Diocese of Raleigh
Catholic Schools

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Grade 7 - English/Language Arts Standards

Diocese of Raleigh

May 2019

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.
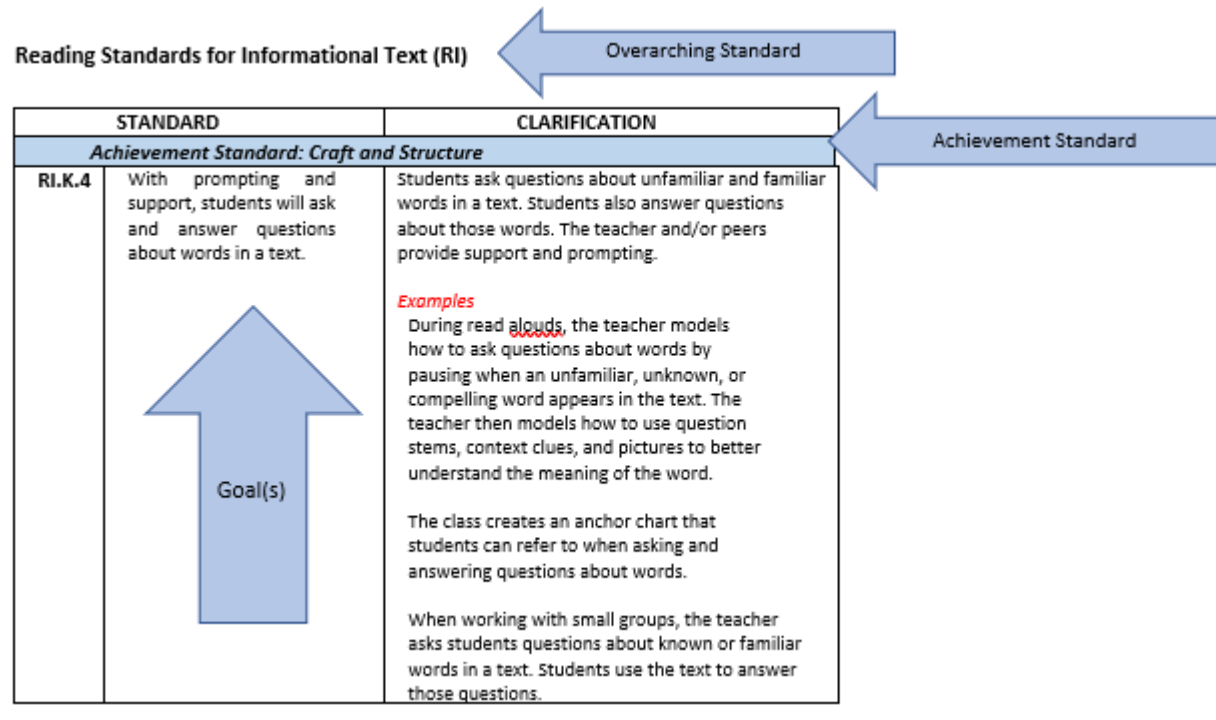
INTRODUCTION

 The English Language Arts Standards are intended for use in in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE

Reading Standards for Informational Text (RI)

Overarching Standard

STANDARD	CLARIFICATION
Achievement Standard: Craft and Structure	
RI.K.4 With prompting and support, students will ask and answer questions about words in a text.	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting.

Achievement Standard

Examples
During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word.

The class creates an anchor chart that students can refer to when asking and answering questions about words.

When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.

Goal(s)

DOR Standards aligned with the North Carolina English Language Arts Standard Course of Study 2017

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Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

RL.2.1

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of **key details** in a **text**.

Standards created by Diocese of Raleigh Catholic Schools Office

Curriculum

National Geographic Kids: Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering who, what, when, where and how questions about the text.

GRADE 7

READING STRAND: K-12 Standards for reading define what students should understand and be able to do by the *end of each grade.* Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Achievement Standards for Reading

Key Ideas and Evidence
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity
10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
Achievement Standard: Key Ideas and Evidence		
RL.7.1	Cite several pieces of **textual evidence** to support **analysis** of what the **text** says **explicitly** and make inferences drawn from the text.	Students use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states by making inferences/conclusions. Examples: ● Provide students with an inference and inform them of the evidence they must find to support the inference. ● Use a variety of graphic organizers to answer text-dependent questions. For example: "It Says," "It Means," and "And So." In the first column, students list the pieces of textual evidence. In the second column, students explain what the piece of evidence means. In the third column, students explain the inference drawn from this piece of evidence.
RL.7.2	Determine a **theme** of a **text; analyze** its development over the course of the text. Provide an **objective summary** of the text.	Students will write the theme and analysis in complete sentences. *Examples* ● Identify the main characters or narrators (Somebody), their motives (Wanted), the major conflict and theme (But), how they addressed the major conflict and theme (So), and how the major conflict was resolved (Then). Using this information, students write objective summaries.

