the setting, character development, theme, point of view, and writing style in a particular novel, novella, short story, poem, play, folk tale, or fable and supports his or her opinions with references to the text (RL.7.1) (RL.7.2) (RL.7.4)
32. Analyzes how the author's perspective affects his or her purpose for writing a particular novel, novella, short story, poem, or play (RL.7.6)

33. Analyzes how the rhyme scheme and/or the rhythm (stressed and unstressed syllables) in lines of a poem contribute to the poem's effectiveness
34. Determines how the speaker in a poem reflects upon the topic or theme of the poem
35. Analyzes how costumes, sets, props, lighting, and music contribute to the effectiveness of a particular play
36. Compares and contrasts the experience of reading a novel, novella, or short story to viewing a video or multimedia version of the text, including analyzing the effects of techniques unique to video or multimedia performances (e.g., lighting, sound, color, camera focus and angles) (RL.7.7)
37. Compares and contrasts the experience of reading a poem to listening to an audio version of the poem (RL.7.7)
38. Compares and contrasts the experience of reading excerpts from a play to viewing a video or live version of the play, including analyzing the effects of techniques unique to video or live performances (e.g., lighting, sound, color, camera focus and angles) (RL.7.7)
39. Compares and contrasts a fictional portrayal of a time, place, or character and a cultural or historical account of the same thing and describes how the author used and/or altered the facts (RL.7.9)
40. Compares and contrasts two coming-of-age stories, one from the Iñupiaq culture and one from another culture, and judges the effectiveness of their impact on the reader (ILF N.C.s.4.3) (ACS A.3) (ACS B.1)
41. Relates the experiences of characters, the conflict, or the theme in a particular novel, novella, short story, or play to his or her own experiences
42. Analyzes the impact of the historical period, culture, or personal experiences of various authors and poets from diverse cultures on their writing (ACS B.1)
43. Reacts to a critical review of a novel or novella that he or she has read or a play that he or she has seen, citing points of agreement and disagreement with the review's author
44. Names several authors and several poets from diverse cultures whose work he or she enjoys and tells why (ACS B.1)
45. Reads at least two appropriately challenging novels or novellas from the NSBSD Summer Reading List during the summer after seventh grade (RL.7.10)

### ***Reading Informational Texts***

1. Enjoys reading a variety of types of informational texts (e.g., interviews, biographies, newspaper articles, essays) from a variety of cultures (ACS B.1)
2. Chooses a nonfiction book to read at home each week to meet his or her personal reading goals
3. Recommends nonfiction books to his or her friends and states the reason for the recommendation
4. Reads on-level informational texts (including history/social studies, science, and technical texts; biographies and autobiographies; newspaper and magazine news stories and feature articles; and essays) appropriate for seventh graders (RIT.7.10)
5. Analyzes and appreciates biographies and autobiographies of Elders, community leaders, and other Native Alaskans and relates life lessons learned from them to his or her life (ILF N.C.e.2.2) (ACS D.4)
6. Analyzes significant elements of a variety of informational texts (including history/social studies, science, and technical texts; biographies and autobiographies;

