

Technology Focus

On-Going Standards

Grade7

**Publications using
Publisher**

Word Features:

Home:

- Numbering
- Multi-level List
- Define new bullet
- Paragraph
- Change list level
- Sort
- Add/Delete space
- Shading
- Borders

Insert:

- Tables
- Illustrations
- Text

Reference:

- Citations & Bibliography

Review

- Text Box Styles
- Arrange
- Size

RL. 7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, **focusing on how well purpose and audience have been addressed.** (Editing for conventions should demonstrate command of Language standards 1–3 **up to and including grade 7** on page 58.)

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated and appropriate. (See grade 7 Language standards 1 and 3 on page 65 for specific expectations.)

L.7.2c. Spell correctly.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.