

## SEVENTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

### Reading All Text Types

[R.7.1](#) Discover the truth, beauty and goodness in the world through literature and informational text by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[R.7.2](#) While searching for truth, beauty, and goodness in the world through literature and informational text, determine a theme, virtue, moral, or central ideas of a text and analyze its development over the course of the text; provide an objective summary including the Catholic view of the text.

[R.7.3a](#) Analyze how particular elements of a story or drama interact (EXAMPLE: how setting shapes the characters or plot).

R.7.3b Analyze the interactions between individuals, events, and ideas in a text and how ideas influence individuals or events, or how individuals influence ideas or events.

[R.7.4](#) Jesus taught using figurative language; determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, technical meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a prayer or poem or section of a story or drama.

[R.7.5a](#) Analyze how a drama's, Psalms', or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

R.7.5b Analyze the structure an author uses to organize a text, specifically the Bible, including how the major sections contribute to the whole and to the development of the ideas or themes.

[R.7.6a](#) Determine an author's point of view or purpose in a text or scripture and analyze how the author distinguishes his or her position from that of others.

R.7.6b Analyze how the Holy Spirit guided the authors to be moved in such a way that their writings were of God.

R.7.6c Explain how an author develops the point of view of the narrator or speaker in a text.

R.7.6d Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

[R.7.7](#) Compare and contrast a text, written story, drama, or poem, or scripture to its audio, filmed, staged, or multimedia version, analyzing the medium's portrayal of the subject (EXAMPLE: how the delivery of a speech affects the impact of the words) and the effects of

techniques unique to each medium (EXAMPLES: lighting, sound, color, or camera focus and angles in a film).

R.7.8 Drawing on specific details from the text to find the truth, beauty and goodness in God's creation trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

R.7.9a R710 Compare and contrast a fictional portrayal of a time, place, or character and a historical account (scripture) of the same period as a means of understanding how authors of fiction use or alter history

R.7.9b Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

R.7.10 By the end of the year, read and comprehend literature, including stories, dramas, scripture, prayers, literature on religious figures and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Language Standards

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing over any of the religion standards.

L.7.2a Use a comma to separate coordinate adjectives (EXAMPLE: It was a fascinating, enjoyable movie. (but not: He wore an old [,] green shirt)).

L.7.2b Spell correctly

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening over any of the religion standards.

L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies (include vocabulary related to the Mass).

- L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (EXAMPLES: belligerent, bellicose, rebel).
- L.7.4c Consult general and specialized reference materials (e.g., Catechism, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d Verify the preliminary determination of the meaning of a word or phrase using context or by using a dictionary.

L. 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.7.5a Interpret figures of speech (EXAMPLES: literary, biblical, and mythological allusions) in context.
- L.7.5b Use the relationship between particular words (EXAMPLES: synonym/antonym, analogy) to better understand each of the words.
- L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (EXAMPLES: refined, respectful, polite, diplomatic, condescending).

L. 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including religious vocabulary; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Writing Standards**

W.7.1 I keeping with the tenant of our Catholic faith write arguments to support claims with clear reasons and relevant evidence to discover the Truth.

- W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1d Establish and maintain a formal style.
- W.7.1e Provide a concluding statement or section that follows from and supports the argument presented

W. 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content/scripture.

- W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e Establish and maintain a formal style.

W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W. 7.3 With the teaching of Jesus as inspiration, write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

W. 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W. 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W. 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

W. 7.8 Gather relevant information from multiple print and digital sources, and scripture using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W. 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research over the religion standards.

W.7.9a Apply grade 7 reading standards to literature (EXAMPLE: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).

W.7.9b Apply grade 7 reading standards to literary nonfiction (EXAMPLE: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).

W. 7. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) over the religion standards for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening Standards**

SL.7.1 Discover the truth, beauty and goodness in the world by engaging 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 clearly.

SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

SL. 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (EXAMPLES: vocations, sacraments)

SL. 7.3 Using the Catholic perspective delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL. 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points in the religion standards.