- newspaper and magazine news stories and feature articles; and essays), citing several pieces of textual evidence to support what the text says explicitly as well as inferences drawn from the text (RIT.7.1) (RIT.7.10)
7. Quotes accurately from informational texts and paraphrases, as appropriate, when using text details to support analysis of the text
  8. Determines the stated or implied main idea (central idea) and subtopics in a particular informational text and analyzes their development over the course of the text (RIT.7.2)
  9. Summarizes or paraphrases the central idea, events, or procedures in a particular informational text, including in correct sequence when appropriate (RIT.7.2)
  10. Analyzes the interactions between and among individuals, events, and ideas presented in a particular informational text (e.g., how ideas influence individuals or events, how individuals influence ideas or events) (RIT.7.3)
  11. Analyzes the overall structure of a particular informational text (e.g., sequence, cause and effect, problem and solution, comparison and contrast) and explains how major sections contribute to the whole and to the development of the ideas (RIT.7.5)
  12. Judges the effectiveness of the organization of particular informational texts of various types (e.g., textbook chapters, news articles, newspaper editorials)
  13. Determines the author's purpose in a particular informational text (e.g., to inform, persuade, entertain, critique) and assesses how effective the author is in achieving that purpose (RIT.7.6)
  14. Analyzes how the author distinguishes his or her point of view in a particular informational text from the point of view of others (RIT.7.6)
  15. Determines the meaning of words and phrases as they are used in a particular informational text, including figurative, connotative, and technical meanings, and analyzes the impact of a specific word choice (RIT.7.4) (L.7.5a) (L.7.5c)
  16. Describes the writing style used by the author of a particular informational text (e.g., word choice, point of view, complexity of sentence structure and punctuation, voice)
  17. Analyzes the effectiveness of the elements of a particular informational text (e.g., the overall organization, the clarity of the main idea, the use of supporting evidence, the writing style) and supports his or her opinions with references to the text
  18. Traces and evaluates the argument and the specific claims in a particular informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims (RIT.7.8)
  19. Compares and contrasts a particular informational text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject and how the medium affects the impact of the message (RIT.7.7)
  20. Distinguishes between facts and opinions in a variety of present and past informational texts on controversial issues (e.g., political speeches, descriptions of historical events)
  21. Analyzes 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 (RIT.7.9)
  22. Relates the topic, issue, or author's purpose and opinions in a particular informational text to his or her own experiences
  23. Analyzes the impact of the historical period, culture, or personal experiences of various nonfiction authors from diverse cultures on their writing (ACS B.1)

24. Reads at least two appropriately challenging nonfiction books from the NSBSD Summer Reading List during the summer after seventh grade (RIT.7.10)

## ***Word Analysis***

1. Uses his or her knowledge of phonics, syllable patterns, word origins, and word structure (e.g., roots, prefixes, suffixes, base words) to read and determine the meaning of unfamiliar multisyllabic words in and out of context (L.7.4a) (L.7.4b)
2. Determines the meaning of and spells English words with the prefixes *ante*, *co/col/com*, *contra*, *counter*, and *fore* (L.7.2b) (L.7.4a) (L.7.4b)
3. Determines the meaning of and spells English words with the suffixes *al*, *ant/ent*, *itis*, and *ive* (L.7.2b) (L.7.4a) (L.7.4b)
4. Uses suffixes to change English words into different parts of speech and spells them correctly: adjectives (e.g., *ful*, *ish*, *ous*, *ic*), nouns (e.g., *ship*, *ment*, *tion*, *hood*), and verbs (e.g., *ize*, *fy*) (L.7.2b) (L.7.4a) (L.7.4b)
5. Uses common grade-appropriate Greek and Latin roots, prefixes, and suffixes as clues to the meaning of a word (e.g., *belli-* in *belligerent* and *bellicose*) (L.7.4a) (L.7.4b)
6. Uses an apostrophe to indicate missing letters or numbers (e.g., *'em* for *them*, *darlin'* for *darling*, *comin'* for *coming*, *Class of '24* for *2024*)
7. Spells a wide range of grade-level words, including commonly misspelled and commonly confused words, in his or her writing (L.7.2b)
8. Spells academic and technical words related to content being learned in other subject fields (L.7.2b)

## ***Vocabulary***

1. Uses with confidence grade-level academic and technical words and phrases related to grade-level content topics in his or her speaking and writing (L.7.6)
2. Believes it is important to increase his or her English and Iñupiaq vocabulary
3. Uses his or her knowledge of language structure (e.g., word order, grammar, the word's position or function in a sentence) and context (i.e., the overall meaning of the sentence or paragraph) to determine the meaning of unfamiliar words in context (L.7.4a)
4. Identifies and uses synonyms for grade-level words in his or her speaking and writing
5. Identifies and uses antonyms for grade-level words in his or her speaking and writing
6. Uses and spells grade-level homophones (words that sound the same and are spelled differently) in sentences (e.g., *aid/aide*, *idle/idol*, *straight/strait*, *vain/vane/vein*) (L.7.2b)
7. Uses grade-level homographs (words that are spelled the same and that may or may not have different pronunciations) in sentences (e.g., *tear*, *complex*, *drone*, *waffle*)
8. Distinguishes between commonly confused pairs of words: *complement/compliment*, *council/counsel*, *bad/badly*, *less/fewer*, *moral/morale*, *like/as*, and *farther/further*
9. Distinguishes among the connotations of words that have a similar denotation (L.7.5c)