STANDARD		CLARIFICATION
RL.7.3	**Analyze** how particular elements of a story or **drama interact**.	Students examine how certain elements (such as character, conflict, setting, plot and resolution) of a story or drama impact each other. *Examples:* ● Choose one part of a fictional text read in class and change one of the most important literary elements in that part of the text and explain how a change in literary element would alter the text as a whole. ● Use a plot-diagram to map out a story.
Achievement Standard: Craft and Structure		
RL.7.4	Determine the figurative and connotative meaning of words and **phrases** as they are used in a **text**. **Analyze** the impact of rhymes and repetitions of sounds on meaning and **tone** in a specific line or section of a literary work.	Examples: ● Teach how to examine bias, hidden messages, and emotional factors presented by the author. ● Read aloud or use an audio recording so students hear rhymes and repetitions and discusses how they influence the tone and the meaning. ● Analyze, explore and evaluate underlying assumptions of author.
RL.7.5	Analyze how the form or structure contributes to the meaning of a drama, poem, or other genre.	Students examine how the form (e.g. monologue, soliloquy, sonnet, anecdote) or structure of a literary text adds to the text's meaning as a whole. Example: ● Discuss how a sonnet's meaning would change had it been in another form (e.g. a free verse poem). ● Read a soliloquy and annotate insights that are provided about that character. Students discuss how soliloquies offer a glimpse into a character's innermost thoughts and feelings during critical parts of a play. ● Draw conclusions based on evidence, reasons and relevant information.

STANDARD		CLARIFICATION
RL.7.6	Analyze how an author develops and contrasts the different perspectives and points of view in a text.	*Examples:* ● Analyze what different characters do, say, and think throughout a text in order to determine how the author has developed and communicated his/her unique perspective.

STANDARD		CLARIFICATION
Achievement Standard: Integration of Ideas and Analysis		
RL.7.7	**Compare and contrast** a written story, **drama**, or **poem** to its audio, filmed, staged, or multimedia version. **Analyze** the effects of techniques unique to each medium.	Students note the similarities and differences between a written story, drama, or poem and a version of the text that is meant to be heard, watched, or experienced through lighting, sound, color, camera focus and angles in a film. Examples: ● Highlight or note the similarities and differences between the techniques used in each.
RL.7.8	Not applicable to literature.	
RL.7.9	character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Examples: ● Read both a historical account and a fictional portrayal about the same person. Use graphic organizers to compare/contrast how the two authors present the person or event. ● Determine if the author of a fictional portrayal stayed true to the facts and presented a more realistic or fictionalized version of the person.

STANDARD	CLARIFICATION
Achievement Standard: Range of Reading and Level of Complexity	
RL.7.10 Read and understand literature on or above grade level, **proficiently** and **independently,** for sustained periods of time. Connect prior knowledge and experiences to text.	Students competently read and understand a variety of literature. They are able to read independently for an extended period of time and make connections to their background knowledge and relevant experiences to engage with text through reading independently. Examples: ● Integrate independent reading seamlessly into regular instruction. ● Provide students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension. .

Reading Standards for Informational Text (RI)

STANDARD		CLARIFICATION
Achievement Standard: Key Ideas and Evidence		
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.	Students use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states. Examples: ● Students collect evidence from text to support answers and inferences.
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.	Using the central ideas and key details, students summarize the text, being sure to omit any personal opinions or bias. Examples: ● Brainstorm a list of central ideas from the text and create a summary that traces the central idea.
RI.7.3	**Analyze** the interactions between individuals, **events**, and ideas in a **text**.	Students examine the relationship between specific people, events, and concepts in a text to explain how they impact each other. *Examples:* ● Use graphic organizers to list key people, events, and ideas. ● Make connections through sharing information within a small group.

STANDARD	CLARIFICATION
Achievement Standard: Craft and Structure	

RI.7.4 Determine the meaning of words and **phrases** as they are used in a **text**.
 	
Analyze the impact of a specific word choice on meaning and **tone**.
	Students examine the text to understand the meaning of words or phrases; then analyze how a word chosen by the author affects the meaning and tone of text.
	
