

Reading

GRADE 7

STANDARD 1

The student understands and uses different reading skills and strategies to read.

To meet this standard, the student will:

Benchmark 7R.1.1: Use word recognition and word meaning skills to read and comprehend text

Indicators:

- 7R.1.1.1 Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- 7R.1.1.2 Use language structure to understand reading materials including: sentence structure, prefixes, suffixes, contractions, and simple abbreviations
- 7R.1.1.3 Use a variety of reading strategies to comprehend words and ideas including self-correcting, re-reading, reading on, and slowing down
- 7R.1.1.4 Understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading
- 7R.1.1.5 Analyze text for a specific purpose
- 7R.1.1.6 Interpret general and specialized vocabulary critical to the meaning of the text
- 7R.1.1.7 Integrate appropriate reading strategies to adapt reading to different types of text
- 7R.1.1.8 ESL – use primary language to enrich vocabulary in English
- 7R.1.1.9 Synthesize information from a variety of sources

Benchmark 7R.1.2: Build vocabulary through reading

Indicators:

- 7R.1.2.1 Continue to use context clues to build vocabulary
- 7R.1.2.2 Construct general and specialized vocabularies through reading in specific fields of academic study such as science, social studies, mathematics and the arts
- 7R.1.2.3 Define vocabulary words found in novels and short stories

Benchmark 7R.1.3: Read fluently, adjusting reading for purpose and material

Indicators:

- 7R.1.3.1 Read both orally and silently with ease
- 7R.1.3.2 Adjust reading pace to accommodate the form, style, and difficulty of material and purpose of reading; sample text rather than focusing on every detail

Benchmark 7R.1.4: Understand elements of literature

Indicators:

- 7R.1.4.1 Identify literary devices: figurative language, exaggeration, humor, irony, dialogue
- 7R.1.4.2 Understand how overall structure influences meaning
- 7R.1.4.3 Analyze literary elements: plot, characters, setting, theme, point of view, conflict, resolution
 - Poetry: form, sound (rhyme, rhythm, assonance, alliteration, onomatopoeia), imagery, figurative language, speaker
 - Drama: stage direction, plot, characters, dialogue
 - Non-fiction: biographies, essays, literary non-fiction, informational materials such as encyclopedias, informational websites

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 7R.1.5: Use technology

Indicators:

- 7R.1.5.1 Locate specific information to pursue an interest or complete a project; analyze the validity of electronic information and cite sources of information with MLA standards
- 7R.1.5.2 Use organizational features of printed text (title, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, etc.)
- 7R.1.5.3 Use organizational features of electronic information (microfiche headings and numberings, CD ROM, Internet, etc.)

Reading

GRADE 7

STANDARD 2

The student understands the meaning of what is read.

To meet this standard, the student will:

Benchmark 7R.2.1: Comprehend important ideas and details

Indicators:

- 7R.2.1.1 Demonstrate comprehension of complex texts including fiction, non-fiction, information, and task-oriented text
- 7R.2.1.2 Readily identify and comprehend the main ideas and supporting facts and details
- 7R.2.1.3 Summarize ideas in own words
- 7R.2.1.4 Link characters, events and information to prior knowledge, previous experience, and current issues to increase understanding
- 7R.2.1.5 Make, confirm, or revise predictions and inferences based on the text

Benchmark 7R.2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- 7R.2.2.1 Compare, contrast, and make connections within and among several texts
- 7R.2.2.2 Use logical sequence to accurately retell stories

Benchmark 7R.2.3: Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- 7R.2.3.1 Evaluate the validity of what is read
- 7R.2.3.2 Separate fact from opinion
- 7R.2.3.3 Recognize that authors make language choices to influence an audience
- 7R.2.3.4 Evaluate an authors' effectiveness for a chosen audience
- 7R.2.3.5 Recognize the authors' point of view, tone and use of persuasive devices
- 7R.2.3.6 Apply information gained from reading to give a response and express insight
- 7R.2.3.7 Make generalizations beyond the text to other texts, ideas, or situations
- 7R.2.3.8 Evaluate reasoning and ideas related to a text
- 7R.2.3.9 Evaluate published works using Six-Trait model
- 7R.2.3.10 Recognize, in written text, the qualities of excellent writing based on Six-Trait model

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 7

STANDARD 3

The student reads different materials for a variety of purposes.

