

English Language Arts Grade 7				
Compose and Create				
OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CC 7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).	I create visual, oral, written, OR multimedia texts that express ideas with few details.	I create visual, oral, written, OR multimedia texts that express an idea with some details.	I create visual, oral, written, AND multimedia texts that express a straightforward main idea supported by facts, details, examples and/or explanations.	I create visual, oral, written, AND multimedia texts that express a thoughtful idea supported by relevant and varied facts, details, examples and/or explanations.
	The ideas in my text need to be organized in an order the reader can follow.	Some of the ideas in my text are well-organized but not logically sequenced.	The ideas in my text are coherent and logically sequenced.	I have chosen a specific order for the ideas in my text so that it contributes to the thoughtfulness of the message.
	The ideas in my text need to be connected with transitional words and phrases.	The ideas in my text are connected with some transitional words and phrases.	The ideas in my text are connected with appropriate transitional words and phrases both within and between paragraphs.	The ideas in my text are effectively connected with a variety of transitional words and phrases both within and between paragraphs.
	Errors in grammar, spelling, punctuation, and capitalization interfere with the meaning.	I make several noticeable errors in grammar usage, spelling, punctuation and capitalization which may interfere with the meaning.	My grammar usage, spelling, punctuation and capitalization are generally correct and do not interfere with the meaning.	My grammar usage, spelling, punctuation, and capitalization are mostly correct and consistent and do not interfere with the meaning.
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CC 7.2 Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.	I create a simple inquiry project with guidance from my teacher, respecting a few of the co-constructed criteria.	I create a simple inquiry project with guidance from my teacher, respecting most of the co-constructed criteria.	I plan, research, and create an inquiry project based on the process taught in class, respecting almost all the co-constructed criteria.	I connect my learning from class to other subject areas and create an inquiry project that incorporates multiple themes from classes, respecting all the co-constructed criteria.
	I contribute few ideas, knowledge OR questions on a topic.	I contribute some ideas, knowledge, and questions on a topic.	I contribute ideas, knowledge, AND questions on a topic to establish a purpose for seeking information.	I contribute insightful ideas, knowledge, and questions on a topic to establish a purpose for seeking information.
	I formulate basic questions on the topic.	I formulate general questions on the topic that establish a purpose for gathering information.	I formulate relevant, specific questions on the topic that establish a purpose for gathering information.	I formulate sophisticated questions on the topic that establish a purpose for gathering information.
	The information I gather is incomplete.	I gather information from one source.	I gather information from several sources.	I can gather information from a wide variety of sources.
	My citations have errors and/or are incomplete.	I cite some sources, listing title, author, date.	I cite all sources with only minor errors in format.	I can cite all sources within the presentation using correct format.
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CC 7.3 Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.	I create a limited outline to develop an idea.	I create a simple outline to develop an idea.	I use different tools such as a graphic organizer, a list, a timeline, a sketch, or a map, to develop an idea.	I thoughtfully and deliberately choose strategies to organize and plan an idea to communicate meaning.
	I use a before, during OR after strategy to communicate meaning.	I use some before, during OR after strategies to communicate meaning.	I select AND use a variety of before, during AND after strategies to communicate meaning.	I select AND explain before , during AND after strategies according to my purpose and audience from a variety of strategies to communicate meaning.
	My main idea is unclear and unfocused .	I develop main ideas with limited supporting details .	I develop main ideas with supporting details in a coherent sequence .	I develop clear and thoughtful main ideas with supporting details in a coherent sequence in a variety of formats .
	I need encouragement to make revisions.	I make some revisions for content and meaning .	I revise a text for content, meaning AND clarity of purpose .	I make meaningful and thoughtful revisions for content, meaning and clarity of purpose.
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CC 7.4 Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning.	I use language that is vague and not appropriate for the intended audience.	I sometimes use language that the audience can understand.	I use language that is appropriate and shows respect for the intended audience.	I use language that is intentionally specific and respectful to the audience.
	Voice is not easily detectable.	Voice is sometimes evident and/or inappropriate.	Voice is evident and appropriate.	I have an engaging, purposeful voice that connects to my audience and task.
	I confuse first and third person point of view.	I sometimes use first and third person point of view.	I use point of view that is fitting for the type of text I am creating.	I use point of view that is intentionally specific to engage my audience.
	I confuse subject, verb agreement.	My subjects, verbs, and pronouns sometimes agree.	I ensure that subjects, verbs, and pronouns agree.	My use of agreement with subjects, verbs, and pronouns is thoughtful.
	I write simple or incomplete sentences.	I write complete sentences, but they lack variety.	I write using a variety of sentence structures.	I vary my sentence structure for interest and effect.

