



The Diocese of Knoxville

Living our Roman Catholic faith in East Tennessee

GRADE SEVEN LITERATURE/ENGLISH

The Diocese of Knoxville has adapted the following Reading standards to establish the knowledge, understanding, and skills students need to acquire in order to satisfy the English requirements for Grade 7. These standards are intended for teachers, students, and parents.

READING APPLICATION

Each year students' reading should demonstrate their development in applying the strategies learned to comprehend and interpret information and develop skills that are the foundation for independent reading. Students advancing through the grades are expected to meet each year's specific standards, retain or further develop skills and understandings mastered in previous grades, and work steadily toward meeting the more general expectations described in the anchor standards.

Reading is divided into three standards:

- I. Foundational Reading:** Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonemic awareness, vocabulary acquisition, English syntax and other basic conventions of the English reading and writing system.
- II. Literature Reading:** Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is appreciated for artistic value.
- III. Informational Reading:** Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts and tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

SUMMARY-READING

GRADE SEVEN (7)

Students in Grade 7 are now demonstrating fluent oral reading. Intonation, pacing, and articulation are appropriate for the text. Students understand and use the internet to gather information for oral presentations and written reports. Seventh grade students engage in comparative analysis of different texts. Seventh grade students critically read and analyze material from various sources.

Seventh grade readers continue increasing their oral reading rate to conversational pace. They demonstrate appropriate use of pauses, pitch, stress and intonation as they read in clauses and sentences to support comprehension. Seventh graders have mastered the art of silent reading and can read independently.

The Diocese of Knoxville stipulates the following outcome skills in reading for Grade Seven students:

Vocabulary Development

1. Determine the meaning of unknown words by using a variety of context clues, including word sentence and paragraph clues.
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
3. Recognize the difference between the meanings of connotation and denotation.
4. Apply the meaning of the terms *synonym*, *antonym*, *homophone* and *homograph* with grade level vocabulary.
5. Identify and understand figurative language and discern what the author's purpose is in choosing the specific figurative language.
6. Identify etymology of a word (s).
7. Memorize the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.
8. Use dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars, to increase vocabulary development.
9. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.

Strategic thinking in literature

10. Compare and contrast information on a single topic or theme across different text and non-text resources.
11. Summarize important information in texts to demonstrate comprehension.
12. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
13. Select, create and use graphic organizers to interpret textual information.
14. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
15. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or referring back to the text.
16. List questions and search for answers within the text to construct meaning.
17. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

18. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Strategic thinking in informational text

19. Make inferences about informational text from the title page, table of contents and chapter headings.
20. Summarize main ideas in informational text, using supporting details as appropriate.
21. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.
22. Identify examples of cause and effect used in informational text.
23. Draw conclusions from information in maps, charts, graphs and diagrams.
24. Clarify steps in a set of instructions or procedures for completeness.
25. Distinguish from validity in abstract principles and moral truths.
26. Describe the thoughts, words and interactions of characters.
27. Identify the main incidents of a plot sequence identifying the major conflict and its resolution.
28. Distinguish between third person limited, omniscient, objective and unreliable narrators.
29. Analyze the theme and whether it is implied or stated directly.
30. Interpret how an author's choice of words appeals to the senses and suggests mood.
31. Identify figurative language in literary works, including idioms, similes and metaphors.
32. Identify literary elements in literature.
33. Distinguish between direct and indirect characterization. (STEAL: speech, thoughts, effects on others, actions, looks).
34. Explain the influence of setting on tone, mood, foreshadowing.
35. Identify the main incidents of a plot sequence and explain how they influence future action.
36. Identify the speaker and explain how point of view affects the text.
37. Summarize stated and implied themes.
38. Describe the defining characteristics of literary forms and genres, including poetry, drama, fables, novels, biographies, fiction and non-fiction.

STANDARD-READING

GRADE SEVEN (7)

READING: LITERATURE

1. KEY IDEAS AND DETAILS

STANDARD(S)

STANDARD DESCRIPTION

RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text; Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.
- RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot); Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.
- RL.7.3A** Analyze how particular lines of dialogue or specific incidents in the story or drama propel the action, reveal aspects of character, or provoke a decision.
- RL.7.3B** Compare and contrast works of various authors.
- RL.7.3C** Interpret text using background knowledge, literary elements, and inferences.

