



# Archdiocese of Washington Catholic Schools

## Academic Standards

### English/Language Arts



## 7<sup>th</sup> GRADE

### **Standard 1 - READING: Word Recognition, Fluency, and Vocabulary Development**

*Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.*

#### **Vocabulary and Concept Development**

- 7.1.1 Identify and understand idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry.
- Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*
  - Analogies: comparisons of the similar aspects of two different things
  - Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.*
  - Similes: comparisons that use like or as, such as *The stars were like a million diamonds in the sky.*
- 7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).
- Example: Analyze the roots, prefixes, and suffixes to understand words, such as *microscope*, *microphone*, and *microbe*.
- 7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
- Example: Use the text to clarify the meaning of the word *pickle* in the sentence *Apply the pickle, an acid solution, to the metal surface.*



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#### **Standard 2 - READING: Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

#### **Structural Features of Informational and Technical Materials**

7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).

7.2.2 Locate information by using a variety of consumer and public documents.

Example: Choose a radio or watch to purchase, based on a *Consumer Reports* review of different radios or watches. Then, compare advertisements from different stores to decide which store is offering the best price.

7.2.3 Analyze text that uses the cause-and-effect organizational pattern. .

Example: Use a comparison chart, such as a T-chart, to illustrate causes and effects.

#### **Comprehension and Analysis of Grade-Level-Appropriate Text**

7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

Example: After reading a piece of historical nonfiction, such as *When Justice Failed: The Fred Korematsu Story* by Steven A. Chin about the internment of Japanese Americans during World War II, describe the author's perspective on the events described and how the author demonstrates this point of view throughout the text.

7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual.

Example: Follow the directions for setting a digital watch or clock.

#### **Expository (Informational) Critique**

7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Example: React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.



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### **Standard 3 - READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.

#### **Structural Features of Literature**

7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.

Example: Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as “The Night the Bed Fell” by James Thurber. Describe a novel as a prose narrative of considerable length and provide an example, such as *The Westing Game* by Ellen Raskin. Describe a novella as a short novel and provide an example, such as *The Gold Cadillac* by Mildred Taylor. Describe an essay as a short piece of writing on one subject or theme and provide an example, such as an essay by Ralph Waldo Emerson.

#### **Narrative Analysis of Grade-Level-Appropriate Text**

7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

Example: While reading *The True Confessions of Charlotte Doyle* by Avi, recognize the foreshadowing of events to come when Charlotte Doyle boards the boat for her 1832 transatlantic voyage and the ship’s cook slips her a knife.

7.3.3 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.

Example: Describe the main character in *Out of the Dust* by Karen Hesse, using examples of her thoughts, words, and actions to support this description.

7.3.4 Identify and analyze themes, such as bravery, loyalty, friendship, and loneliness, which appear in many different works.

Example: Analyze the theme of loneliness that is present throughout *The Islander* by Cynthia Rylant. Relate the theme to other works that have been read in class and for pleasure.

7.3.5 Contrast points of view, such as first person, third person, limited and omniscient, and subjective and objective, in narrative text and explain how they affect the overall theme of the work.

- First person: the narrator tells the story from the “I” perspective
- Third person: the narrator tells the story from an outside perspective
- Limited narration: the narrator does not know all thoughts of all characters
- Omniscient narration: the narrator knows all thoughts of all characters
- Subjective: the point of view involves a personal perspective
- Objective: the point of view is from a distanced, informational perspective, as in a news report

Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects



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the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.

#### Literary Criticism

7.3.6 Compare reviews of literary works and determine what influenced the reviewer.

Example: Compare multiple reviews of the same book, such as *The Yearling* by Marjorie Kinnan Rawlings, *Souder* by William Armstrong, *The Monsters Are Due on Maple Street* by Rod Serling, or *And Then There Were None* by Agatha Christie. Decide what, in each book, seemed to influence the reviewer.



