Creve Coeur School District 76   English Language Arts

Grade 7

English Language Arts (ELA) Practices
Students will be able to demonstrate the following practices at the cognitive level of this grade:

- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*
- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Understand other perspectives and cultures.*

Reading for Literature

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Text Structure Story Elements *ILS10 RL.7.3*	7.RL.1	Describe elements of a story or drama	I		M	
	7.RL.2	Identify changes in elements of the story or drama	I		M	
	7.RL.3	Identify interactions between elements	I		M	
	7.RL.4	Identify types of conflict	I		M	
	7.RL.5	Analyze how a change in one element shapes another	I		M	
	7.RL.6	Analyze how elements of a story or drama interact	I		M	
	7.RL.7	Analyze dialogue for plot development (rising action, characterization, and resolution)	I		M	
Text Structure Organization of the Text *ILS10 RL.7.5*	7.RL.8	Identify the poetic elements that contribute to form/structure			M	
	7.RL.9	Identify the form/structure of various types of poetry and drama			M	
	7.RL.10	Explain the meaning of a poem	I			M
	7.RL.11	Analyze the structure of a drama or poem			M	
	7.RL.12	Analyze the meaning of a drama or poem			M	
	7.RL.13	Analyze the relationship between the poem/drama's form and structure			M	
Text Analysis Compare/Contrast *ILS10 RL.7.7*	7.RL.14	Identify various mediums (lighting, sound, color, or camera focus and angles in a film)			I	M
	7.RL.15	Recognize multimedia versions (including film and stage productions)			I	M
	7.RL.16	Analyze the effects of various medium techniques on written text: stories, drama, poems			I	M
	7.RL.17	Analyze the effects of various medium techniques on: audio, film, stage, multimedia			I	M
	7.RL.18	Determine similarities and differences of text (story, drama, poem) to media (audio, film, stage, multimedia)			I	M
Text Analysis: Summarizing; *ILS10 RL.7.2*	7.RL.19	Provide and develop an objective summary of a text	I		M	
Text Analysis Inference *ILS10 RL.7.1*	7.RL.20	Identify the difference between explicit information and inferences that can be drawn from the text	I		M	
	7.RL.21	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	I		M	
Text Analysis Theme/Central Message *ILS10 RL.7.2*	7.RL.22	Recognize theme and main idea and how it is developed over the course of a text	I		M	
	7.RL.23	Identify supporting details of the main idea or theme of a text	I		M	
	7.RL.24	Analyze the development of a theme or central idea over the course of a text	I		M	
Text Analysis Text Evidence (Support/Details) *ILS10 RL.7.1*	7.RL.25	Analyze supporting details used to determine theme or central idea	I		M	
	7.RL.26	Cite several pieces of textual evidence to support analysis of what the text says explicitly	I		M	
Text Analysis: Making Connections; *ILS10*	7.RL.27	See compare/contrast for making connections among different forms or genres (stories and poems, historical novels and fantasy stories)			M	
Text Analysis Questioning; *ILS10*	7.RL.28	Not directly addressed within the standards. Questioning should be addressed through other standards for this grade level.	I		M	