II. CRAFT AND STRUCTURE

- RL.7.4** Interpret the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze and describe in detail the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5** Analyze how dramas or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.5A** Describe how a sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.
- RL.7.5B** Recognize structures, styles and genres in literature.
- RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text; Compare the point of view from which different stories are narrated, including the difference between first-and their-person narrations.

RL.7.6A Analyze how the author presents the points of view of different characters in a story or drama, including their different reactions to the same person or events.

RL.7.6B Recognize the use of cultural dialects through reading experiences.

III.INTEGRATION OF KNOWLEDGE AND IDEAS

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film, as well as analyzing how the delivery of speech affects its impact).

RL.7.8 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.8A Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbolism).

RL.7.9 Distinguish among fact, opinion, propaganda, and reasoned judgment presented in a text.

RL.7.10 Expand and use vocabulary critical to the meaning of text.

RL.7.11 Develop analytical sense of word meaning through the analysis of common Latin and Greek root words, prefixes and suffixes.

RL.12 Apply Catholic beliefs and teachings in the evaluation of literary themes and plots.

III. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.7.13 Read and comprehend literature, including stories, dramas and poetry, in the grades 7-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.7.14 With guidance, self-select appropriate text for research and personal reading.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

II. CRAFT AND STRUCTURE

- RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7 Discuss how text structure affects meaning including chronological order, order of importance and spatial order.

V. INTEGRATION OF KNOWLEDGE AND IDEAS

- RI.7.8 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's

portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

- RI.7.9** Trace and evaluate the premises of an argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9A** Distinguish deductive and inductive reason at age appropriate level. Use clear terms--logical premises/valid conclusions. (The use of Thomistic questioning would be effective. “More than century later, many of the insights of his (Leo XIII) Encyclical Letter have lost none of their interest from either a practical or pedagogical point of view—most particularly, his insistence upon the incomparable value of the philosophy of Saint Thomas”. St. John Paul II).
- RI.7.10** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.11** Expand the use of reference materials for gathering information and develop rubrics for evaluating validity of sources from web sources.
- RI.7.12** Extend awareness of world cultures and historical perspectives through diverse texts, including first-person materials, account of historical events, documents and historical fiction.
- RI.7.13** Distinguish among fact, opinion, abstract truths, propaganda, and reasoned judgment presented in a text.
- RI.7.14** Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.
- RI.7.15** Expand and use vocabulary critical to the meaning of the text.

RI.7.16

Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading additional texts.

RANGE OF READING LEVEL OF TEXT COMPLEXITY

RI.7.17

By the end of the year read and comprehends literary nonfiction in the grades 7-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE SEVEN ENGLISH LANGUAGE

The Diocese of Knoxville has adapted the following English Language standards to establish for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the English requirements for seventh grade.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students progress through school the essential rules of standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary, written and spoken English including the conventions and mechanics of the English language.

English /Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English**
- II. Knowledge of Language**
- III. Vocabulary Acquisition and Use**

SUMMARY-ELA

GRADE SEVEN (7)

Seventh grade students demonstrate command of the conventions of English grammar and usage when writing and speaking. Students can explain the functions of conjunctions, prepositions, and interjections, as well as verb tenses to convey various times, sequences, states and conditions. Grade 7 students recognize and are able to correct inappropriate shifts in verb tenses. Seventh grade students have a command of capitalization, punctuation, and spelling. They use knowledge of language when writing, speaking, reading or listening, and can compare and contrast dialects or

registers used in stories, poems or drama. Students have the knowledge to clarify the meanings of unknown multiple-meaning words and phrases based on grade level appropriate readings, by using cause/effect relationships, Greek and Latin affixes and roots, and are able to consult reference materials both print and digitally. Students also understand the meanings and usage of word relationships, figurative language, and nuances in word meanings.