	Examples:
	● Give one word to students to define and analyze using text evidence.
	● Provide questions to guide students' analyses including:
	   ○ "How does this word impact the meaning of the text?"
	   ○ "How does this word impact the tone of the text?"
	   ○ "What alternative words may have similar meaning, or impact the tone in similar ways?"

STANDARD	CLARIFICATION

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.	Students examine the organizational structure of a text, including how chapters or subsections add to the overall progression of its ideas.
	
	Examples:
	● Provide questions to guide analysis including:
	   ○ "How do the _____section and the _____section correspond to one another?"
	   ○ "What clues are in the topic sentences that tell us about the text's structure?"
	   ○ "Why is this section/chapter so important to the overall text or development of ideas?"
	● Create an outline detailing the contribution of each major section to the text.

STANDARD		CLARIFICATION

RI.7.6	Determine an author's **point of view** and **purpose** in a **text.**
	
	Analyze how the author distinguishes his or her position from that of others.
		Students establish the author's beliefs about a subject and his/her reason for writing a text (to inform, persuade, entertain, describe). Explain how the author makes his/her point of view unique or noteworthy.
		
		Examples:
		● Analyze the text through these three lenses:
		  ○ "What is the author's opinion about the topic of this text?"
		  ○ "What details support this viewpoint?"
		  ○ "How does this author distinguish his/her position from others?
		
		● Share their analysis and create notes to explain the author's point of view and purpose.

Achievement Standard: Integration of Ideas and Analysis		
RI.7.7	**Compare and contrast** a text to an audio, video, or multimedia version of the **text**, **analyzing** each medium's portrayal of the subject.	Students explain how a written version of a text is similar to and different from an audio, video, or multimedia version of the same text. They analyze how each of these different versions depicts the subject. For example, how the delivery in an audio recording of a speech affects the impact of the written words. Examples: ● Play an audio or video version of the text, and have students follow along as they read. ● Use the first part of the speech to model how to highlight words that have an emotional impact on the listener or viewer that is different from the impact when the words are read silently. ● Use a graphic organizer to compare different versions of the text. Then create a summary explaining how the versions of the text are similar and different.

	STANDARD	CLARIFICATION
RI.7.8	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.	Examples: ● Provide students with a framework or flowchart to track evidence as the teacher reads an argument text aloud and determine if the evidence is relevant to the claims after the entire text has been read. ● List the criteria for evaluating whether reasoning is sound and evidence is relevant and sufficient. ● Create a rubric to use when reading arguments and claims.
RI.7.9	**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.	Examples: ● Read two argumentative texts that present different claims on the same topic, record the major claim from each of the texts on a T-chart, and write the evidence used to support each claim in the columns below. ● Read a secondary source text about a famous event in history. Then read a personal account of the same event and identify how the two texts conflict on the same historical account. ● Synthesize the major points of each text by writing conclusion statements about how the event or person is presented-either positively or negatively-by different authors.
	STANDARD	CLARIFICATION
Achievement Standard: Range of Reading and Level of Complexity		
RI.7.10	By the end of grade 7, **independently** read and understand **informational texts** on or above grade level for sustained periods of time. Connect prior knowledge and experiences to **text**.	Students use teacher provided strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension. *Examples:* ● Integrates independent reading seamlessly into regular instruction. ● Read informational text independently, including long and short nonfiction selections. ● Use post-it notes as tools for annotation of selections. ● Note new ideas learned and questions raised about the topic after reading the text.

GRADE 7

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade.*

Achievement Standards for Writing
Standards

Text Types, Purposes, and Publishing
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standards (W)

STANDARD		CLARIFICATION
Cluster: Text Types, Purposes, and Publishing		
W.7.1	Write **arguments** to support **claims** with clear **reasons** and relevant evidence using the *6+1 Traits of Writing.* a. Organize information and ideas around a **topic** to plan and prepare to write. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and **relevant evidence**, using accurate, credible sources and demonstrating an understanding of the topic or **text**. d. Use words, **phrases**, and clauses to create **cohesion** and clarify the relationships among claim(s), reasons, and evidence. **e.** Establish and maintain a **formal style.** f. Provide a concluding statement or section that follows from and supports the argument presented. g. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.	All writing instruction should be based on the 6 +1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder. Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)

	STANDARD	CLARIFICATION
W.7.2	Write informative/expository **texts** to examine a **topic** and convey ideas, concepts, and information through the selection, organization, and **analysis** of relevant content using the *6+1 Traits of Writing.* a. Organize information and ideas around a topic to plan and prepare to write**.** b. 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**, **graphics**, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, **concrete details**, quotations, or other information and examples.	All writing instruction should be based on the 6 +1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder. Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)

STANDARD	CLARIFICATION
d. Use appropriate **transitions** to create **cohesion** and clarify the relationships among ideas and concepts. e. Use precise language and **domain-specific vocabulary** to inform about or explain the topic. **f.** Establish and maintain a **formal style.** g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.	