10. Completes analogies when words have the relationship of source to product/result (e.g., *sun* is to *heat* as *hen* is to *egg*)
11. Completes analogies when words have the relationship of degree (e.g., *gray* is to *black* as *cool* is to *cold*)
12. Completes analogies when words have the relationship of object to transporter (e.g., *electricity* is to *wire* as *automobile* is to *highway*)
13. Uses the relationships between particular words to understand their meanings better (e.g., synonyms, antonyms) (L.7.5b)
14. Traces the origins of a variety of English words to discover their historical influences, including words from the Iñupiaq language (e.g., *ulu*, *umiaq*)
15. Identifies words and expressions that have been absorbed into American culture from a variety of foreign languages
16. Defines five new English vocabulary words each week and uses them in his or her speaking and writing
17. Defines one new Iñupiaq vocabulary word each week and uses it in his or her speaking (B.I.cb.1.1) (ACS A.5)
18. Demonstrates his or her knowledge of Iñupiaq vocabulary by regularly talking with Elders (ILF N.C.e.1.1) (ILF N.C.e.3.4) (ILF B.I.cb.1.1) (ACS A.5) (ACS D.1) (ACS D.3)

## ***Writing Process***

1. Develops and strengthens his or her writing by planning first and subsequent drafts, with adult and peer guidance and support (W.7.5)
2. Chooses prewriting techniques that work best for him or her and for the particular assignment (e.g., creating graphic organizers, listing key thoughts, brainstorming, outlining, keeping a journal of ideas) (W.7.5)
3. Uses figurative and connotative language, when effective, in his or her writing
4. Varies sentence patterns in his or her writing to produce clearer meaning, heightened reader interest, and a more effective style
5. Establishes and maintains a formal and consistent style when writing narrative, argumentative, informative, or explanatory texts (W.7.1d) (W.7.2e)
6. Selects and narrows a topic for a specific purpose
7. Differentiates between block style and alternating style as used in comparison/contrast piece of writing
8. Selects and uses the most appropriate organizational pattern for a particular piece of writing
9. Chooses the most effective sequencing of sentences in a particular paragraph and paragraphs in a particular piece of writing
10. Remains on a topic in a short or long piece of writing and revises his or her writing to eliminate content that is not on topic
11. Evaluates and improves the opening sentence (e.g., using a quotation, a question, an anecdote) and concluding sentence (e.g., using a hook back to the introduction, a provocative thought) in a piece of writing
12. Responds effectively to editing and revising suggestions from peers and adults about his or her first drafts, with adult and peer guidance and support (W.7.5)
13. Edits and revises his or her first and subsequent drafts for content, for word choice, for sentence structure, and for logical organization of sentences within paragraphs and paragraphs within the document (e.g., chronological, spatial, cause–effect),

- including adding, deleting, and rearranging content, with adult and peer guidance and support (W.7.5)
14. Edits and revises his or her first and subsequent drafts by focusing on how well the purpose and the audience have been addressed, with adult and peer guidance and support (W.7.5)
  15. Proofreads and edits his or her first and subsequent drafts for mechanics (punctuation, capitalization, grammar, and spelling), with adult and peer guidance and support (W.7.5)
  16. Tries a new approach to a piece of writing when he or she sees that it would be more effective and efficient than continuing to rewrite it (W.7.5)
  17. Produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (W.7.4)
  18. Evaluates each of his or her published pieces of writing (e.g., how well the writing achieves its purpose, how suitable the form is for the audience, how precise transitions between paragraphs are)
  19. Writes routinely to a range of discipline-specific tasks, purposes, and audiences over a short time frame of a single sitting or a day or two (W.7.10)
  20. Writes routinely to a range of discipline-specific tasks, purposes, and audiences over an extended time frame of several weeks, including time for research, reflection, and revision (W.7.10)

