

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts Grade 7</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 7</p>	<p>Lexia Strategies for Older Students™ Activity</p>

Strand A: Reading	
Standard 1: The student uses the reading process effectively	
<i>Benchmark LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.</i>	
1. extends and applies previously learned prereading knowledge and skills of the sixth grade with increasingly complex reading selections and assignments and tasks.	
<i>Benchmark LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</i>	
1. uses context and word structure clues to interpret words and ideas in text.	<p>Level 3 Activities Add it</p> <p>Level 5 Activities Meaning Structures Greek combining Forms</p>
2. makes inferences and generalizations about what is read.	
3. uses strategies such as graphic organizers and note-making to clarify meaning and to illustrate organizational patterns.	
4. compares and contrasts similar information contained in different text selections.	
<i>Benchmark LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.</i>	
1. extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.	
<i>Benchmark LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.</i>	

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1. monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.	
2. restates or paraphrases text by summarizing.	
3. uses the text’s structure or progression of ideas) to locate and recall information (for example, cause and effect. chronology).	
4. analyzes information from one textual source to create a report.	

Standard 2: The student constructs meaning from a wide range of texts.

Benchmark LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

1. extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).	
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Benchmark LA.A.2.3.2: The student identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.

1. understands ways the author’s perspective or point of view affects a text.	
2. states the author’s purpose and relates it to specific details from the text.	

Benchmark LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts.

1. identifies persuasive and propaganda techniques in text.	
2. delineates the strengths and weaknesses of an argument in persuasive text.	

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<p>3. recognizes ethical and unethical statements in text.</p>	
<p><i>Benchmark LA.A.2.3.4: The student uses a variety of reading materials to develop personal preferences in reading.</i></p>	
<p>1. develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.</p>	
<p><i>Benchmark LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.</i></p>	
<p>1. extends previously learned knowledge and skills of the sixth grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).</p>	
<p><i>Benchmark LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.</i></p>	
<p>1. gathers information from a variety of sources, including primary sources (for example, magazines and newspapers).</p>	
<p>2. evaluates and uses information from a variety of sources (including primary sources) when researching content area topics.</p>	
<p><i>Benchmark LA.A.2.3.7: The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.</i></p>	
<p>1. classifies and records information (for example, using note cards, data files).</p>	

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<p>2. compiles information using graphic organizers (for example, timelines, circle diagrams).</p>	
<p>3. organizes and summarizes information using a format (for example, note cards).</p>	
<p><i>Benchmark LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.</i></p>	
<p>1. cites, examines, and discusses the use of and differences between fact and opinion within a text.</p>	
<p>2. knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections.</p>	
<p>3. understands the use of comparison and contrast in a text.</p>	
<p>4. understands the influence of personal values on the conclusions an author draws.</p>	

<p>Strand B: Writing</p>	
<p>Standard 1: The student uses writing processes effectively.</p>	
<p><i>Benchmark LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.</i></p>	
<p>1. knows possible prewriting strategies for different writing tasks.</p>	
<p>2. uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).</p>	
<p>3. experiments with various prewriting strategies to accommodate individual learning style.</p>	

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<p><i>Benchmark LA.B.1.3.2: The student drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provide for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, punctuation.</i></p>	
<p>1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).</p>	
<p>2. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).</p>	
<p>3. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.</p>	
<p>4. demonstrates a commitment to and an involvement with the subject that engages the reader.</p>	
<p>5. demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).</p>	
<p>6. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).</p>	

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<p>7. proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.</p>	
<p>8. analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.</p>	
<p><i>Benchmark LA.B.1.3.3: The student produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.</i></p>	
<p>1. uses resources such as dictionary and thesaurus to confirm spelling.</p>	
<p>2. uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).</p>	
<p>3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).</p>	
<p>4. uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).</p>	