STANDARD		CLARIFICATION
W.7.3	Write narratives to develop real or imagined experiences or **events** using effective technique, **relevant descriptive details,** and well- structured event **sequences** using the *6+1 Traits of Writing.* a. Organize information and ideas around a **topic** to plan and prepare to write. b. 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. c. Use narrative techniques, such as dialogue, **pacing**, and description, to develop experiences, events, and/or characters. d. Use a variety of **transition words**, phrases, and clauses to convey sequence and signal shifts from one time frame or **setting** to another. e. Use precise words and **phrases,** relevant	All writing instruction should be based on the 6 +1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder. Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)

		descriptive details, and **sensory language** to capture the action and convey experiences and events.	
		f. Provide a conclusion that follows from and reflects on the narrated experiences or events. g. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.	
W.7.4	Use **digital tools** and resources to produce and **publish** writing, link to and cite sources, and to **interact** and collaborate with others.	*Examples:* ● Provide list(s) of vetted sources on a topic. Choosing 3 to 4 sources, students will create a brief research project providing citations and links for each quoted reference. ● Digital tools and resources include: screencasts, articles, conferencing apps, web extensions, and collaborative websites.

STANDARD	CLARIFICATION
Achievement Standard: Research	
W.7.5 Conduct short **research** projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Students will organize and carry out a short research project that utilizes multiple sources to answer the research question and generate follow-up questions.
W.7.6 Gather relevant information from multiple print and **digital sources**, using search terms effectively. Assess the credibility and accuracy of each source. Quote or **paraphrase** the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Students should utilize MLA, APA, Chicago Style, etc. format to avoid plagiarism and copyright infringement during research process. *Examples:* ● Distribute a list of information from various sources (both print and digital) after the topic of research has been assigned. Students then sort through list discerning pertinent information and sources. Students then discuss findings with class. ● Provide students with print source. Students will annotate pertinent information to be paraphrased. Students then practice citing source from article on a digital citation website such as *Noodle Tools* or *Easy Bib*. ● Engage in a discussion about utilizing intellectual property and avoiding copyright infringement.

GRADE 7

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Achievement Standards for Speaking
and Listening

Collaboration and Communication
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

	STANDARD	CLARIFICATION
	Achievement Standard: Collaboration and Communication	
SL.7.1	Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	*Examples:* ● Using the Paideia Seminar (Socratic Method), discuss a shared article in class collaboratively. ● Distribute a timeline for an activity or project, underscoring the importance for setting goals and deadlines in a collaborative group. Students then meet in their respective groups and create benchmarks and check-ins for accountability.

	STANDARD	CLARIFICATION
SL.7.2	**Analyze** the **main ideas** and **supporting details** presented in diverse media and formats and explain how the ideas clarify a **topic**, **text**, or issue under study.	Students conduct a detailed examination in order to determine and understand the main ideas and supporting details presented in various ways and forms *Examples:* ● Provide students with a video recording that contains two types of visual elements (e.g., charts and diagrams) in addition to written text. Students will watch and listen to recording. The class will then discuss how presentation of information adds to understanding of the topic, text or issue.
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.**	Students precisely describe a speaker's argument and claims. They judge the validity of the reasoning and whether or not the evidence is appropriate and enough to support the claim. *Examples:* Generate a list of claims with students about a variety of topics. Using a graphic organizer, discuss the validity of claims. Students decide which claims are valid or not relevant based on arguments in speech.

	STANDARD	CLARIFICATION
Achievement Standard: 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; adapt speech to a variety of contexts and **tasks**.	Students present claims and findings. They highlight the most important points with relevant descriptions, facts, details, and examples in a clear and focused way. *Examples:* ● Ask students to research a topic utilizing several different sources. Students will identify most important points and create a brief speech (1 minute). In pairs, deliver speeches. Partners reflect on speeches and discuss whether salient points were utilized.
SL7.5	Include **multimedia components** and visual displays in presentations to clarify **claims** and findings and emphasize **salient** points.	*Examples:* ● Assign a presentation and provide students with guided questions/handout (criteria for selecting points identified). Using the guided questions/handout by the teacher, students will select best visual display for each point.