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

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Content	District Code	Essential Skill	1	2	3	4
			Instructional Mastery			
Text Analysis Questioning; *ILS10*	7.RL.30	Cite details or examples in a text where the author develops the point of view of various characters or narrators	I		M	
	7.RL.31	Compare and contrast points of view of different characters or narrators	I		M	
	7.RL.32	Analyze how the author develops points of view of different characters or the narrators	I		M	
	7.RL.33	Analyze how the author contrasts different points of view in a single text	I		M	
Vocabulary *ILS10 RL.7.4*	7.RL.34	Identify and interpret words and phrases (including figurative vs. literal and connotative vs. denotative) in a text	I			M
	7.RL.35	Identify and analyze examples of rhymes and other repetitions of sounds (including alliteration) in a specific verse/stanza of a poem and a section of a story/drama	I			M
	7.RL.36	Analyze the impact of rhymes and other repetitions of sounds, including alliteration on a specific verse of stanza of a poem or section of a story or drama	I			M
	7.RL.37	Interpret the meaning of words and phrases, including figurative language and connotative meanings, as used in a text	I			M
Text Diversity: Genre *ILS10 RL.7.9*	7.RL.38	Identify a time, place, or character (person) that is portrayed in an historical account and a fictional work			I	M
	7.RL.39	Compare and contrast historical portrayal of a time, place, or character in an historical account to how each are portrayed or altered in a literary work			I	M
Text Diversity Text Complexity *ILS10 RL.7.10*	7.RL.40	Identify/understand in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9 with scaffolding as necessary				M
	7.RL.41	Comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9 with scaffolding as necessary				M
Text Structure Organization of the Text *ILS10 RI.7.5*	7.RI.1	Determine the text structure the author uses to organize text (chronology, comparison, cause/effect, problem/solution)			I	M
	7.RI.2	Determine how major sections of text contribute to the main idea or to the development of the main idea			I	M
	7.RI.3	Analyze how major sentences, paragraphs, and chapters/sections contribute to the main idea of the text or to the development of the main idea			I	M
Text Analysis Compare/Contrast *ILS10 RI.7.7*	7.RI.4	Recognize characteristics of audio, video, and multimedia versions of text			I	M
	7.RI.5	Describe similarities and differences of various media portrayals of subjects (texts, audio, video and multimedia).	I			M
	7.RI.6	Analyze how audio, video, and multimedia versions of various text portrays the subject (ex. How the delivery of a speech affects the impact of the words)			I	M
Text Analysis Summarizing *ILS10 RI. 7.2*	7.RI.7	Define and recognize an objective summary	I		M	
	7.RI.8	Provide an objective summary of the text	I			M
Text Analysis: Inference *ILS10 RI .7.1*	7.RI.9	Identify inferences from a text and explicit information from a text	I			M
	7.RI.10	Formulate inferences from textual material	I			M
Text Analysis Main Idea/Central Message; *ILS10 RI.7.2* *ILS10 RI.7.3*	7.RI.11	Identify two or more main ideas of a text	I			M
	7.RI.12	Analyze the development of two or more central ideas over the course of a text	I			M
	7.RI.13	Identify key ideas about individuals, events, and ideas stated in a text	I			M
Text Analysis Text Evidence (Support/Details) *ILS10 RI.7.1* *ILS10 RI.7.8*	7.RI.14	Define relevant evidence, sufficient evidence, and sound reasoning		I		M
	7.RI.15	Identify argument and claims in a text		I		M
	7.RI.16	Trace and evaluate the argument and specific claims in a text		I		M
	7.RI.17	Assess relevance and sufficiency of evidence for specific claims in a text as well as soundness of the reasoning in a text				M
	7.RI.18	Recognize credible sources				M
	7.RI.19	Cite sources that support analysis of a text				M
	7.RI.20	Cite several pieces of evidence from a text to determine what it explicitly says				M
Text Analysis Making Connections *ILS10 RI.7.3*	7.RI.21	Analyze interactions between individuals, events, and ideas in a text	I			M
	7.RI.22	Discuss how ideas influence events or how individuals influence ideas or events	I			M
Textual Analysis Questioning; *ILS10*	7.RI.23	Not directly addressed within the standards. Questioning should be addressed through other standards for this grade level.				
Textual Analysis Author's Purpose/Point of View *ILS10 RI.7.6*	7.RI.24	Determine the author's point of view and identify details or examples in the text where the author develops his/her point of view or purpose of the text			I	M
	7.RI.25	Make a distinction between the author's point of view and those of others mentioned or implied in the text			I	M
	7.RI.26	Contrast how the author distinguishes his/her position from that of others			I	M
	7.RI.27	Explain how the author conveys his/her point of view throughout the text			I	M
	7.RI.28	Support analysis with examples from the text			I	M
Content	**District Code**	**Essential Skill**	\multicolumn Instructional Mastery			