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<p>5. uses a variety of sentence structures (including but not limited to parallel structure, compound and complex sentences).</p>	
<p>6. uses a variety of formatting (including but not limited to the use of electronic technology).</p>	
<p>7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).</p>	
<p>Standard 2: The student writes to communicate ideas and information effectively.</p>	
<p><i>Benchmark LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.</i></p>	
<p>1. writes notes, outlines, comments, and observations that reflect comprehension of seventh grade level or higher content from a variety of media.</p>	
<p><i>Benchmark LA.B.2.3.2: The student organizes information using alphabetical, chronological, and numerical systems.</i></p>	
<p>1. logically sequences information using alphabetical, chronological, and numerical systems.</p>	
<p><i>Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</i></p>	
<p>1. selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).</p>	
<p><i>Benchmark LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge.</i></p>	

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<p>1. uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.</p>	
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Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

<p>1. follows verbal directions.</p>	
<p>2. formulates questions and conducts an interview.</p>	
<p>3. paraphrases information.</p>	
<p>4. expands and enhances personal interest through listening.</p>	

Benchmark LA.C.1.3.2: The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

<p>1. listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.</p>	
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Benchmark LA.C.1.3.3: The student acknowledges the feelings and messages sent in a conversation.

<p>1. recognizes verbal and nonverbal cues and responds appropriately.</p>	
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Benchmark LA.C.1.3.4: The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

<p>1. demonstrates effective listening behaviors for a variety of purposes (for example, using eye contact, note-making, appropriate posture).</p>	
<p>2. asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussion.</p>	

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3. summarizes main points and supporting details orally or in writing.	
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4. uses information gained for a variety of purposes.	
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Standard 2: The student uses viewing strategies effectively.

Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

1. summarizes main concept and lists supporting details in a nonprint message.	
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2. identifies biases and stereotypes in a nonprint message.	
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3. responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence).	
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Benchmark LA.C.2.3.2: The student uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

1. demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).	
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Standard 3: The student uses speaking strategies effectively.

Benchmark LA.C.3.3.1: The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

1. evaluates classroom presentations according to volume, stress, pacing, and pronunciation.	
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2. uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing, and pronunciation.	
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3. organizes and effectively delivers a speech using a beginning, middle, and end.	
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Benchmark LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.

1. participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).	
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2. alternates between roles of contributor and leader in a group discussion.	
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Benchmark LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

1. identifies the occasion, audience, and purpose for speaking.	
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2. uses appropriate grammar, word choice, and pacing.	
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3. uses language which is clear, audible and suitable.	
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4. delivers an effective informational, persuasive, or technical speech.	
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Strand D: Language

Standard 1: The student understands the nature of language.

Benchmark LA.D.1.3.1: The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

1. identifies patterns and rules found in the English language (for example, grammar usage, word pronunciation).	
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Benchmark LA.D.1.3.2: The student demonstrates an awareness that language and literature are primary means by which culture is transmitted.

1. understands ways culture and time period influence a literary work.	
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2. compares and contrasts literature from different time periods and cultures to understand concepts and themes.	
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Benchmark LA.D.1.3.3: The student demonstrates an awareness of the difference between the use of English in formal and informal settings.

1. knows when to use formal and informal English based on audience and purpose.	
2. transfers information gathered and recorded informally into a formal presentation.	

Benchmark LA.D.1.3.4: The student understands that languages change over time.

1. explores the origin and historical development of words.	
2. identifies slang, both past and present.	
3. analyzes words and sentence patterns that have changed in meaning over the years.	

Standard 2: The student understands the power of language.

Benchmark LA.D.2.3.1: The student selects language that shapes reactions, perceptions, and beliefs.

1. uses words and images that best express intended messages.	
2. uses language appropriate to purpose and audience.	

Benchmark LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

1. uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).	
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Benchmark LA.D.2.3.3: The student distinguishes between emotional and logical argument.

1. distinguishes between emotional and logical arguments in written, oral and visual communication.	
2. understands difference between propaganda and logical reasoning strategies.	