To meet this standard, the student will:

Benchmark 7R.3.1: Read to learn new information

Indicators:

- 7R.3.1.1 Observe and use signs, labels, and instructions
- 7R.3.1.2 Evaluate the appropriateness of a variety of resource materials for a specific task
- 7R.3.1.3 Understand and use materials to investigate a topic (reference materials, encyclopedias, manuals, public documents, newspaper, magazine articles, trade publications, etc.)
- 7R.3.1.4 Read and comprehend a range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level material that match career or academic interests, electronic information, etc.)

Benchmark 7R.3.2: Read to perform a task

Indicators:

- 7R.3.2.1 Read and understand information to perform a specific tasks (schedules, maps, recipes, instructions, newspapers want ads, travel books, catalogs, yellow pages, etc.)
- 7R.3.2.2 Read to follow written directions

Benchmark 7R.3.3: Read for literary experience integrating a Christian worldview

Indicators:

- 7R.3.3.1 Read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)
- 7R.3.3.2 Read, discuss, and use literature to understand a variety of perspective of self, others and world issues
- 7R.3.3.3 Identify recurring themes in literature such as identity, conflict and struggle, social and economic change, good vs. evil, choices

Benchmark 7R.3.4: Develop interests and share reading experiences

Indicators:

- 7R.3.4.1 Express reasons for recommending books to others
- 7R.3.4.2 Discuss novels in groups
- 7R.3.4.3 Present oral book reports or share book reports in small groups

Benchmark 7R.3.5: Develop reading through technology

Indicator:

- 7R.3.5.1 Use basic electronic reference tools (computers)

Benchmark 7R.3.6: Recognize God's character through various written material

Indicator:

- 7R.3.6.1 Identify characters and responses to problems in comparison to Christian world view

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Reading

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STANDARD 4

The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

Benchmark 7R.4.1: Assess strengths and need for improvement

Indicators:

- 7R.4.1.1 Use a variety of strategies to monitor reading progress and to overcome difficulties
- 7R.4.1.2 Set reading goals and develop strategies to meet goals and monitor progress
- 7R.4.1.3 Participate in reading activities: set goals; keep a reading log, etc.

Benchmark 7R.4.2: Seek and offer feedback to improve reading

Indicators:

- 7R.4.2.1 Discuss the use of reading strategies with others
- 7R.4.2.2 Use reading standards to evaluate reading effectiveness

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Writing

GRADE 7

STANDARD 1

The student writes clearly and effectively.

To meet this standard, the student will:

Benchmark 7W1.1: Develop concept and design: ideas and organization

Indicators:

- 7W.1.1.1 Use prewriting techniques such as outline, bubble, and cluster to develop a topic
- 7W.1.1.2 Use appropriate organizational structures
- 7W.1.1.3 Write coherent paragraphs; construct sequenced paragraphs using effective transitions with topic sentence, supporting ideas, and conclusion sentence
- 7W.1.1.4 Discriminate between essential, intriguing or useful information and trivia
- 7W.1.1.5 Write in a number of genres and forms
- 7W.1.1.6 Write a basic five paragraph essay with thesis
- 7W.1.1.7 Demonstrate elaboration through examples, details, facts, and/or reasons
- 7W.1.1.8 Write analytically using basic and clear logic
- 7W.1.1.9 Discriminate between essential, intriguing or useful information and trivia

Benchmark 7W.1.2: Use appropriate voice for audience and purpose

Indicators:

- 7W.1.2.1 Continue to use language that is lively, unique, and descriptive
- 7W.1.2.2 Experiment with voices for an expanding range of genres and audiences
- 7W.1.2.3 Develop a formal tone when writing an essay

Benchmark 7W.1.3: Use word choice appropriate to the audience and purpose

Indicators:

- 7W.1.3.1 Experiment with figurative language, sound patterns, and style
- 7W.1.3.2 Experiment with tone and dialect to create effect
- 7W.1.3.3 Experiment with language that is precise, engaging, and well-suited to the topic and audience
- 7W.1.3.4 Choose colorful and creative language
- 7W.1.3.5 Use appropriate word choice
- 7W.1.3.6 Distinguish between commonly confused words (e.g. their, there)
- 7W.1.3.7 Recognize clichés and begin to eliminate them from formal writing
- 7W.1.3.8 Use precise vocabulary while avoiding overused modifiers

Benchmark 7W.1.4: Use sentence fluency appropriate to the audience and purpose

Indicators:

- 7W.1.4.1 Vary sentence beginnings, structures, and lengths for effect
- 7W.1.4.2 Recognize and correct fragments and run-ons

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Benchmark 7W.1.5: Apply writing conventions

Indicators:

- 7W.1.5.1 Spell conventionally except for effect
- 7W.1.5.2 Write legibly
- 7W.1.5.3 Correctly note literary genres

Writing

GRADE 7

STANDARD 2

The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

Benchmark 7W.2.1: Write for different audiences

Indicators:

- 7W.2.1.1 Expand range of out of school audiences: pen pals, community members
- 7W.2.1.2 Write for a variety of audiences (classmates, younger students, parents)
- 7W.2.1.3 Write for formal and informal audiences
- 7W.2.1.4 Select own writing to publish

Benchmark 7W.2.2: Write for different purposes integrating a Christian world view

Indicators:

- 7W.2.2.1 Write for a range of purposes including: to express, to inform, to create, to explain, to entertain (tell a story)
- 7W.2.2.2 Write for real-life applications
- 7W.2.2.3 Write reports, recipes, directions, and letters

Benchmark 7W.2.3: Write in a variety of forms

Indicators:

- 7W.2.3.1 Write in the following forms: narrative, creative, poetry with stanzas, book reports, research reports, essays, and others
- 7W.2.3.2 Vary form, detail, and structure to fit the intended purpose and audience

Benchmark 7W.2.4: Use technology as a tool in writing

Indicators:

- 7W.2.4.1 Cite sources according to MLA handbook
- 7W.2.4.2 Explore and use a variety of publishing options

Benchmark 7W.2.5: Write for real life applications

Indicators:

- 7W.2.5.1 Identify particular forms one might be required to use when writing in career settings, for example, software programs or research reports
- 7W.2.5.2 Produce technical and non-technical documents using resources from career setting such as evacuation manuals, consumer spending graphs, and demographic tables
- 7W.2.5.3 Identify different forms used to cite sources when writing reports or technical documents according to MLA standards
- 7W.2.5.4 Write for research

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 7W.2.6: Understand that God recognizes writing as a powerful tool to influence people

Indicators:

- 7W.2.6.1 Integrate Christian world view into a variety of written styles (poems, journals, reports and stories)
- 7W.2.6.2 Write in a manner consistent with Christian values and world view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 7

STANDARD 3

The student understands and uses the steps of the writing process.

To meet this standard, the student will:

Benchmark 7W.3.1: Pre-write

Indicators:

- 7W.3.1.1 Use a variety of strategies to brainstorm for ideas and purpose
- 7W.3.1.2 Use a growing variety of resources – including interviews and technology
- 7W.3.1.3 Begin to narrow topic
- 7W.3.1.4 Choose appropriate point of view
- 7W.3.1.5 Gather evidence from text

Benchmark 7W.3.2: Draft

Indicators:

