

**Lexia Reading S.O.S. ©2002, Levels 1-5
correlated to
Indiana Academic Standards for English/Language Arts
Grade 7**

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Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
<i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>	
<i>Vocabulary and Concept Development</i>	
7.1.1	Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry.
<ul style="list-style-type: none"> Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one’s feet wet</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> Analogies: comparisons of the similar aspects of two different things 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> Similes: comparisons that use “like” or “as,” such as <i>The stars were like a million diamonds in the sky.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.1.2	Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).
	The opportunity to address this objective is available. See the following: Level V: Anglo-Saxon Affixes Latin Affixes Meaning Structures Greek Combining Forms
7.1.3	Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
	The opportunity to address this objective is available. See the following: Level V: Latin Affixes Meaning Structures

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Standard 2 READING: Comprehension (Focus on Informational Materials)	
<i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i>	
<i>Structural Features of Informational and Technical Materials</i>	
7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.2.2 Locate information by using a variety of consumer and public documents.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.2.3 Analyze text that uses the cause-and-effect organizational pattern.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Expository (Informational) Critique</i>	
7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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Standard 3 READING: Literary Response and Analysis	
<i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i>	
<i>Structural Features of Literature</i>	
7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.3.3 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.	
<ul style="list-style-type: none"> • First person: the narrator tells the story from the “I” perspective 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • Third person: the narrator tells the story from an outside perspective 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • Limited narration: the narrator does not know all thoughts of all characters 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • Omniscient narration: the narrator knows all thoughts of all characters 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • Subjective: the point of view involves a personal perspective 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<ul style="list-style-type: none"> Objective: the point of view is from a distanced, informational perspective, as in a news report 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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Literary Criticism

7.3.6 Compare reviews of literary works and determine what influenced the reviewer.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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Standard 4 WRITING: Process

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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Research and Technology

7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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<i>Evaluation and Revision</i>	
7.4.8 Review, evaluate, and revise writing for meaning and clarity.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)	
<i>At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i>	
<i>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:</i>	
7.5.1 Write biographical or autobiographical narratives (stories) that:	
<ul style="list-style-type: none"> • develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • develop complex major and minor characters and a definite setting. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.5.2 Write responses to literature that:	
<ul style="list-style-type: none"> • develop interpretations that show careful reading, understanding, and insight. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • organize interpretations around several clear ideas, premises, or images from the literary work. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<ul style="list-style-type: none"> • justify interpretations through sustained use of examples and evidence from the text. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
7.5.3 Write research reports that:	
<ul style="list-style-type: none"> • pose relevant and focused questions about the topic. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
<ul style="list-style-type: none"> • communicate clear and accurate perspectives on the subject. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
<ul style="list-style-type: none"> • include evidence and supporting details compiled through the formal research process, including use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries, and other reference books. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
<ul style="list-style-type: none"> • document sources with reference notes and a bibliography. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
7.5.4 Write persuasive compositions that:	
<ul style="list-style-type: none"> • state a clear position or perspective in support of a proposition or proposal. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
<ul style="list-style-type: none"> • describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
<ul style="list-style-type: none"> • anticipate and address reader concerns and counterarguments. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
7.5.5 Write summaries of reading materials that:	
<ul style="list-style-type: none"> • include the main ideas and most significant details. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
<ul style="list-style-type: none"> • use the student's own words, except for quotations. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>
<ul style="list-style-type: none"> • reflect underlying meaning, not just the superficial details. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. ©2002.</p>

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7.5.6	Use varied word choices to make writing interesting and more precise.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.5.7	Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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Standard 6 WRITING: English Language Conventions

Students write using Standard English conventions appropriate to the grade level.

Sentence Structure

7.6.1	Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.	
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	<ul style="list-style-type: none"> • Clear: <i>She left the book, which she bought at the bookstore, on the table.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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	<ul style="list-style-type: none"> • Unclear: <i>She left the book on the table, which she bought at the bookstore.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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	<ul style="list-style-type: none"> • Active voice: <i>The man called the dog.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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	<ul style="list-style-type: none"> • Passive voice: <i>The dog was called by the man.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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Grammar

7.6.2	Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i> , <i>-d</i> , <i>-ed</i> , <i>-n</i> , <i>-en</i> , or <i>-t</i> to the base form of the verb, such as <i>dreaming</i> , <i>chosen</i> , <i>built</i> , and <i>grown</i>).	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.6.3	Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.	
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	<ul style="list-style-type: none"> • Clear: <i>Chris said to Jacob, "You will become a great musician."</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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	<ul style="list-style-type: none"> • Confusing: <i>Chris told Jacob that he would become a great musician.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.6.4	Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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7.6.5 Demonstrate appropriate English usage (such as pronoun reference).	<p>The opportunity to address this objective is available. See the following:</p> <p>Level II: Picture It</p> <p>Level III: Trails West</p> <p>Level IV: Winners Old & New</p>
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Punctuation

7.6.6 Identify and correctly use hyphens (-), dashes (—), brackets ([]), and semicolons (;).	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

Capitalization

7.6.8 Use correct capitalization.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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Spelling

7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).	<p>Level V: Anglo-Saxon Affixes Latin Affixes Meaning Structures Greek Combining Forms</p>
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Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

<i>Comprehension</i>	
7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.7.2 Determine the speaker's attitude toward the subject.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<i>Organization and Delivery of Oral Communication</i>	
7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.7.5 Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Analysis and Evaluation of Oral and Media Communications</i>	
7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Speaking Applications</i>	
7.7.8 Deliver narrative (story) presentations that:	
<ul style="list-style-type: none"> • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and • resolution of the conflict), and point of view. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • describe major and minor characters and a definite setting. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.7.9 Deliver oral summaries of articles and books that:	
<ul style="list-style-type: none"> • include the main ideas and the most significant details. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<ul style="list-style-type: none"> state ideas in own words, except for when quoted directly from sources. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> demonstrate a complete understanding of sources, not just superficial details. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.7.10 Deliver research presentations that:	
<ul style="list-style-type: none"> pose relevant and concise questions about the topic. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> provide accurate information on the topic. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> include evidence generated through the formal research process, including the use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, and dictionaries. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> cite reference sources appropriately. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
7.7.11 Deliver persuasive presentations that:	
<ul style="list-style-type: none"> state a clear position in support of an argument or proposal. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> describe the points in support of the proposal and include supporting evidence. 	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.