The Diocese of Knoxville stipulates the following outcome skills in English for Seventh Grade students:

1. Write legibly in cursive writing.
2. Use punctuation correctly.
3. Use correct capitalization.
4. Use various parts of speech such as nouns, pronouns, prepositions, adverbs, verbs (e.g., regular and irregular, past, present and future).
5. Use objective and nominative case pronouns.
6. Identify and use various clauses.
7. Determine the meanings of unknown words from grade level readings.
8. Interpret figurative language in context.
9. Recognize and explain idioms, adages, proverbs, parables.
10. Utilize the relationship between particular words (e.g., synonyms, antonyms, homographs).
11. Use accurately and spell appropriately general academic, grade specific words and phrases.

STANDARDS-ENGLISH

GRADE SEVEN (7)

I. CONVENTIONS OF STANDARD ENGLISH

<u>STANDARD(s)</u>	<u>STANDARD DESCRIPTION</u>
L.7.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.7.1.1	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.2	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- L.7.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.1.3A Demonstrate understanding of and use of predicate nominative and predicate adjective (aka predicate nouns and subject complements).
- L.7.1.3B Identify the use of verbals (gerunds, participles, and infinitives) and appositives.
- L.7.1.3C Use words in the possessive case, the nominative case and the objective case.
- L.7.1.3D Identify and use transitive and intransitive verbs.
- L.7.1.3E Use nouns of direct address and appositives.
- L.7.1.3F Identify and use predicate nominatives and predicate adjectives
- L.7. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2.1 Use a comma to separate coordinating adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old (,) green shirt*). Use punctuation correctly including commas, parentheses, dashes, ellipses, brackets.
- L.7.2.2 Spell correctly academic, grade specific words.
- L.7.2A Produce legible written work applying the standards of correct cursive writing.

II. KNOWLEDGE OF LANGUAGE

- L.7.3 Use knowledge of language and its conventions when writing, speaking,

reading, or listening.

- L.7.3.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

III. VOCABULARY ACQUISITION AND USE

- L.7.4 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.

- L.7.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.7.5 A Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or dictionaries, both print and digital.

- L.7.5B Use known and root word as a clue to the meaning of an unknown word with the same root (e.g., *belligerent*, *bellicose*, *rebel*).

- L.7.5C Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up a word in the dictionary).

- L.7.5D Interpret various figures of speech (e.g., allegory) relevant to particular texts.

- L.7.5E Understand word relationships; Trace the network of uses and meaning that different words have and the interrelationships among the meanings and uses.

L.7.5F Distinguish among the connotations (associations) of words with similar denotations (definitions).

L.7.6 Use grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text.

GRADE SEVEN WRITING

The Diocese of Knoxville has adapted the following writing standards to establish clearly to teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the writing requirements for Grade Seven. The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

WRITING APPLICATION

Each year student's writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose**
- II. Production and Distribution of Writing**
- III. Research to Build and Present Knowledge**
- IV. Range of Writing**
- V. Handwriting**

SUMMARY-WRITING

GRADE SEVEN(7)

In Grade 7, students refine and build upon previously learned knowledge and skills in increasingly complex essays. On a regular basis, 7th grade students are expected to produce clear, coherent, and focused essays that are error-free. Seventh grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Seventh grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Seventh-graders use every

phase of the writing process and continue to build their knowledge of writing conventions. Students draw data from multiple primary and secondary sources for use in research reports and projects.

Seventh grade writing standards focus on the writing process as the primary tool to help students become independent writers. Seventh grade students use available technology to support aspects of creating, revising, editing, and publishing texts. Students compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, and page orientation). Students also develop simple databases and spreadsheets to manage information and prepare reports.

Grade 7: Writing Purposes

In seventh grade, students write to express, discover, record, develop, reflect on ideas, and to problem solve, and produce texts of at least 500 to 700 words. Specifically, 7th grade writing standards stipulate that students write in the following forms:

- **Narrative:** Seventh grade students write fictional or autobiographical narratives that develop a standard plot line (including rising action, conflict, suspense, climax, falling action, and resolution) and point of view. Students use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, and expressions) and include complex major and minor characters, a definite setting, figurative language, and descriptive words or phrases to enhance style and tone.
- **Expository:** Seventh grade students write a variety of specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs. Other 7th grade expository writing applications include technical text (e.g., procedures, instructions, experiments); informal communications (e.g., friendly letters, thank-you notes); formal communications (e.g., business letters, invitations); directions to unfamiliar locations; and recording information related to a topic (e.g., observations, notes, lists, charts, legends).
- **Research Reports:** In 7th grade, students pose relevant and tightly drawn questions about the topic and write to convey clear and accurate perspectives. Writing supports the main idea or ideas with evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries). Students document reference sources by means of footnotes and a bibliography.
- **Persuasive:** Students write to influence, such as to persuade, argue, and request. In Grade 7, persuasive compositions should state a clear position or perspective in support of a proposition or proposal. Seventh-graders describe the arguments in support of the proposition, employing detailed evidence, as well as anticipate and address reader concerns and counterarguments. In addition to essays, a seventh grade persuasive writing assignment could be an advertisement, speech, or public service announcement. In tackling these writing tasks, students use persuasive techniques such as word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, and/or irony.
- **Creative:** Students write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
- **Responses to Literature:** Seventh grade students develop an interpretation exhibiting careful reading, understanding, and insight. Writing shows organization around several clear ideas,

premises, or images from the literary work. Students justify interpretations through sustained use of examples and textual evidence.

- **Summaries:** Students write summaries of reading material that include the main ideas and most significant details. The summaries use the student's own words, except for quotations. The student's goal is to reflect underlying meaning, not just the superficial details.

In addition, seventh graders choose the appropriate form for their own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions.

Grade 7: Writing Evaluation

Seventh grade students learn to respond constructively to others' writing and determine if their own writing achieves its purposes. In Grade 7, students also apply criteria to evaluate writing and analyze published examples as models for writing. Writing standards recommend that each student keep and review a collection of his/her own written work to determine its strengths and weaknesses and to set goals as a writer. In addition, seventh grade students evaluate the purposes and effects of film, print, and technology presentations. Students assess how language, medium, and presentation contribute to meaning.

Seventh grade students learn to produce clear and coherent writing appropriate to task, purpose, and audience that is strengthened through planning, revising, editing, and rewriting, or beginning anew. They apply seventh grade Reading Standards to exhibit in writing comparing/contrasting characters, settings, or events in a story. They also apply Reading Standards to explain author's use, reasons, and evidence to support and identify reasons and evidence of support.

The Diocese of Knoxville stipulates the following outcomes in writing application for Grade Seven students:

1. Write narratives with a consistent point of view, using sensory details, setting, dialogue and characterization to develop plot.
2. Use story arcs, timelines, story boards, mentor texts, graphic organizers, or thinking maps to plan for narrative writing.
3. Write compositions to novels, stories and poems that organize an interpretation around a central thesis with several supporting ideas that justify the interpretation through the use of examples and specific textual evidence.
4. Incorporate evidence from the text as a means to elaborate on important points and details within expository writing.
5. Write formal business letters that state a purpose, make requests or give compliments in standard business letter format.
6. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast, argument, persuasion) and includes facts, details and examples to illustrate important ideas.
7. Differentiate between argumentative and persuasive essays.

8. Write argumentative essays.
9. Write persuasive essays to defend a topic or opinion with a thesis and be able to define and classify types of evidence or methods as ethos, pathos, and logos.
10. Produce informal writings (e.g. journals, notes and poems) for various purposes.
11. Conduct background reading, interviews or surveys when appropriate to complete writing.
12. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, and Venn diagrams) to plan writing.
13. Organize writing, beginning with an introduction, body, resolution of plot, and closing statement.
14. Vary sentence structures, language, and style to audience and purpose.
15. Use technology to compose text.
16. Reread, rearrange proofread writings to assess for clarity, mechanics, and methods.
17. Apply tools (e.g., rubric checklist and feedback) to judge the quality of writing.
18. Prepare for publication (e.g., for display or sharing with others) writings that follow a format appropriate to the purpose using electronic resources and graphics to enhance the final product.

STANDARD-WRITING

GRADE SEVEN

I. TEXT TYPES AND PURPOSES

STANDARD

STANDARD DESCRIPTION

W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.2	Support claim(s) with logical reason and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.3	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
W.7.1.4	Establish and maintain a formal style.