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Grade 7 English Language Arts
BOE Adopted: Aug 2027
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Content	District Code	Essential Skill	1	2	3	4
Vocabulary *ILS10 RI.7.4*	7.RI.29	Identify and determine the meaning of words and phrases, including figurative words and phrases, connotative words and phrases, and technical words and phrases as they are used in a text	I			
	7.RI.30	Identify tone in the text		I		M
	7.RI.31	Analyze how meaning and tone are impacted by specific word choice		I		M
Text Diversity: Multiple Sources; *ILS10 RI.7.9*	7.RI.32	Identify and analyze information from two or more texts by different authors emphasizing different evidence or advancing different interpretations of facts.				M
Text Diversity Text Complexity *ILS10 RI.7.10*	7.RI.33	Identify/understand: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9 with scaffolding as necessary				M
	7.RI.34	Comprehend independently: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9				M
Opinion/Argument Writing; *ILS10 W.7.1*	7.W.1	Recognize phrases and clauses that create cohesion and clarify relationships			I	M
	7.W.2	Identify and define alternate and opposing claims, relevance, evidence, argument, cohesion, formal style			I	M
	7.W.3	Determine how to introduce claims and acknowledge alternate or opposing claims			I	M
	7.W.4	Organize reasons and evidence logically	I			M
	7.W.5	Determine logical and relevant support for claims	I			M
	7.W.6	Evaluate sources for credibility and accuracy	I			M
	7.W.7	Demonstrate and understanding of the topic or text	I			M
	7.W.8	Create cohesion and clarify relationships using words, phrases, or clauses	I			M
	7.W.9	Establish and maintain a formal style	I			M
	7.W.10	Plan a concluding statement or section that follows from and supports that argument	I			M
	7.W.11	Produce an argument to support claims which: introduces claims, acknowledges opposing or alternate claims, is logically organized, supports claims with logical reasoning and relevant evidence, cites credible and accurate sources of information, uses words, phrases, and clauses to create cohesion and clarify relationships, establishes and maintains a formal style, and provides an appropriate concluding statement that follows form and supports the argument presented	I			M
Informative/ Explanatory Writing *ILS10 W.7.2*	7.W.12	Introduce a topic clearly, previewing what is to follow	I			M
	7.W.13	Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect	I			M
	7.W.14	Develop the topic with relevant facts, definitions, concrete details, quotations, examples	I			M
	7.W.15	Use domain specific vocabulary and precise vocabulary to develop a topic	I			M
	7.W.16	Establish and maintain a formal style	I			M
	7.W.17	Determine when to include formatting (headings), graphics (charts and tables), and multimedia to aid comprehension	I			M
	7.W.18	Use appropriate transitions to create cohesion and clarify relationships	I			M
	7.W.19	Determine a supportive concluding statement or section that follows from and supports the information or explanation presented	I			M
	7.W.20	Write an informative/explanatory text to: examine a topic, convey ideas, and concepts and information through text selection, organization, and analysis of relevant content, introduce, preview, and develop a topic with relevant facts, definitions, concrete details, quotations, other information and examples, organize ideas, concepts, and information, use strategies such as definitions, classification, comparison/contrast, and cause/effect, use formatting, graphics, and multimedia when useful in aiding comprehension, use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion, and use precise language and domain-specific vocabulary to inform or explain the text	I			M
Narrative Writing *ILS10 W.7.3*	7.W.21	Use precise words/phrases, description, and sensory details to help readers visualize or sense the action of a narrative	I		M	
	7.W.22	Use a variety of techniques to engage the reader and establish context and point of view	I		M	
	7.W.23	Use dialogue, pacing, and description to develop events and characters			M	
	7.W.24	Use a variety of transitions to move events along and to signal shifts in a narrative			M	
	7.W.25	Provide a conclusion that follows from and reflects on the narrated experiences or events			M	
	7.W.26	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and to develop experiences and events	I		M	
	7.W.27	Write a narrative to develop real or imagined experiences or events that engage the reader and establishes a context and point of view, uses techniques such as dialogue, pacing and description to develop experiences, events, and characters, uses a variety of transitions to convey sequence and signal shifts, uses appropriate precise, descriptive sensory language, and leads to a reflective conclusion			M	
Writing Process *ILS10 W.7.4; ILS10 W.7.5 ILS10 W.7.6*	7.W.28	Analyze the reason for writing a piece to decide on task, purpose, and audience	I			M
	7.W.29	Determine suitable idea development strategies, organization, and style appropriate to task, purpose, and audience	I			M
Content	**District Code**	**Essential Skill**	**Instructional Mastery**			

