

# Snapshot

## Grade 7 English Language Arts and Reading

### Catholic Identity: Integration of Our Faith

**Catholic Identity Standards.** The student understands and integrates the content of what is learned into their faith and daily life.

Ways to Grow	Standard	Description
	7.1(VL) ELA.K6 GS1(CNS)	analyze literature that reflects the transmission of a Catholic culture and worldview *
	7.1(VL) ELA.K6 DS2(CNS)	accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit *
	7.1(VL) ELA.K6 DS7(CNS)	delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays *
	7.1(VL) ELA.K6 DS8(CNS)	recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes *
	7.1(VL) ELA.K6 WS1(CNS)	use language as a bridge for communication with one's fellow man for the betterment of all involved *
	7.1(VL) ELA.K6 WS2(CNS)	write in ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings *

**Literacy Routines** The student develops and sustains foundational language skills: listening, speaking, discussion, and thinking (use during Word Study, Reading, and Writing to improve communication)

**7.2 Oral language.** The student develops oral language through listening, speaking, and discussion.

Application	Supporting Standards - Instructional Focus
7.2A communicate ideas effectively through speaking and discussion	7.2A.1 listen actively to interpret a message and ask clarifying questions that build on others' ideas 7.2A.2 follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems 7.2A.3 present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively 7.2A.4 engage in meaningful discourse and provide and accept constructive feedback from others

**Word Study** The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking.

**7.3 Vocabulary.** The student uses newly acquired vocabulary expressively.

Application	Supporting Standards - Instructional Focus
7.3A use skills to support strategies for determining the meaning of unknown words while reading	7.3A.1 use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 7.3A.2 use context such as contrast or cause and effect to clarify the meaning of words 7.3A.3 determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent

**Shared Reading** The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking.

**Tools to Know**

**7.4 Fluency.** The student reads grade-level text with fluency and comprehension.  
**7.5 Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text					Comprehension: Thinking with the Text				
7.4A adjust fluency when reading grade-level text based on the reading purpose	7.5A establish purpose for reading assigned and self-selected texts	7.5B generate questions about text before, during, and after reading to deepen understanding and gain information	7.5C make and correct or confirm predictions using text features, characteristics of genre, and structures	7.5D create mental images to deepen understanding	7.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down	7.5F make connections to personal experiences, ideas in other texts, and society	7.5G make inferences and use evidence to support understanding	7.5H evaluate details read to determine key ideas	7.5I synthesize information to create new understanding

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### Ways to Show: Thinking About the Meaning

**7.6 Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

**7.7 Literary Elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Application	Instructional Focus	Fiction (.1)	Poetry (.2)	Drama (.3)	Informational (.4)	Persuasive (.5)	Multimodal/Digital (.6)
<p>7.6A-B comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres</p> <p>7.7A-F analyze the relationships among literary elements and structures and how they contribute to the overall meaning</p>	Genre Characteristics	7.6A.1 demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	7.6A.2 analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	7.6A.3 analyze how playwrights develop characters through dialogue and staging	7.6A.4 analyze characteristics and structural elements of informational text, including features such as references or acknowledgements	7.6A.5 analyze characteristics and structures of persuasive text	7.6A.6 analyze characteristics of multimodal and digital texts
	Overall Meaning	7.6B.1 explain the author's purpose and message within a text	7.6B.2 explain the author's purpose and message within a text	7.6B.3 explain the author's purpose and message within a text	7.6B.4 explain the author's purpose and message within a text	7.6B.5 explain the author's purpose and message within a text	7.6B.6 explain the author's purpose and message within a text
		7.7A.1 infer multiple themes within and across texts using text evidence	7.7A.2 infer multiple themes within and across texts using text evidence	7.7A.3 infer multiple themes within and across texts using text evidence	7.7A.4 analyze the controlling idea or thesis with supporting evidence	7.7A.5 identify the claim and the intended audience or reader	
	Analysis for Deeper Meaning	7.7B.1 analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.7B.2 analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.7B.3 analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.7B.4 analyze organizational patterns that support multiple topics, categories, and subcategories	7.7B.5 explain how the author uses various types of evidence and consideration of alternatives to support the argument	(refer to the genre)
		7.7C.1 analyze how characters' qualities influence events and resolution of the conflict	7.7C.2 analyze how characters' qualities influence events and resolution of the conflict	7.7C.3 analyze how characters' qualities influence events and resolution of the conflict			
		7.7D.1 analyze how the setting influences character and plot development	7.7D.2 analyze how the setting influences character and plot development	7.7D.3 analyze how the setting influences character and plot development			
		7.7E.1 summarize how literature helps us better understand ourselves, cultures, and times *	7.7E.2 share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *	7.7E.3 summarize how drama helps us better understand ourselves, cultures, and times *		7.7E.5 identify how literature develops the faculty of personal judgment *	
		7.7F.1 articulate how spiritual knowledge and enduring truths are represented and communicated *			7.7F.4 analyze how informational text assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments *	7.7F.5 analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments *	