## ***Writing Products***

1. Writes cohesive and effective paragraphs, with precise transitional words and phrases between sentences and with effective opening and concluding sentences
2. Writes several cohesive and effective paragraphs, with precise transitional words and phrases between paragraphs and with effective opening and concluding sentences, on topics from a variety of subject fields
3. Writes arguments to support claims related to nonfiction topics: introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence clearly; supports claim(s) with logical reasons and accurate, relevant evidence, using credible sources; uses words, phrases, and clauses to create cohesion and to clarify the relationships among claim(s), reasons, and evidence; and provides a concluding statement or section that follows from and supports the argument presented (W.7.1a) (W.7.1b) (W.7.1c) (W.7.1e)
4. Writes arguments to support claims related to literary texts read: introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence clearly; supports claim(s) with logical reasons and accurate, relevant evidence, using credible sources; uses words, phrases, and clauses to create cohesion and to clarify the relationships among claim(s), reasons, and evidence; and provides a concluding statement or section that follows from and supports the argument presented (W.7.1a) (W.7.1b) (W.7.1c) (W.7.1e)
5. Writes informative or explanatory texts to examine a topic, to convey ideas and information, or to provide a research-based answer to a question: introduces a topic clearly, previewing what is to follow; organizes ideas and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia, when appropriate; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions



to create cohesion and to clarify the relationships among ideas; uses precise language and domain-specific vocabulary to inform about or explain the topic; and provides a concluding statement or section that follows from and supports the information and explanation presented (W.7.2a) (W.7.2b) (W.7.2c) (W.7.2d) (W.7.2f)

6. Writes narrative texts that develop real or imagined experiences or events: engages and orients the reader by establishing a context and point of view and by introducing a narrator and/or characters; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; uses precise words and phrases, relevant descriptive details, and sensory language to advance the action and to convey experiences and events; and provides a conclusion that follows from and reflects on the narrated experiences or events (W.7.3a) (W.7.3b) (W.7.3c) (W.7.3d) (W.7.3e)
7. Writes a news story for a school newspaper, with a first paragraph (the *lead*) that answers the *five w's* (*who, what, when, where, and why*) (W.7.3)
8. Writes an editorial for a school newspaper, using persuasive writing techniques and facts as evidence (W.7.1)
9. Writes a book review, including critical analyses of the fictional elements of the book and supports those analyses with quotations and evidence from the text
10. Writes a play or movie review, including critical analyses of the fictional elements of the play or movie
11. Writes rhymed or unrhymed poems, using figurative language
12. Researches and writes a brief history of his or her family, including supporting family stories with newspaper articles, photographs, recollections of Elders and other community members, and/or videos, when possible
13. Writes an autobiography (three to five typed pages in length)
14. Creates and writes an original fable, with a moral aligned to one of the 12 Iñupiaq values and based on an interview with an Elder or other community member (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS A.6) (ACS D.1) (ACS D.3)

## ***Punctuation and Capitalization***

1. Applies his or her knowledge from the elementary grades of the use of periods, question marks, and exclamation points as end punctuation for sentences in his or her own writing
2. Applies his or her knowledge from the elementary grades of the use of commas to his or her own writing: between the date and the year; between single words in a series; after the greeting and closing of a friendly letter; between a city and state; between a city and country; before a coordinating conjunction in a compound sentence; after an interjection, when appropriate; before and/or after a name in direct address; before a tag question; after an introductory word, phrase, or clause in a sentence; before and after appositives; and after the closing in a business letter
3. Uses a comma to separate adjectives modifying the same word in a sentence (e.g., It was a fascinating, enjoyable movie.) (L.7.2a)
4. Applies his or her knowledge from the elementary grades of the use of semicolons to his or her own writing: to join two complete sentences and to separate items in a series when there are already commas within items