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CC 7.4 continued...	I am unaware that I overuse and misuse words.	I sometimes overuse and misuse words. I make errors using common homonyms.	I avoid the overuse and misuse of words. I use common homonyms correctly .	I can select from a wide variety of words, and they are effective in portraying my message . I use common homonyms effectively .
	I am unaware of my body language when speaking.	I sometimes use appropriate body language when speaking.	I use appropriate body language when speaking.	I can use body language that is natural and adds to what I am saying .
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CC 7.5 Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.	I rely on one representation for my presentations.	I create a limited range of visual and multimedia presentations.	I create a wide range of visual and multimedia presentations.	I create a wide range of visual and multimedia presentations to effectively engage my audience.
	There are few graphics in my presentations.	I use some graphics, but they do not always connect to the ideas.	I use graphics and visuals that support my ideas.	I use a variety of appropriate graphics and visuals that enhance my ideas.
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CC 7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).	I seldom use oral language to exchange ideas with others appropriately.	I use oral language that is sometimes appropriate to the situation.	I use oral language that is appropriate to a situation and contributes to a discussion.	I consistently use appropriate language, carefully consider how to best present my views AND ask questions to extend interactions.
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CC 7.7 Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	I list the steps of a procedure, respecting a few of the co-constructed criteria.	I list the steps of a procedure based on my own experiences, respecting several of the co-constructed criteria.	I describe a procedure based on my own experience, respecting all the co-constructed criteria.	I can describe a procedure based on my own experience and apply it to similar situations, respecting all the co-constructed criteria.
	I present a demonstration with an introduction and but my steps may be unclear.	I present a demonstration with an introduction and clear steps.	I present a demonstration on a subject of some complexity with an introduction, clear and logical steps, and a conclusion.	I present an effective demonstration on a subject of some complexity with an introduction, clear and logical steps, a conclusion, and voice and gestures which engage my audience.
	I use a few elements of a persuasive speech.	I use some of the elements of persuasive speech, respecting some of the co-constructed criteria.	I present using the elements of persuasive speech, respecting the co-constructed criteria.	I use persuasive techniques to convince my chosen audience, respecting all the co-constructed criteria.
	I am beginning to use some elements of dramatization to communicate ideas.	I use some elements of dramatization to communicate ideas, respecting some of the co-constructed criteria.	I present using the elements of dramatization to communicate ideas, respecting the co-constructed criteria.	I use dramatization effectively to engage an audience and present an idea, respecting all the co-constructed criteria.
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CC 7.8 I can write to: <ul style="list-style-type: none"> • Describe a person (e.g. Descriptive poem or story) • Narrate an imaginary incident, short script or story • Explain and inform (news story, a factual account, a business letter, a review) • Persuade (e.g. persuasive letter, interpretation of a text). 	I write to express a main idea but it may be unclear and unfocused .	I write to express a limited main idea supported by some facts, details, examples and/or explanations.	I write to express a straightforward main idea supported by accurate facts, details, examples and/or explanations.	I write to express a thoughtful main idea supported by relevant and varied facts, details, examples and/or explanations.
	I write one or two simple paragraphs.	I write several simple paragraphs but may not fulfill the minimum requirement (minimum 5 paragraphs of 500-700 words).	I organize paragraphs logically to form a cohesive text that fulfills the basic requirements (minimum 5 paragraphs of 500-700 words).	I make informed and deliberate choices about organizing paragraphs according to audience and purpose and meet or exceed the minimum requirement
	My writing lacks an introduction or conclusion and transitions are absent.	I sometimes write a coherent text with an introduction and conclusion, but transitions may be absent or used inappropriately.	I write a coherent text including a logical introduction and conclusion AND make use of appropriate transitional words and phrases.	I write a well-organized and thoughtful introduction and conclusion. Transition words and phrases effectively contribute to unity.
	I write a vague description using few vivid words and little or no order.	I write a simplistic description using some vivid words and basic organization.	I write a logically ordered, clear description using sensory details and vivid words.	I write a creative, colourful description using effective, vivid words and a thoughtful order

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CC 7.8 continued...	I write a narrative with a limited plot and unclear climax and conclusion.	I write an adequate narrative with a basic plot that leads to a predictable climax and conclusion.	I write a well-developed, engaging narrative that leads to an effective climax and conclusion.	I write an engaging, insightful narrative with a complex plot that leads to a dynamic climax and conclusion.
	I write an expository text with insufficient support .	I write a basic expository text developed with adequate support from limited sources.	I write a purposeful, logically sequenced expository text developed with facts, details, examples and explanations from multiple sources.	I write a sophisticated, complex expository text developed with compelling and insightful facts, details, examples and explanations from varied sources.
	I write a persuasive text with little or no support for my viewpoint.	I write a basic persuasive text that gives general opinions and makes basic judgements supported by predictable reasons, explanations OR evidence.	I write a well-developed persuasive text that gives opinions and makes judgements supported by reasons, explanations and evidence in a clear organizational pattern .	I write a persuasive text that confidently gives thoughtful opinions and makes insightful judgements supported by compelling reasons, explanations and evidence in a clear and effective organizational pattern.
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CC 7.9 Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).	I use a few recommended text forms to share my ideas with others.	I use some text forms to share my ideas with others.	I use a variety of text forms to share my ideas with others (e.g. meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script).	I effectively select and use a variety of text forms to share my ideas with others.
	I use a few recommended writing techniques.	I use some writing techniques appropriate to the situation.	I use a variety of writing techniques appropriate to the situation (e.g., dialogue, figurative language).	I effectively select and use a variety of writing techniques appropriate to the situation.
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