### Author's Craft: Thinking About the Writing

**7.8 Author's Craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction (.1)	Poetry (.2)	Drama (.3)	Informational (.4)	Persuasive (.5)	Multimodal/Digital (.6)
7.8A-H analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Point of View	7.8A.1 identify the use of literary devices, including subjective and objective point of view	7.8A.2 identify the use of literary devices, including subjective and objective point of view	7.8A.3 identify the use of literary devices, including subjective and objective point of view	7.8A.4 identify the use of literary devices, including subjective and objective point of view	7.8A.5 identify the use of literary devices, including subjective and objective point of view	7.8A.6 identify the use of literary devices, including subjective and objective point of view
	Structure	7.8B.1 analyze how the use of text structure contributes to the author's purpose	7.8B.2 analyze how the use of text structure contributes to the author's purpose	7.8B.3 analyze how the use of text structure contributes to the author's purpose	7.8B.4 analyze how the use of text structure contributes to the author's purpose	7.8B.5 analyze how the use of text structure contributes to the author's purpose	7.8B.6 analyze how the use of text structure contributes to the author's purpose
		7.8C.1 analyze the author's use of print and graphic features to achieve specific purposes	7.8C.2 analyze the author's use of print and graphic features to achieve specific purposes	7.8C.3 analyze the author's use of print and graphic features to achieve specific purposes	7.8C.4 analyze the author's use of print and graphic features to achieve specific purposes	7.8C.5 analyze the author's use of print and graphic features to achieve specific purposes	7.8C.6 analyze the author's use of print and graphic features to achieve specific purposes
	Language	7.8D.1 describe how the author's use of figurative language such as metaphor and personification achieve specific purposes	7.8D.2 describe how the author's use of figurative language such as metaphor and personification achieve specific purposes	7.8D.3 describe how the author's use of figurative language such as metaphor and personification achieve specific purposes	7.8D.4 describe how the author's use of figurative language such as metaphor and personification achieve specific purposes	7.8D.5 describe how the author's use of figurative language such as metaphor and personification achieve specific purposes	7.8D.6 describe how the author's use of figurative language such as metaphor and personification achieve specific purposes
		7.8E.1 analyze how the author's use of language contributes to mood, voice, and tone	7.8E.2 analyze how the author's use of language contributes to mood, voice, and tone	7.8E.3 analyze how the author's use of language contributes to mood, voice, and tone	7.8E.4 analyze how the author's use of language contributes to mood, voice, and tone	7.8E.5 analyze how the author's use of language contributes to mood, voice, and tone	7.8E.6 analyze how the author's use of language contributes to mood, voice, and tone
		7.8F.1 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F.2 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F.3 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F.4 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F.5 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F.6 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations
		7.8G.1 explain how Christian and Western symbols and symbolism communicate the battle between good and evil*					

### Independent Reading

**7.9 Self-Sustained Reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

7.9A self-select text and read independently for a sustained period of time

7.9B share beautifully told and well-crafted works\*

### Responding to Text (applied to both Shared Reading and Independent Reading)

**7.10 Response Skills:** (listening, speaking, reading, writing, and thinking using multiple texts) The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

#### Ways to Show (Response Skills)

7.10A describe personal connections to a variety of sources, including self-selected texts	7.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres	7.10C use text evidence to support an appropriate response	7.10D paraphrase and summarize texts in ways that maintain meaning and logical order	7.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	7.10F respond using newly acquired vocabulary as appropriate	7.10G discuss and write about the explicit or implicit meanings of text	7.10H respond orally or in writing with appropriate register, vocabulary, tone, and voice	7.10I reflect on and adjust responses as new evidence is presented
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## Grade 7 English Language Arts and Reading

Writing	
<b>7.11 Writing Process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. <b>7.12 Genre and Composition.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process)
7.11A apply the steps of the writing process to compose multiple texts	7.11A.1 <b>plan a first draft</b> by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests 7.11A.2 <b>develop drafts</b> into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; develop an engaging idea reflecting depth of thought with specific facts, details, and examples 7.11A.3 <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety 7.11A.4 <b>edit drafts</b> using standard English conventions, including: 7.11A.4.a complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments 7.11A.4.b consistent, appropriate use of verb tenses and active and passive voice 7.11A.4.c conjunctive adverbs 7.11A.4.d prepositions and prepositional phrases and their influence on subject-verb agreement 7.11A.4.e pronoun-antecedent agreement 7.11A.4.f subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor 7.11A.4.g correct capitalization 7.11A.4.h punctuation, including commas to set off words, phrases, and clauses, and semicolons 7.11A.4.i correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 7.11A.5 <b>publish written work</b> for appropriate audiences
7.12A compose literary texts	7.12A.1 compose personal narratives using genre characteristics and craft 7.12A.2 compose fiction using genre characteristics and craft 7.12A.3 compose poetry using genre characteristics and craft 7.12A.4 compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft 7.12A.5 compose multi-paragraph argumentative texts using genre characteristics and craft 7.12A.6 compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure

Research (embedded skills throughout Reading and Writing)	
<b>7.13 Inquiry and Research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
Application	Supporting Standards - Instructional Focus
7.13A use research skills to plan and present in written, oral, or multimodal formats	7.13A.1 generate student-selected and teacher-guided questions for formal and informal inquiry 7.13A.2 develop and revise a plan 7.13A.3 refine the major research question, if necessary, guided by the answers to a secondary set of questions 7.13A.4 identify and gather relevant information from a variety of sources 7.13A.5 differentiate between primary and secondary sources 7.13A.6 synthesize information from a variety of sources 7.13A.7 differentiate between paraphrasing and plagiarism when using source materials 7.13A.8 examine sources for reliability, credibility, and bias 7.13A.9 examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype 7.13A.10 display academic citations and use source materials ethically 7.13A.11 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results