5. Puts semicolons and colons outside quotation marks, without exception
6. Compares and contrasts the placement of periods, commas, semicolons, and colons inside and outside quotation marks
7. Applies his or her knowledge from the elementary grades of the use of colons to his or her own writing: after a complete sentence to introduce a list of items and after the greeting of a business letter
8. Uses a colon to introduce a long quotation
9. Uses a colon between a volume and number or volume and page in a cited work and between a chapter and verse
10. Uses a colon before the subtitle of a book, even when there is no punctuation on the title page of the book
11. Applies his or her knowledge from the elementary grades of the use of underlining, italics, and quotation marks to set off titles of literary, musical, and television/film works to his or her own writing
12. Underlines or italicizes the titles of works of art, long musical compositions, CDs, and albums and the names of ships and airplanes
13. Applies his or her knowledge from the elementary grades of punctuating and capitalizing dialogue, conversation, and direct quotations of people's words to his or her own writing
14. Uses and punctuates restrictive and nonrestrictive clauses and uses commas to set off nonrestrictive clauses in sentences in his or her own writing
15. Uses a dash or pair of dashes in his or her own writing
16. Uses parentheses in sentences and paragraphs in his or her own writing
17. Compares and contrasts the use of punctuation marks in English and in Iñupiaq (ILF B.I.cb.1.1) (ACS A.5)
18. Applies his or her knowledge from the elementary and middle school grades of capitalization to his or her own writing: the first letter of the first word in a sentence; the personal pronoun *I*; proper names of people and pets; names of and abbreviations for the days of the week and the months of the year; names of streets, villages, towns, cities, states, countries, and continents; names of holidays; proper names of products; the first letter of the first word in each line of traditional poems; initials in people's names; abbreviations for titles and for streets; the greeting and the first word of the closing of friendly and business letters; the first, last, and all other important words in the titles of literary, musical, and television/film works; names of special events, historical events, and organizations; proper names of geographical features; proper names of buildings, schools, and colleges; the first letter of the first word in a direct quotation; words for directions when naming a region; names of school subjects/courses, when appropriate; *Mother*, *Father*, *Grandmother*, and *Grandfather*, when appropriate; adjectives derived from proper nouns; and titles of respect (including when abbreviated and followed by a period)
19. Capitalizes religions, denominations, names for the deities, and the names of the books that guide the major religions
20. Capitalizes the names of awards and medals (e.g., Emmy, Nobel Peace Prize, Purple Heart)
21. Capitalizes the names of political parties and their members
22. Capitalizes the abbreviations for names of organizations and countries (e.g., AEF, AEWC, NAACP, NFL, UK)
23. Recognizes that personified nouns are sometimes capitalized in prose and poetry

24. Identifies the similarities in capitalization in English and in Iñupiaq as well as the differences (e.g., capitalizing Iñupiaq terms of endearment, such as *Aññaan* for *dear cross-cousin* and *Ilisaurriiŋ* for *dear teacher*) (ILF B.I.cb.1.1) (ACS A.5)

## ***Grammar***

1. Identifies all parts of speech in particular sentences: nouns, pronouns, verbs, adjectives, adverbs, articles, prepositions, conjunctions, and interjections
2. Uses personal pronouns in the proper person, number, and case (e.g., when the pronoun is the subject, direct object, indirect object, object of a preposition) in his or her speaking and writing
3. Differentiates between the proper uses of *who* and *whom* in sentences
4. Maintains subject–verb agreement (including when there is a phrase between the subject and the verb and including when the subject is a singular or plural indefinite pronoun) and maintains consistent verb tense in his or her speaking and writing
5. Makes verbs and pronouns agree with *collective nouns* in sentences (e.g., *The crowd roars* in anticipation. Then, *the crowd rise to their feet* one by one.)
6. Identifies and uses *predicate nominatives* and *predicate adjectives* after linking verbs in sentences (e.g., *Jack is a dancer. His shoes are red.*)
7. Identifies the function of a prepositional phrase in a sentence as an adjective or adverb
8. Uses comparative and superlative adjectives and adverbs precisely in his or her speaking and writing
9. Uses the present, past, future, and perfect verb tenses (first, second, and third person singular and plural) in his or her speaking and writing
10. Identifies and uses the *past perfect tense* of verbs (first, second, and third person singular and plural) in his or her speaking and writing (e.g., *had played, had given, had slept*)
11. Identifies the stated or implied subject and predicate of declarative, interrogative, exclamatory, and imperative sentences
12. Uses correlative conjunctions (*either...or, neither...nor, both...and, whether...or, and not only...but also*) precisely in his or her writing
13. Explains the function of phrases, dependent clauses, and independent clauses in general and identifies the function of a particular phrase, dependent clause, or independent clause in a specific sentence (L.7.1a)
14. Places phrases and clauses appropriately within a sentence, with attention to misplaced and dangling modifiers (L.7.1c)
15. Chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (L.7.1b)
16. Chooses language that expresses ideas precisely and concisely in his or her writing and speaking, recognizing and eliminating wordiness and redundancy (L.7.3a)
17. Combines several sentences or sentence parts into one sentence in the most effective and efficient manner
18. Eliminates purposeless sentence fragments and run-on sentences routinely in his or her writing