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

				1	2	3	4
		3	4				
Research to Write ILS10 W.7.7 ILS10 W.7.8 ILS10 W.7.9	7.W.30	Produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose, and audience		I			M
	7.W.31	With some guidance from peers and adults, students will plan, revise, edit, rewrite, and try a new approach, focusing on how well purpose and audience have been addressed		I			M
	7.W.32	Determine how well the focus of audience and purpose have been addressed		I			M
	7.W.33	Use technology to produce and publish writing as well as to interact and collaborate with others		M			
	7.W.34	Use technology to cite sources and create hyperlinks		I			M
	7.W.35	Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience		I			M
	7.W.36	Use technology including the Internet to produce, revise, edit, and publish writing		I			M
	7.W.37	Use reliable sources of information		I			M
	7.W.38	Implement appropriate inquiry methods to conduct a short research project		I			M
	7.W.39	Select appropriate sources of information to answer a question		I			M
	7.W.40	Determine relevant and irrelevant information from sources to answer a question		I			M
	7.W.41	Formulate focused questions from sources of information for further research and investigation		I		M	
	7.W.42	Conduct steps for research to answer a question		I		M	
	7.W.43	additional related, focused questions for further research and investigation		I		M	
	7.W.44	Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation		I			M
	7.W.45	Use effective search terms		I			M
	7.W.46	Recognize standard forms for citations, credibility, and accuracy		I			M
	7.W.47	Follow standard citation format		I			M
	7.W.48	Assess the credibility and accuracy of sources		I			M
	7.W.49	Quote or paraphrase the data and conclusions of others avoiding plagiarism		I			M
	7.W.50	Cite textual evidence to support analysis of what the text says explicitly		I			M
	7.W.51	Draw evidence from literary or informational texts to support analysis, reflection, and research.		I			M
	7.W.52	Apply grade 7 reading standards to literature (see standard W.7.9)		I		M	
	7.W.53	Apply grade 7 reading standards to literary nonfiction (see standard W.7.9)		I			M
Range of Writing ILS10 W.7.10	7.W.54	Identify audience, topic, purpose		I			M
	7.W.55	Identify appropriate organizational structure for various types of writing		I			M
	7.W.56	Determine when to write for either extended and/or shorter time frames based upon audience, purpose, task		I			M
	7.W.57	Determine appropriate organizational structure to use for various types of writing based upon task, purpose, audience		I			M
	7.W.58	Write for various audiences, purposes, and tasks for a shortened time frame (a single setting of a day or two)		I			M
	7.W.59	Write for various audiences, purposes, and tasks within an extended time frame (time for research, reflection, and revision)		I			M
Speaking and Listening							
Comprehension and Collaboration ILS10 SL.7.1 ILS10 SL.7.2 SL.7.3	7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues building on others' ideas and expressing their own ideas clearly		I			M
	7.SL.2	Come to discussions prepared, having read or researched material under study		I			M
	7.SL.3	Draw on preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion		I			M
	7.SL.4	Follow collegial discussions		I			M
	7.SL.5	Track progress toward specific goals and deadlines		I			M
	7.SL.6	Define individual roles as needed		I			M
	7.SL.7	Pose questions that elicit elaboration and respond t other's questions and comments with relevant observations and ideas the bring discussion back on topic as needed		I			M
	7.SL.8	Acknowledge new information expressed by others and, when warranted, modify their own views.		I			M
	7.SL.9	Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally)		I			M
Content	**District Code**	**Essential Skill**		**Instructional Mastery**			