GRADE 7

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Achievement Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards (L)

STANDARD		CLARIFICATION
Achievement Standard: Conventions of Standard English		
L.7.1	Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the 6-8 grammar continuum. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers. c. Form and use direct/indirect object. d. Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences. e. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	The teachers will continue to review the 8 parts of speech to ensure retention. Refer to the NC ELA Standards Grammar Continuum Resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)
L.7.2	Demonstrate command of the **conventions of standard English in** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the 6-8 conventions continuum. a. Use a comma to separate coordinate adjectives. b. Use a semicolon to link two or more closely related independent clauses. c. Spell correctly	Refer to the NC ELA Standards Language Conventions Continuum Resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)

STANDARD		CLARIFICATION
Achievement Standard: Knowledge of Language		
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Students select words and phrases which best express clear and concise thoughts while removing extraneous or ambiguous language. *Examples:* ● Provide students with examples of sentences or short paragraphs where redundancy is prevalent. In small groups, the students make the meaning clearer by identifying and crossing out words and phrases to reduce wordiness and redundancy.
Achievement Standard: Vocabulary Acquisition Use		
L.7.4	Determine and/or clarify the meaning of unknown and **multiple-meaning words and phrases**, choosing flexibly from a range of strategies: **context clues**, word parts, **word relationships**, and **reference materials**.	Students determine the meaning of words that are unfamiliar or have multiple meanings. *Examples:* ● Write a word on the board that contains multiple affixes (e.g., **dis**continu**ous**/*ly*). The students, with prompting from the teacher, work collaboratively to identify the root and the affixes of the word. Consulting reference materials, if needed, students label the meanings of each word part. The teacher and students combine the different meanings in order to determine the definition of the word.
L.7.5	Demonstrate understanding of **figurative language** and **nuances** in word meanings. a. Interpret figures of speech in context b. Distinguish among the **connotations** of words with similar **denotations**	Students demonstrate they understand figurative language and subtle differences in word meanings. *Examples:* • Provide students with a short list of words that share similar denotations. Students sort the words into two piles based on their connotations: positive or negative. As students sort the words, they discuss the connotations of the words as well as when and how they often hear them being used.

STANDARD		CLARIFICATION
L.7.6	Acquire and accurately use grade- appropriate **general academic** and **domain-specific words and phrases**; develop vocabulary knowledge when considering a word or **phrase** important to comprehension or **expression**.	Students deepen their word knowledge when they examine a word or phrase necessary for their reading/ listening comprehension or written/oral expression. *Examples:* ● Provide students with general academic and/or domain-specific vocabulary words they must use in the given writing or speaking task. The teacher confers with the students, asking them to justify why that is the best word for the chosen task.

Glossary

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole

argument – value statement(s) supported by evidence whose purpose is to persuade or explain

audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium

cause/effect – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause

central idea – the unifying concept within an informational text to which other elements and ideas relate

claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth

coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together

cohesion – the action of forming a unified whole; the quality of being united logically

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay

connotation – an emotional or abstract meaning evoked by a work in addition to its literal meaning.

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.

delineate – to describe something precisely

denotation – the literal definition of a word, generally free of an emotional or cultural context

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. (Note: Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats.)

digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation

drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue

editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.

evaluate – to determine quality or value after careful analysis or investigation

event – a thing that happens; an occurrence

evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.

explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation
 event – a thing that happens; an occurrence

expression – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.

figurative language – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)

formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact,

and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.

formatting – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)

general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)

genre – a category or type of literature or art characterized by similarities in form, style, and subject

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

graphics – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic

independently – on one's own, without aid from another (such as a teacher)

inference – a conclusion derived from logical reasoning following an investigation of available evidence

informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

interact – to act in such a manner as to influence another

interpretations – explanations or representations of what is obscure or unknown based upon the viewer's/reader's understanding of the information and/or topic; multiple interpretations are often possible based on information provided and the format/medium of presentation

literal meaning (e.g., metaphor, allusion, etc.)

main idea(s)/topic – the primary or central topic(s) of a text or discussion which is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning

multimedia component – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video)

multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

objective summary – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information

pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)

paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

perspective – an attitude toward or outlook on something

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary

r**elevant evidence, observations, ideas, descriptive details –** details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim

research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources

respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.

revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

salient – most important or worthy of notice; prominent

sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

setting – the time and place of the action in a book, play, story, etc.

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

supporting detail – a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument

task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4- 5, 6-8, 9-10, 11-12), determined by three factors:
1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the
purpose or demands of the task itself)

textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself

theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explore

tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

topic – the subject or matter being discussed or written about in a text, speech, etc.

transition(s)/transitional words - words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them

usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)