- W.7.1.5** Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- W.7.2.1** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- W.7.2.2** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2.3** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2.5** Establish and maintain a formal style.
- W.7.2.6** Provide a concluding statement or section that follows from the information or explanation presented.
- W.7.2.6A** Produce essays of varying length and for a variety of purposes.
- W.7.2.6B** Use MLA style for bibliography.
- W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3.1** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- W.7.3.2** Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters.
- W.7.3.3** Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3.4** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3.5** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.7.3.5A** Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.
- W.7.3.5B** Write analytical responses to poetry.
- W.7.3.5C** Write poetry using the elements of poetry (e.g., rhyme, meter, sensory language, alliteration, simile, metaphor, etc).
- W.7.3.5D** Write for communication and correspondence: friendly and business letters, memos, thank you notes, e-mail and electronic notes.

II. PRODUCTION AND DISTRIBUTION OF WRITING

- 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 defined in Standards 1-3).
- W.7.5** With some guidance and support from adults and peers, 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 standards).

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Apply spelling and grammar rules to written work across all content areas.

W.7.8 Emphasize content as well as mechanics in all written work.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.7.9 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.10 Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard form of citation.

W.7.11 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.12 Apply *Grade 7 Reading Standards* to literature (e.g., “compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors use fiction use or alter history”).

W.7.13 Apply *Grade 7 Reading Standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

IV. RANGE OF WRITING

W.7.14 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline, specific tasks, purposes and audiences.

W.7.15 Write responses to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as describe what they have learned.

V. HANDWRITING

HW.7 Use the conventions of cursive in purposeful writing activities.

Note: Seventh grade students should be very competent in keyboarding and the utilization of technology for production and publication of work. However, cursive writing should be the standard format for daily, routine writing activities such as classwork.

GRADE SEVEN SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Seven (7).

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation and Knowledge and Ideas

SUMMARY-SPEAKING AND LISTENING

GRADE SEVEN (7)

Seventh grade students effectively engage in a range of collaborative discussions with diverse partners on Grade 7 topics. Students are prepared for discussions and follow the agreed-upon rules for discussions and assigned roles. Students can pose and respond to specific questions and draw conclusions based on information and knowledge from the discussion. Students in Grade 7 can summarize and paraphrase a written text presented in diverse media and formats, including visually, quantitatively, and orally. Students also can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Students in Grade 7 can report on a topic or argue a point persuasively, sequencing ideas logically by using appropriate facts and relevant details speaking clearly at an understandable pace. Students can understand the protocol of formal debate and use this method effectively to present an argument and counter-argument. The use of technology and multimedia components are an integral part in providing visual displays supporting the presentation. Seventh grade students can be highly creative in their projects and products and their natural tendency towards creature and display should be nurtured and further developed. Students in Grade 7 can adapt speech to a variety of contexts using formal English when appropriate to task and situation. Through the use of Socratic seminars and philosophical chairs, students can present and defend positions orally.

The Diocese of Knoxville stipulates the following outcomes in Speaking and Listening for Grade Seven students:

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Discuss how facts and opinions are used to shape the opinion of listeners and viewers.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:

- A) Demonstrates an understanding of the topic and present events or ideas in a logical sequence;
 - B) Support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes.
 - C) Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
 - D) Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology
 - E) Draw from several sources used
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details.
10. Deliver persuasive presentations that:
- A) Establish a clear position
 - B) Include relevant evidence to support a position and to address potential concerns of listeners
 - C) Follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).
11. Debate using formal protocols for debate.

STANDARDS-SPEAKING AND LISTENING GRADE SEVEN

I. COMPREHENSION AND COLLABORATION

<u>STANDARD(s)</u>	<u>STANDARD DESCRIPTION</u>
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.
SL.7.1.1	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1.2	Follow rules for collegial discussions, track progress toward specific goals and deadlines, define individual roles as needed.

- SL.7.1.3 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1.4 Acknowledge new information expressed by others and, when warranted, modifies their own views.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

III. PRESENTATION OF KNOWLEDGE AND IDEAS

- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and finding and emphasize salient points.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3).
- SL.7.7 Demonstrate respect for views of others judging new ideas in light of Catholic doctrine.
- SL.7.8 Acknowledge new information provided by others and incorporates it into their own thinking as appropriate.
- SL.7.9 Use appropriate manners and speech when addressing individuals or groups.