



7 th GRADE ENGLISH LANGUAGE ARTS	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.ELA.712.GS1: Analyze literature that reflects the transmission of a Catholic culture and worldview. <i>(CCSSI.ELA.RL7.1; RL7.5; RL7.6; RI7.3; RI7.5; RI7.6; RI7.8; RI7.9)</i> • CS.ELA.712.IS4: Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual’s rights, duties, freedoms, and restraints and what are a society’s? What is the relationship between God and man? What is the nature of human dignity? <i>(CCSSI.ELA.RL7.2; RL7.6; RL7.9; RI7.2; RI7.4; RI7.6; RI7.9)</i> • CS.ELA.712.GS4: Share how literature can contribute to strengthening one’s moral character. <i>(CCSSI.ELA.RL7.1;RL7.3;RI7.3; W7.1a-e; W7.9a,b; SL7.1a-d, SL7.4)</i> • CS.ELA.712.WS1: Explain how language can be used as a bridge for communion with others for the betterment of all involved. <i>(CCSSI.ELA.W7.1a-e; W7.2a-f; W7.3; W7.7; W7.8)</i> • CS.ELA.712.DS2: Develop empathy, care and compassion for a character’s crisis or choice in order to transcend oneself, build virtue, and better understand one’s own disposition and humanity. <i>(CCSSI.ELA.RL7.3; RL7.6; W7.3, SL7.1a-d; SL7.4)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • 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. • 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. • Analyze how works of fiction draw on themes and patterns from religious works such as the Bible. • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> • Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. • Analyze differences in the points of view of characters and the audience or reader. • Conduct short as well as more sustained research projects based on focus questions, demonstrating understanding of the subject under investigation. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



Priority Skills (cont.)	Supporting Skills
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> (see prior page)
Essential Questions	
<ul style="list-style-type: none"> What skills can I use with consistency determine an author's theme (for fiction and poetry) or intent (for nonfiction and informational text)? How does our understanding of universal Truth help us determine the validity and/or relevance of a work of fiction or informational text? How can I develop sound argumentative writing pieces for a variety of audiences? How can a character's decisions, disposition or journey throughout a story help the reader understand God's plan for us? 	
Vital Vocabulary	
<ul style="list-style-type: none"> Analyze, Claim, Connotation, Credible, Evaluate, Exposition, Infer, Interpret, Point of View, Reasoning, Relevance, Reliable, Theme <ul style="list-style-type: none"> Tier 2 Vocabulary at teacher's discretion from suggested novels list (Cardinal Newman Standards, Appendix C) 	