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#### **Standard 4 - WRITING: Writing Process**

*Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.*

##### **Organization and Focus**

- 7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.
- 7.4.4 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

##### **Research and Technology**

- 7.4.5 Identify topics: ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

##### **Evaluation and Revision**

- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.



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#### **Standard 5 - WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

*At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.*

*In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 - Writing Process to:*

7.5.1 Write biographical or autobiographical narratives (stories) that:

- develop a standard plot line, including a beginning, conflict, rising action, climax, and denouement (resolution) and point of view.
- develop complex major and minor characters and a definite setting.
- use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

Example: Write successive drafts of a two- or three-page humorous story about *Something Fishy Is Cooking in the Kitchen*, including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.

7.5.2 Write responses to literature that:

- develop interpretations that show careful reading, understanding, and insight.
- organize interpretations around several clear ideas, premises, or images from the literary work.
- justify interpretations through sustained use of examples and evidence from the text.

Example: After reading Mark Twain's *Adventures of Tom Sawyer* and Theodore Taylor's *The Cay*, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.

7.5.3 Write research reports that:

- pose relevant and focused questions about the topic.
- communicate clear and accurate perspectives on the subject.
- include evidence and supporting details compiled through the formal research process, including use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries, and other reference books.
- document sources with reference notes and a bibliography.

Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare a report on a man or woman who contributed significantly to science and technology, such as Marie Curie (medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).



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7.5.4 Write persuasive compositions that:

- state a clear position or perspective in support of a proposition or proposal.
- describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
- anticipate and address reader concerns and counter-arguments.

Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).

7.5.5 Write summaries of reading materials that:

- include the main ideas and most significant details.
- use the student's own words, except for quotations.
- reflect underlying meaning, not just the superficial details.

Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.

7.5.6 Use varied word choices to make writing interesting and more precise.

Example: Write stories, reports, and letters using a variety of word choices. (Use *conversed* or *conferred* instead of *talked*.)

7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the speaker would have to say.



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## **Standard 6 - WRITING: Written English Language Conventions**

*Students write using Standard English conventions appropriate to the grade level.*

### **Sentence Structure**

7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.

- Clear: She left the book, which she bought at the bookstore, on the table.
- Unclear: She left the book on the table, which she bought at the bookstore.
- Active voice: The man called the dog.
- Passive voice: The dog was called by the man.

### **Grammar**

7.6.2 Identify and use infinitives (the word to followed by the base form of a verb, such as to understand or to learn) and participles (made by adding -ing, -d, -ed, -n, -en, or -t to the base form of the verb, such as dreaming, chosen, built, and grown).

7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.

- Clear: Chris said to Jacob, "You will become a great musician."
- Confusing: Chris told Jacob that he would become a great musician.

7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.

7.6.5 Demonstrate appropriate English usage (such as pronoun reference).

### **Punctuation**

7.6.6 Identify and correctly use hyphens (-), dashes (—), brackets ( [ ] ), and semicolons (;).

7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.

### **Capitalization**

7.6.8 Use correct capitalization.

### **Spelling**

7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).



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## **Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

*Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.*

### **Comprehension**

- 7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 7.7.2 Determine the speaker's attitude toward the subject.

### **Organization and Delivery of Oral Communication**

- 7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.
- 7.7.5 Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations.

### **Analysis and Evaluation of Oral and Media Communications**

- 7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.

### **Speaking Applications**

- 7.7.8 Deliver narrative (story) presentations that:
  - establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view.
  - describe major and minor characters and a definite setting.
  - use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.
- 7.7.9 Deliver oral summaries of articles and books that:
  - include the main ideas and the most significant details.
  - state ideas in own words, except for when quoted directly from sources.
  - demonstrate a complete understanding of sources, not just superficial details.



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7.7.10 Deliver research presentations that:

- pose relevant and concise questions about the topic.
- provide accurate information on the topic.
- include evidence generated through the formal research process including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries.
- cite reference sources appropriately.

7.7.11 Deliver persuasive presentations that:

- state a clear position in support of an argument or proposal.
- describe the points in support of the proposal and include supporting evidence.