Teacher Learning Report: Grade 7
Reading

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
7.2 **Vocabulary.** The student uses newly acquired vocabulary expressively

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Vocabulary					
7.2 use skills to support strategies for determining the meaning of unknown words while reading	7.2(A)*	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech				
	7.2(B)*	use context such as contrast or cause and effect to clarify the meaning of words		Data included in "Tools to Know: Reading Process"		
	7.2(C)*	determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent				

Core Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
7.2 **Vocabulary.** The student uses newly acquired vocabulary expressively.
7.3 **Fluency.** The student reads grade-level text with fluency and comprehension.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
7.5 **Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Tools to Know: Reading Process ⊗					
7.2 use skills to support strategies for determining the meaning of unknown words while reading	7.2(B)*	use context such as contrast or cause and effect to clarify the meaning of words				
	7.3(A)	adjust fluency when reading grade-level text based on the reading purpose				
7.3 read grade-level text with fluency and comprehension; determine meaning of words	7.5(A)	establish purpose for reading assigned and self-selected texts				
	7.5(B)	generate questions about text before, during, and after reading to deepen understanding and gain information				
	7.5(C)	make and correct or confirm predictions using text features, characteristics of genre, and structures				

| 7.5 use the reading process to develop and deepen comprehension of increasingly complex texts | 7.5(D) | create mental images to deepen understanding | | | | |
| | 7.5(I) | monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down | | | | |

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Tools to Know: Comprehension ⊗					
7.5 use the reading process to develop and deepen comprehension of increasingly complex texts	7.5(E)*	make connections to personal experiences, ideas in other texts, and society				
	7.5(F)*	make inferences and use evidence to support understanding				
	7.5(G)	evaluate details read to determine key ideas				
	7.5(H)*	synthesize information to create new understanding				

Core Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

7.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

7.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

7.9 Author's purpose.

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Ways to Show: Thinking about the Meaning					
7.7/7.8/7.9 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **analyze** the relationships among literary elements and structures and how they contribute to the	**Genre Characteristics**					
	7.8(A)*	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction *(Literary)*				
	7.8(D)^	analyze characteristics and structural elements of informational text				
	7.8(D) (ii)	[analyze characteristics and structural elements of informational text, including] features such as references or acknowledgements *(Informational)*				
	7.8(E)	analyze characteristics and structures of argumentative text *(Argumentative)*				
	7.8(F)	analyze characteristics of multimodal and digital texts				

overall meaning	*(Multimodal/Digital)*				
	Overall Meaning				
	7.7(A)* infer multiple themes within and across texts using text evidence				
	7.8(D) (i)* [analyze characteristics and structural elements of informational text, including] the controlling idea or thesis with supporting evidence				
	7.8(E) (i) [analyze characteristics and structures of argumentative text by] identifying the claim				
	7.8(E) (iii) [analyze characteristics and structures of argumentative text by] identifying the intended audience or reader				
	7.9(A)* explain the author's purpose and message within a text				
	Analysis for Deeper Meaning				
	7.7(B)* analyze how characters' qualities influence events and resolution of the conflict				
	7.7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot				
	7.7(D)* analyze how the setting influences character and plot development				
	7.8(B)* analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms				
	7.8(C)* analyze how playwrights develop characters through dialogue and staging				
	7.8(D) (iii)* [analyze characteristics and structural elements of informational text, including] organizational patterns that support multiple topics, categories, and subcategories				
	7.8(E) (ii) [analyze characteristics and structures of argumentative text by] explaining how the author uses various types of evidence and consideration of alternatives to support the argument				

^ placeholder for state assessment data reporting - includes all romanettes

Core Reading (continued)

7.9 **Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
	Author's Craft: Thinking about the Writing				
7.9 analyze the authors' choices and how they influence meaning; **apply** author's craft	**Point of View**				
	7.9(E)* identify the use of literary devices, including subjective and objective point of view				
	Structure				

purposefully in writing and speaking	7.9(B)	analyze how the use of text structure contributes to the author's purpose				
	7.9(C)*	analyze the author's use of print and graphic features to achieve specific purposes				
Language						
	7.9(D)*	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes				
	7.9(F)*	analyze how the author's use of language contributes to mood, voice, and tone				
	7.9(G)	explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations				

Responding to Text (applied to Core Reading)

7.6   **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Ways to Show (Response Skills)					
	7.6(A)	describe personal connections to a variety of sources, including self-selected texts				
	7.6(B)	write responses that demonstrate understanding of texts, including comparing sources within and across genres				
	7.6(C)*	use text evidence to support an appropriate response				
7.6 respond to an increasingly challenging variety of sources that are read, heard, or viewed	7.6(D)*	paraphrase and summarize texts in ways that maintain meaning and logical order				
	7.6(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating				
	7.6(F)	respond using newly acquired vocabulary as appropriate				
	7.6(G)	discuss and write about the explicit or implicit meanings of text				
	7.6(H)	respond orally or in writing with appropriate register, vocabulary, tone, and voice				
	7.6(I)	reflect on and adjust responses as new evidence is presented				