## ***Speaking and Listening***

1. Participates effectively in collaborative discussions with diverse partners in pairs and in small groups about grade-level topics and texts, building on others' ideas and expressing his or her own clearly (SL.7.1)
2. Participates effectively in collaborative discussions in large groups of peers, with and without teacher leadership, about grade-level topics and texts, building on others' ideas and expressing his or her own clearly (SL.7.1)
3. Comes to discussions prepared, having read or researched required material, and explicitly draws on that preparation by referring to evidence about the topic, text, or issue to probe and reflect on ideas under discussion (SL.7.1a)
4. Follows agreed-upon rules (e.g., takes turns, respects diverse viewpoints) created by the teacher and the class for collegial discussions (SL.7.1b)
5. Tracks progress toward specific goals and deadlines for collegial discussions and defines and carries out assigned roles (e.g., as in working on a group project) (SL.7.1b)
6. Poses questions that elicit elaboration and responds to others' questions and comments with relevant observations and ideas that bring the discussion back to the topic, as needed (SL.7.1c)
7. Acknowledges new information expressed by others in a discussion and, when warranted, modifies his or her own views (SL.7.1d)
8. Analyzes main ideas and supporting details presented in various auditory and visual media and explains how the ideas clarify a topic, text, or issue under study (SL.7.2)
9. Summarizes a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (SL.7.3)
10. Presents a written research report about an author orally, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples and responding appropriately to questions from peers (SL.7.4)
11. Presents a written persuasive speech, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples (SL.7.4)
12. Interviews a credible informant as part of a research project and records the results for later use (by electronic means or in notes)
13. Judges both the content and the delivery of oral presentations by peers, using a rubric developed by the teacher and class
14. Uses appropriate eye contact, appropriate volume and rate, correct pronunciation, clear enunciation, appropriate gestures and facial expressions, and good posture when presenting orally (SL.7.4)
15. Includes multimedia components (e.g., graphics, images, music, sound) and visual displays (e.g., posters) in oral presentations to clarify claims and findings, to emphasize salient points, and to enhance the presentation (SL.7.5)
16. Adapts his or her speaking style and vocabulary to a variety of formal and informal tasks and audiences, including using formal English when appropriate (SL.7.6)
17. Reads aloud grade-level fiction and nonfiction texts from a variety of cultures, with fluency, accuracy, appropriate rate, and expression (ACS B.1)
18. Gives an extemporaneous talk on an appropriate grade-level topic or text
19. Recites well-known multiple-stanza rhymed and unrhymed poems from memory, fluently, distinctly, and expressively, including with attention to imagery and figurative language
20. Presents an oral dramatic interpretation of a story or scene from a play from memory, fluently, distinctly, and expressively