- 7W.3.2.1 Select and organize ideas from prewriting appropriate for audience, purpose, and content
- 7W.3.2.2 Focus on a thesis or theme
- 7W.3.2.3 Develop coherent supporting paragraphs with appropriate topic sentences
- 7W.3.2.4 Include appropriate introduction, body and conclusion
- 7W.3.2.5 Provide adequate detail or evidence
- 7W.3.2.6 Sustain flow of a single text over more than one writing session
- 7W.3.2.7 Draft text that uses logical flow of ideas and relationships

Benchmark 7W.3.3: Revise

Indicators:

- 7W.3.3.1 Modify information and graphics as needed to enhance text and style
- 7W.3.3.2 Evaluate writing according to Six-Trait scoring criteria
- 7W.3.3.3 Confer with others to improve text, reading more critically for self and others (Peer Edit)
- 7W.3.3.4 Revise for topic and audience
- 7W.3.3.5 Show proficiency in using word processor as writing aid, including graphics to enhance text
- 7W.3.3.6 Edit for grade level conventions
- 7W.3.3.7 Revise according to Six-Trait model

Benchmark 7W.3.4: Edit

Indicators:

- 7W.3.4.1 Correct mechanics and grammar, some independently
- 7W.3.4.2 Use appropriate reference tools: proof reader's marks, spell check, thesaurus, dictionary, peers, and adults
- 7W.3.4.3 Adjust word choice and sentence structure
- 7W.3.4.4 Edit for grade-level conventions

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 7W.3.5: Publish

Indicators:

- 7W.3.5.1 Select from a variety of publishing options including technology
- 7W.3.5.2 Share with appropriate audience
- 7W.3.5.3 Demonstrate overall neatness including legible text, newspapers, bulletin boards, and middle school literature magazines
- 7W.3.5.4 Fulfill requirements for appearance of final draft: cover page with name, title, date, written in ink or typed, including graphics when appropriate
- 7W.3.5.5 Produce polished final draft (proofread, multiple draft, etc neat)

Writing

GRADE 7

STANDARD 4

The student *analyzes and evaluates the effectiveness of written work.*

To meet this standard, the student will:

Benchmark 7W.4.1: Assess own strengths and needs for improvement

Indicators:

- 7W.4.1.1 View self as a writer
- 7W.4.1.2 Identify strengths and weaknesses in own writing and use Six-Trait criteria to improve writing
- 7W.4.1.3 Review teacher's comments, keep all writing assignments in portfolio and strive to improve areas of weakness throughout the year by periodically checking progress
- 7W.4.1.4 Articulate what makes a piece of writing effective
- 7W.4.1.5 Reflect on the works of talented authors to improve writing

Benchmark 7W.4.2: Seek and offer feedback

Indicators:

- 7W.4.2.1 Offer feedback from peers before writing final draft, using Six-Trait terms
- 7W.4.2.2 Accept feedback and edit/revise own writing as appropriate
- 7W.4.2.3 Seek feedback before an assignment is turned in

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 7

STANDARD 1

The student *communicates ideas clearly and effectively.*

To meet this standard, the student will:

Benchmark 7C.1.1: Communicate clearly to a range of audiences for different purposes

Indicators:

- 7C.1.1.1 Communicate with an expanding range of audiences, including community members and e-mail/internet
- 7C.1.1.2 Consider needs of audience when making limited adjustments in content and technique
- 7C.1.1.3 Communicate for a range of purposes: to inform, explain, persuade, and entertain
- 7C.1.1.4 Give different forms of oral presentation (book reports, research findings, skits, role play) and is graded on volume, eye contact, poise

Benchmark 7C.1.2: Develop content and ideas

Indicators:

- 7C.1.2.1 Choose content appropriate to own purposes and interests and needs of an audience
- 7C.1.2.2 Select and document relevant material from a variety of sources in presentations
- 7C.1.2.3 Organize/sequence information using transitions
- 7C.1.2.4 Develop a rational argument using adequate, specific support

Benchmark 7C.2.3: Use effective delivery

Indicators:

- 7C.1.3.1 Speak at a volume and pace appropriate to the situation
- 7C.1.3.2 Project voice well
- 7C.1.3.3 Appeal to the interests of the audience
- 7C.1.3.4 Use good posture and eye contact
- 7C.1.3.5 Use facial expression and body language to heighten and emphasize message
- 7C.1.3.6 Enunciate words clearly
- 7C.1.3.7 Use appropriate tone for context

Benchmark 7C.2.4: Use effective language and style

Indicators:

- 7C.1.4.1 Speak using standard grammar
- 7C.1.4.2 Use complex sentences
- 7C.1.4.3 Use a range of vocabulary related to a particular topic
- 7C.1.4.4 Use language and appropriate word choice for audience/purpose
- 7C.1.4.5 Experiment with voice for the audience and purpose

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 7C.1.5: Effectively use action, sound, and/or images to support presentations

Indicators:

- 7C.1.5.1 Use a variety of media to illustrate and support ideas: projects, pictures, graphs, charts, etc.
- 7C.1.5.2 Use available technology as a presentation tool

Benchmark 7C.1.6: Analyze and evaluate presentation

Indicators:

- 7C.1.6.1 Listen and watch while others present
- 7C.1.6.2 Offer positive feedback on others' presentation
- 7C.1.6.3 Self-correct presentation

Benchmark 7C.1.7: Demonstrate appropriate communication that is consistent with God's character

Indicator:

- 7C.1.7.1 Speak the truth in love
- 7C.1.7.2 Demonstrate patience in classroom communication
- 7C.1.7.3 Utilize organizational strategies

Communication

GRADE 7

STANDARD 2

The student *uses listening and observation skills to gain understanding.*

To meet this standard, the student will:

Benchmark 7C.2.1: Focus attention

Indicators:

- 7C.2.1.1 Show attention by maintaining eye contact, nodding, taking notes, and asking relevant questions
- 7C.2.1.2 Respond appropriately in social interactions, receiving information, and other contexts
- 7C.2.1.3 Begin to reflect/analyze on ideas while paying attention and listening
- 7C.2.1.4 Use a variety of listening strategies

Benchmark 7C.2.2: Listen and observe to gain and interpret information

Indicators:

- 7C.2.2.1 Identify the relationship between verbal and non-verbal communication
- 7C.2.2.2 Identify, interpret and gather information from visual aids such as illustrations, maps, graphs, charts, objects, etc.
- 7C.2.2.3 Listen for, identify, and explain: important and extraneous details relationships (within stories or poems, etc.), pitch, intensity, and intonation
- 7C.2.2.4 Demonstrate listening strategies for gaining information

Benchmark 7C.2.3: Check for understanding by asking questions and paraphrasing

Indicators:

- 7C.2.3.1 Ask questions to clarify content and meaning in a variety of contexts and situations
- 7C.2.3.2 Paraphrase conversations and information
- 7C.2.3.3 Ask questions to verify judgments and inferences
- 7C.2.3.4 Construct hypotheses

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 7

STANDARD 3

The student uses communication strategies and skills to work effectively with others.

To meet this standard, the student will:

Benchmark 7C.3.1: Use language to interact effectively and responsibly with others

Indicators:

- 7C.3.1.1 Adhere to the 4 tribes agreements
- 7C.3.1.2 Use language to interact with others: greet people, compliment, give encouragement, and express feelings
- 7C.3.1.3 Respond to different types of speech and audiences
- 7C.3.1.4 Use language that is free from stereotyping, bias, libel, slander, or harassment
- 7C.3.1.5 Respond appropriately when offensive comment is made
- 7C.3.1.6 Identify cultural assumptions and perspectives

Benchmark 7C.3.2: Work cooperatively as a member of a group

Indicators:

- 7C.3.2.1 Assume roles or tasks (literary luminary, discussion developer, illustrator, summarizer) within a group to perform a task
- 7C.3.2.2 Contribute to group with suggestions, research, and effort
- 7C.3.2.3 Demonstrate respect for others' opinions by allowing time for responses
- 7C.3.2.4 Encourage all group members to participate
- 7C.3.2.5 Talk in turn
- 7C.3.2.6 Resolve to agree to disagree respectfully

Benchmark 7C.3.3: Seek agreement and solutions through discussion

Indicators:

- 7C.3.3.1 Check for understanding in group interactions
- 7C.3.3.2 Contribute responsibly and equally to group efforts
- 7C.3.3.3 Choose a position and develop a plan of action
- 7C.3.3.4 Define challenges and encourage others to action
- 7C.3.3.5 Address problem when someone isn't doing their share
- 7C.3.3.6 Acknowledge others' ideas and points of view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 7

STANDARD 4

The student *analyzes and evaluates the effectiveness of formal and informal communication.*

To meet this standard, the student will:

Benchmark 7C.4.1: Assess strengths and need for improvement

Indicators:

- 7C.4.1.1 Establish and apply criteria for evaluating one's own and others' presentation
- 7C.4.1.2 Know the qualities that make a presentation effective
- 7C.4.1.3 Evaluate effective presentations to improve own work
- 7C.4.1.4 Be able to recognize weaknesses in less effective presentations

Benchmark 7C.4.2: Seek and offer feedback

Indicators:

- 7C.4.2.1 With guidance, offer feedback on others' presentations with regard to content, organization, and delivery skills
- 7C.4.2.2 Accept and express feedback when appropriate and revise own presentation

Benchmark 7C.4.3: Analyze different sources of mass communication

Indicators:

- 7C.4.3.1 Identify and evaluate techniques used in mass communication such as name calling, celebrity appeal, identification with audience
- 7C.4.3.2 Identify/explain the uses and impact of fact, opinion, bias, etc., in mass communication
- 7C.4.3.3 Identify the accuracy, point of view, and assumptions of media

Benchmark 7C.4.4: Analyze how communication is used in career settings (real life settings)

Indicator:

- 7C.4.4.1 Practice different communication techniques used in variety of career settings such as to persuade, inform, or instruct

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 7

STANDARD 1

The student *understands the usage and mechanics of grammar.*

To meet this standard, the student will:

Benchmark 7G1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.

Indicators:

- 7G.1.1.1 Appropriately use main and subordinate clauses
- 7G.1.1.2 Recognize gerund, infinitive phrases in writing
- 7G.1.1.3 Use semicolons, colons, and hyphens to control meaning

Benchmark 7G1.2: Understand sentence construction and proper English usage

Indicators:

- 7G.1.2.1 Be introduced to modifiers and dangling participles
- 7G.1.2.2 Consistently employ appropriate verb tenses

Benchmark 7G1.3: Control structure

Indicators:

- 7G.1.3.1 Appropriately organize paragraph and sentence structure
- 7G.1.3.2 Vary simple, compound and complex sentence structures
- 7G.1.3.3 Classify complete sentences as declarative, interrogative, exclamatory and imperative
- 7G.1.3.4 Introduce control of diction and syntax

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 7

STANDARD 2

The student *understands and uses grammar conventions*.

To meet this standard, the student will:

Benchmark 7G.2.1: Employ basic conventions

Indicators:

- 7G.2.1.1 Spell frequently misspelled and high-frequency words correctly
- 7G.2.1.2 Use commas correctly
- 7G.2.1.3 Use semicolons, colons, hyphens, dashes and brackets
- 7G.2.1.4 Use apostrophes in contractions and singular possessives
- 7G.2.1.5 Use correct capitalization

Benchmark 7G.2.2: Employ basic knowledge of grammar

Indicators:

- 7G.2.2.1 Use all eight parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection
- 7G.2.2.2 Use regular and irregular verbs, including perfect tenses, transitive and intransitive verbs and linking verbs
- 7G.2.2.3 Use objective, possessive, indefinite and relative pronouns
- 7G.2.2.4 Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases

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