Composition

Composition	Unit	CHECKPOINT	
		1	3

Composition: listening, speaking, reading, writing, and thinking using multiple texts

7.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

7.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Aggregate data for Composition includes a summary of scores rated **Above Basic**

Above Basic is calculated by adding percentages of all Composition Scores of 5, 6, 7, and 8 in the table below

Application	Composition Score	Composition Score Description	Unit	CHECKPOINT		
				1	2	3
7.11(B)* compose **informational texts**, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	2	Very limited performance				
	3	Between very limited and basic performance				
	4	Basic performance				
	5	Between basic and satisfactory performance				
	6	Satisfactory performance				
	7	Between satisfactory and accomplished performance				
	8	Accomplished performance				

Tools to Know (Writing Process) ⊗	
7.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i)* organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii)* developing an engaging idea reflecting depth of thought with specific facts, details, and examples	**Included in scoring rubric to determine score code**
7.10(C)* revise drafts for clarity, development, organization, style, word choice, and sentence variety	
7.10(D)* edit drafts using standard English conventions	

Revision

Revision	Unit	CHECKPOINT	
		1	3

Composition: listening, speaking, reading, writing, and thinking using multiple texts

7.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

7.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⊗	Unit	CHECKPOINT		
			1	2	3
7.11(A) compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft	7.10(B)^ develop drafts into a focused, structured, and coherent piece of writing				

7.11(B)* compose **informational texts**, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	7.10(B) (i)*	[develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion				
7.11(C) compose multi-paragraph **argumentative texts** using genre characteristics and craft	7.10(B) (ii)*	[develop drafts into a focused, structured, and coherent piece of writing by] developing an engaging idea reflecting depth of thought with specific facts, details, and examples				
7.11(D) compose **correspondence** that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	7.10(C)*	revise drafts for clarity, development, organization, style, word choice, and sentence variety				

^ placeholder for state assessment data reporting - includes all romanettes

Editing	Unit	CHECKPOINT		
		1		3
Composition: listening, speaking, reading, writing, and thinking using multiple texts **7.10** **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. **7.11** **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application		**Tools to Know (Writing Process)** ⊗	Unit	CHECKPOINT		
				1	2	3
7.11(A) compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft 7.11(B)* compose **informational texts**, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics	7.10(B) (i)*	[develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion		Data included in "Revision"		
	7.10(D)^	edit drafts using standard English conventions				
	7.10(D) (i)*	[edit drafts using standard English conventions, including] complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments				
	7.10(D) (ii)*	[edit drafts using standard English conventions, including] consistent, appropriate use of verb tenses				
	7.10(D) (iii)*	[edit drafts using standard English conventions, including] conjunctive adverbs				
	7.10(D) (iv)*	[edit drafts using standard English conventions, including] prepositions and prepositional phrases and their influence on subject-verb agreement				
	7.10(D) (v)*	[edit drafts using standard English conventions, including]				

and craft	pronoun-antecedent agreement				
7.11(C) compose multi-paragraph **argumentative texts** using genre characteristics and craft	7.10(D) (vi)* [edit drafts using standard English conventions, including] subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor				
	7.10(D) (vii)* [edit drafts using standard English conventions, including] correct capitalization				
7.11(D) compose **correspondence** that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	7.10(D) (viii)* [edit drafts using standard English conventions, including] punctuation, including commas to set off words, phrases, and clauses, and semicolons				
	7.10(D) (ix)* [edit drafts using standard English conventions, including] correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too				

Handwriting

Although handwriting is no longer an instruction focus, the expectation is that students are proficient in both manuscript style (printing) and cursive handwriting.

Social Studies Connections
Integrating Social Studies with Reading and Writing

Research Project

Spring: Complete the research project through independent research and an independent writing product.
-Students will identify a question on a given topic from Social Studies. Questions can be different for each student.
-Students will gather research to answer their research question using print, digital and primary sources
-Students will synthesize the information and formulate 7 paragraphs (6-8) sentences each) to share the information. This should include an introduction, 5 body paragraphs, and a conclusion.

Religion Connections
Integrating Catholic Identity with Reading and Writing

Virtues in Practice

Journal entries relating to saints of the month.
Writing prompts in relation to the virtues for the month.
Oral language skills through presentations and discussion.
Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through independent research and an independent writing product.
-Students will research the history of their parish or a religious order (If there is a religious order connected to your school, this should be your focus. If not, students could choose a religious order). Five guiding questions should be developed and students will conduct research to answer their questions. Students may have different questions.

-Students will synthesize the information and formulate 7 paragraphs (6-8 sentences each) to share the information.

This should include an introduction, 5 body paragraphs, and a conclusion.

Oral Language
- Create an oral presentation (individual or group) showcasing the parish or religious order.