

Jackson Area Catholic Schools

Language Arts Academic Standards for Seventh Grade

Reading

Word Recognition and Word Study

Word Recognition

- R.WS.07.01** The student will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.07.02** The student will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word, chunks/rimes, and syllabication.
- R.WS.07.03** The student will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.07.04** The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.07.05** The student will acquire and apply strategies to identify unknown words and construct meaning.

Fluency

- R.WS.07.06** The student will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

Vocabulary

- R.WS.07.07** The student will in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.
- R.WS.07.08** The student will demonstrate the skill to improve vocabulary and word choice in written responses by using dictionaries, thesauri, and other resources.

Narrative Text

- R.NT.07.01** The student will identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.NT.07.02** The student will analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.
- R.NT.07.03** The student will analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.
- R.NT.07.04** The student will analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.
- R.NT.07.05** The student will read, view, and listen to classic contemporary short stories and novels in order to study theme, point of view, characterization, and plot development.
- R.NT.07.06** The student will follow a designated thematic/genre-based approach to the study of literature, as developed by the teacher.

Informal Text

- R.IT.07.01** The student will analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.
- R.IT.07.02** The student will analyze organizational text patterns including sequential, compare/contrast, and cause/effect.
- R.IT.07.03** The student will explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.
- R.IT.07.04** The student will master the skill of summarizing information texts by finding the main idea and their supporting facts that explain, prove, or give examples.

Comprehension

- R.CM.07.01** The student will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.07.02** The student will retell through concise summarization grade-level narrative and informational text.
- R.CM.07.03** The student will analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.07.04** The student will apply significant knowledge from grade-level science, social studies, and mathematics texts.
- R.CM.07.05** The student will engage in interactive discourse through teacher-led discussions and literature circles.
- R.CM.07.06** The student will continue to develop the skills to follow written directions, including practice with test-taking skills.

Metacognition

- R.MT.07.01** The student will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- R.MT.07.02** The student will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.

Critical Standards

- R.CS.07.01** The student will analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

Reading Attitude

- R.AT.07.01** The student will be enthusiastic about reading and do substantial reading and writing on their own.
- R.AT.07.02** The student will read for pleasure to expand individual tastes through a free reading program that is encouraged by all subject matter teachers.
- R.AT.07.03** The student will demonstrate a Catholic/Christian philosophy through summary and discussion of literature.

Writing

Writing Genre

- W.GN.07.01** The student will write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).
- W.GN.07.02** The student will write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.
- W.GN.07.03** The student will formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.
- W.GN.07.04** The student will write personal narratives, persuasive essays, and informational reports.
- W.GN.07.05** The student will practice note-taking in all classes.

Writing Process

- W.PR.07.01** The student will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.
- W.PR.07.02** The student will apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).

Writing (Writing Process) Cont.

- W.PR.07.03** The student will revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.
- W.PR.07.04** The student will draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.
- W.PR.07.05** The student will proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.PR.07.06** The student will use the Writing Process and Collins Writing Program to plan, draft, revise, edit, peer edit, and final draft. The student will write often in all curricular areas.
- W.PR.07.07** The student will recognize and utilize qualities of good writing, including clarity, logic, purpose, and effectiveness.

Personal Style

- W.PS.07.01** The student will exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Grammar and Usage

- W.GR.07.01** The student will in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.
- W.GR.07.02** The student will demonstrate knowledge of the different kinds of sentences and be able to write coherent simple, compound, and complex sentences.

Spelling

- W.SP.07.01** The student will correctly spell words in written work and on spelling tests.

Handwriting

W.HW.07.01 The student will demonstrate legible writing in all work, and continue to use cursive skills.

Writing Attitude

W.AT.07.01 The student will be enthusiastic about writing and learning to write.

W.AT.07.02 The student will demonstrate through writing an understanding of their Catholic/Christian faith in relation to literature read and/or other given topics.

Speaking

Conventions

- S.CN.07.01** The student will adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.
- S.CN.07.02** The student will speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.
- S.CN.07.03** The student will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- S.CN.07.04** The student will correctly use grammar, sentence structure, and vocabulary for spoken conversations and formal presentations.
- S.CN.07.05** The student will use appropriate speaking techniques, including posture, gestures, volume, diction, tone, and pitch.

Discourse

- S.DS.07.01** The student will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.07.02** The student will respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.
- S.DS.07.03** The student will discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).
- S.DS.07.04** The student will plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.

Listening and Viewing

Conventions

- L.CN.07.01** The student will distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.
- L.CN.07.02** The student will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
- L.CN.07.03** The student will listen to, interpret, and follow verbal directions.

Response

- L.RP.07.01** The student will listen attentively to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.
- L.RP.07.02** The student will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.07.03** The student will identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.
- L.RP.07.04** The student will ask probing questions of speakers, focusing on claims and conclusions presented.
- L.RP.07.05** The student will respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.
- L.RP.07.06** The student will evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.
- L.RP.07.07** The student will identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.

Research

Strategies

- RS.S.07.01** The student will write a research report for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast, descriptive language, and support features).
- RS.S.07.02** The student will formulate research questions using multiple resources, perspectives, and arguments/counter arguments to develop a thesis statement that culminates in a presented final project.
- RS.S.07.03** The student will use computer programs and library references to locate information.
- RS.S.07.04** The student will correctly take notes from research sources.
- RS.S.07.05** The student will write a correctly formatted Works Cited page.