21. Analyzes oral interpretations of poems and scenes from plays for the effect on the listener
22. Determines a guest or filmed speaker's perspective on a topic, after listening to an oral presentation
23. Compares and contrasts his or her own perception of a guest or filmed speaker's message with the perceptions of peers
24. Analyzes the persuasive techniques used by a guest or filmed speaker and judges the credibility of the speaker
25. Analyzes a guest or filmed speaker's use of language, including rhythm, repetition, and figurative language
26. Analyzes whether a guest or filmed speaker has achieved his or her purpose
27. Evaluates the effectiveness of a guest or filmed speaker, using a rubric developed by the teacher and class
28. Listens critically to television and radio newscasts and editorials to separate fact from opinion and to judge their content, credibility, and delivery
29. Refines his or her method of remembering information presented orally (e.g., by note taking, outlining)
30. Speaks and listens courteously to adults in the community during formal and informal situations (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.3)
31. Listens to *quliaqtuat* told by Elders or other community members and applies life lessons learned from them to his or her own life (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.1) (ACS D.3)
32. Interacts respectfully with Elders or other community members individually, in small groups, and in large groups (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.1) (ACS D.3)
33. Researches a question in detail about the origin or development of the Iñupiaq language (ILF N.H.nsh.1.2) (ACS A.5) (ACS E.5)
34. Compares and contrasts how societies use humor in storytelling and in communicating with others, including the use of *mitaagniq* (the telling of joking stories) in the Iñupiaq culture (ILF N.E.mh.3.7) (ACS A.3) (ACS A.5)

## ***Research and Study Skills***

1. Conducts short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research (W.7.7)
2. Chooses the most efficient, credible print and digital source(s) for finding information on a topic (e.g., a dictionary, thesaurus, encyclopedia, atlas, newspaper, magazine, book, website)
3. Gathers relevant information on a topic from multiple print and digital sources (using search terms effectively) and from experts and assesses the credibility and accuracy of each source (ILF N.E.t.4.2) (ACS B.4) (W.7.8)
4. Draws evidence from literary texts to support his or her analysis, reflection, and research on a literary-related topic (W.7.9a)
5. Draws evidence from informational texts to support his or her analysis, reflection, and research on a nonfiction-related topic (W.7.9b)
6. Takes notes from primary and secondary print and digital sources and from experts (ILF N.E.t.4.2) (ACS B.4)
7. Quotes or paraphrases data and conclusions from primary and secondary print and digital sources while avoiding plagiarism (W.7.8)

8. Uses a standard format for citation within a report, choosing between in-text *citations* or *footnotes* (W.7.8)
9. Provides a simple bibliography for print and digital sources and experts used in researching a topic (W.7.8)
10. Consults print and digital English and Iñupiaq dictionaries, as needed, to find the pronunciation of a word, to check syllabication, to identify all possible spellings and parts of speech of a word, to find different forms of a word (e.g., the adjective form, the adverb form), or to find the origin of a word (ILF B.I.cb.1.1) (ACS A.5) (L.7.4c) (L.7.6)
11. Consults print and digital thesauruses, glossaries, and English and Iñupiaq dictionaries to clarify the precise meaning of words and phrases, to verify his or her preliminary determination of the meaning of a word or phrase, or to choose a more interesting or more precise word to use in his or her writing (ILF B.I.cb.1.1) (ACS A.5) (L.7.4c) (L.7.4d) (L.7.6)
12. Has the habit of looking up words in a print or digital English or Iñupiaq dictionary whenever he or she is unsure of the spelling, pronunciation, or accented syllable (ILF B.I.cb.1.1) (ACS A.5) (L.7.4c) (L.7.6)
13. Takes notes in class and uses those notes to study the material presented by the teacher or peers
14. Uses five-level outlines (i.e., I.—A.—1.—a.—(1)) in planning his or her research project write-ups and other written pieces
15. Varies his or her reading rate and method, according to the complexity of the material and the purpose for reading
16. Follows multi-step written directions, including directions for completing an assignment or project that includes a rubric, appropriate for seventh graders
17. Develops as a class an evaluation checklist to use in judging the work of peer group members on group projects, with adult support
18. Uses technology, including the Internet, to produce, edit, and publish his or her writing and to link to and cite sources (N.E.t.4.3) (ACS B.4) (W.7.6)
19. Uses technology, including the Internet ([www.qargi.com](http://www.qargi.com)), to collaborate with others and to locate information on a topic (N.E.t.4.2) (N.E.t.4.3) (ACS B.4) (W.7.6)
20. Uses his or her keyboarding skills to type his or her own written pieces from one to five pages in length (N.E.t.4.3) (ACS B.4)
21. Uses software (e.g., PowerPoint, Keynote) to make and give a visual presentation for sharing his or her research on a topic (N.E.t.4.3) (ACS B.4)
22. Locates information in the school and local community libraries, using the local Follett computerized catalogue