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<p><i>Benchmark LA.D.2.3.4: The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.</i></p>	
<p>1. selects communication tools that will enhance understanding.</p>	
<p>2. knows ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.</p>	
<p><i>Benchmark LA.D.2.3.5: The student incorporates audiovisual aids in presentations.</i></p>	
<p>1. uses multimedia tools to enhance presentations.</p>	
<p><i>Benchmark LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information.</i></p>	
<p>1. understands ways mass media may enhance or manipulate information.</p>	
<p><i>Benchmark LA.D.2.3.7: The student understands that laws exist that govern what can and cannot be done with mass media.</i></p>	
<p>1. understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).</p>	
<p>Strand E: Literature</p>	
<p>Standard 1: The student understands the common features of a variety of literary forms.</p>	
<p><i>Benchmark LA.E.1.3.1: The student identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.</i></p>	
<p>1. identifies universal themes in various types of literature.</p>	
<p>2. compares and contrasts themes in classic and contemporary literature.</p>	
<p><i>Benchmark LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.</i></p>	
<p>1. compares and contrasts characters from various texts.</p>	
<p>2. compares and contrasts settings from various texts.</p>	

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3. compares and contrasts plot elements from various texts.	
4. knows the primary conflicts and explains their resolutions in a variety of text types.	
<p><i>Benchmark LA.E.1.3.3: The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.</i></p>	
1. knows ways the author's word choice contributes to the meaning of a text.	
2. identifies symbolism and figurative language used effectively in fiction and nonfiction.	
3. knows the role of point of view or persona in a literary or informational text.	
4. identifies literary devices (for example, foreshadowing, flashbacks, irony).	
5. understands the mood in a literary work.	
6. identifies persuasion techniques in literary works.	
<p><i>Benchmark LA.E.1.3.4: The student knows how mood or meaning is conveyed in poetry, such as, word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm.</i></p>	
1. knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.	
2. understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).	

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<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 7</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>3. understands ways line length, punctuation, and rhythm contribute to the overall effect of a poem.</p>	
<p><i>Benchmark LA.E.1.3.5: The student identifies common themes in literature.</i></p>	
<p>1. knows possible themes in a variety of literary texts.</p>	
<p>2. knows and explains themes that appear across cultures.</p>	
<p>3. knows recurring and timeless themes in literary works.</p>	
<p>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.</p>	
<p><i>Benchmark LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.</i></p>	
<p>1. knows the reasons for a character's actions.</p>	
<p>2. knows the events in the plot related to the central conflict.</p>	
<p>3. knows ways cause-and-effect relationships affect the development of a plot.</p>	
<p>4. knows ways the tone of a literary work is used to support its story line.</p>	
<p>5. knows and describes from various characters' points of view a situation related to the central conflict in a literary work.</p>	
<p><i>Benchmark LA.E.2.3.2: The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.</i></p>	
<p>1. selects a key passage that reflects personal convictions.</p>	
<p>2. explains or demonstrates how phrases, sentences, or passages relate to personal life.</p>	
<p><i>Benchmark LA.E.2.3.3: The student knows that a literary text may elicit a wide variety of valid responses.</i></p>	

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1. recognizes that a literary text elicit a variety of valid responses.	
<i>Benchmark LA.E.2.3.4: The student knows ways in which literature reflects the diverse voices of people from various backgrounds.</i>	
1. reads literature by authors from various cultural and historical backgrounds.	
<i>Benchmark LA.E.2.3.5: The student recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.</i>	
1. knows different literary approaches that are used in the study of literature.	
<i>Benchmark LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature.</i>	
1. gains a better understanding of self through the reading of literature.	
2. explains the influence of a particular text on personal growth and development.	
<i>Benchmark LA.E.2.3.7: The student identifies specific interests and the literature that will satisfy those interests.</i>	
1. reads literature for personal pleasure.	
<i>Benchmark LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences.</i>	
1. reads and discusses literature with differing viewpoints to enhance perspective.	