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

Category	Code	Description	1	2	3	4
	7.SL.10	Explain how ideas clarify a topic, text, or issue under study	I			M
	7.SL.11	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	I			M
Presentation ILS10 SL.7.4 ILS10 SL.7.5 ILS10 SL.7.6	7.SL.12	Use appropriate eye contact, adequate volume, and clear pronunciation	I			M
	7.SL.13	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	I			M
	7.SL.14	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples	I			M
	7.SL.15	Describe formal and informal settings, qualities of formal and informal speech	I			M
	7.SL.16	Determine if formal or informal speech is appropriate in the text of a given situation	I			M
	7.SL.17	Adapt speech to a given context or task when speaking	I			M
	7.SL.18	Demonstrate correct use of formal English when speaking	I			M
Conventions ILS10 L.7.1 ILS10 L.7.2	7.L.1	Recognize phrases and clauses		I		M
	7.L.2	Identify compound-complex sentences, misplaced modifiers, and dangling modifiers		I		M
	7.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking	I			M
	7.L.4	Explain the function of phrases and clauses in general and in specific sentences		I		M
	7.L.5	Choose phrases and clauses correctly in speaking		I		M
	7.L.6	Choose the best type of sentence for signaling relationships among ideas	I		M	
	7.L.7	Select and combine sentences to show relationships between/among speaking	I			M
	7.L.8	Correct misplaced and dangling modifiers			I	M
	7.L.9	Apply correct capitalization, punctuation, and spelling when writing	I	M		
	7.L.10	Use a comma to separate coordinate adjectives		I		M
	7.L.11	Know that coordinate adjectives describe the same word or term			I	M
	7.L.12	Recall and apply spelling rules	I			M
	7.L.13	Identify and correct misspelled words	I			M
Knowledge of language ILS10 L.7.3	7.L.14	Recognize and use the conventions of language for writing, speaking, reading, and listening	I			M
	7.L.15	Recognize precise and concise language	I			M
	7.L.16	Use precise and concise language in order to eliminate wordiness and redundancy when speaking	I			M
Vocabulary ILS10 L.7.4 ILS10 L.7.5 ILS10 L.7.6	7.L.17	Identify multiple-meaning words and phrases and identify grade appropriate roots and affixes	I			M
	7.L.18	Use print and digital reference materials (dictionary, thesaurus, glossary) to find pronunciation, determine or clarify precise meaning and identify a word's part of speech	M			
	7.L.19	Recognize strategies for finding meanings of unknown words	M			
	7.L.20	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context (e.g. overall meaning of a sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a clue to word meaning	M			
	7.L.21	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using Greek and Latin affixes and roots as clues to word meaning	I			M
	7.L.22	Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase	M			
	7.L.23	Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary	I	M		
	7.L.24	Interpret figurative language (literary, biblical, mythical allusions)			I	M
	7.L.25	Know the different types of relationships of words (e.g. synonym/antonym/analogy)	M			
	7.L.26	Recognize the meaning of the terms connotation and denotation	I	M		
	7.L.27	Analyze text to locate figurative language (e.g. personification) and interpret meanings in context			I	M
	7.L.28	Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity	M			
	7.L.29	Distinguish among the connotations of words and similar denotations (e.g. stingy, scrimping, economical, unwasteful, thrifty)	I	M		
	7.L.30	Identify general academic and domain-specific words and phrases that are grade appropriate	I			M
	7.L.31	Gather vocabulary knowledge when considering words and phrases important to comprehension or expression	I			M
	7.L.32	Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words	I			M
	7.L.33	Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression	I			M
	7.L.34	Select appropriate resources to aid in vocabulary knowledge	M			

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