[SL. 7.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you. Ephesians 4:32</i>	
<b>STANDARD</b>	
R.7.1 Discover the truth, beauty and goodness in the world through literature and informational text by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Scripture</a> , <a href="#">Prayers</a> , <a href="#">Parables</a> , <a href="#">Mysteries</a> , <a href="#">Daily Mass Readings</a> , <a href="#">7th Grade Saints</a> with which there is a personal connection or devotion, <a href="#">Literature</a> reflecting Catholic morals/values	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does citing evidence reveal the truth, integrity and beauty of the source?</li> <li>• In what way does plagiarism inhibit revealing the truth and the integrity of the writer?</li> <li>• How do your morals help in determining the decisions you make?</li> <li>• How does my evidence measure up to God’s plan or expectations?</li> <li>• How does my evidence reveal God’s graciousness, presence, and transcendence?</li> <li>• How does knowledge and selection of textual evidence deepen comprehension of text?</li> <li>• How can I use textual evidence to support analysis of the text?</li> </ul>	
<a href="#">Activities</a>	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>The natives showed us extraordinary kindness; for because of the rain that had set in and because of the cold, they kindled a fire and received us all. Acts 28:2</i>	
<b>STANDARD</b>	
R.7.2 While searching for truth, beauty, and goodness in the world through literature and informational text, determine a theme, virtue, moral, or central ideas of a text and analyze its development over the course of the text; provide an objective summary including the Catholic view of the text.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Parables</a> , <a href="#">Scripture</a> , <a href="#">Biographies of Saints</a> , <a href="#">Daily Mass Readings</a> , <a href="#">Literature</a> reflecting Catholic morals/values	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do some themes contribute to strengthening one’s moral character?</li> <li>• How does the theme measure up in terms of Catholic worldview and values?</li> <li>• How does the theme measure up in terms of Catholic morality and virtue?</li> <li>• How does the theme measure up to God’s plan or expectations?</li> <li>• What is the established relationship between the theme and development of the story?</li> </ul>	

- How can summarizing establish an overall comprehension of theme?

[Activities](#)

**Reading Standards for All Text Types**

ELA-Key Ideas and Details

SEVENTH GRADE

**SCRIPTURE**

*Your kindness should be known to all. The Lord is near.* Philippians 4:5

**STANDARD**

R.7.3a Analyze how particular elements of a story or drama interact (EXAMPLE: how setting shapes the characters or plot.

R.7.3b Analyze the interactions between individuals, events, and ideas in a text and how ideas influence individuals or events, or how individuals influence ideas or events.

**EXAMPLES OF TEXT**

[Scripture](#), [biographies about saints](#), [literature](#) reflecting Catholic morals/values

**Essential Questions**

- How do ideas influence individuals or events? (Consider how it relates to Church history and the lives of the saints.)
- How do individuals influence ideas or events? (Consider how it relates to Church history and the lives of the saints.)
- How does the beauty, truth, and/or goodness of a character compare to the other characters?
- How does the interaction of story elements shape understanding?

[Activities](#)

**Reading Standards for All Text Types**

ELA-Craft and Structure

SEVENTH GRADE

**SCRIPTURE**

[The Beatitudes](#) Matthew 5:3-12

**STANDARD**

R.7.4 Jesus taught using figurative language; determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, technical meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a prayer or poem or section of a story or drama.

**EXAMPLES OF TEXT**

[Scripture](#), [biographies about saints](#), [literature](#) reflecting Catholic morals/values, [Prayers](#), Poems, [Ten Commandments](#)

**Essential Questions**

- How do word meanings affect the understanding of figurative and connotative language?
- How do literary devices in biblical text increase our ability to understand the author's intention?

[Activities](#)



Reading Standards for All Text Types	
ELA-Craft and Structure	SEVENTH GRADE
<b>SCRIPTURE</b>	
So faith, hope and love remain these three; but the greatest of these is love. <a href="#">Love</a> 1 Corinthians, Chapter 13	
<b>STANDARD</b>	
R.7.5a Analyze how a drama's, Psalms', or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. R.7.5b Analyze the structure an author uses to organize a text, specifically the Bible, including how the major sections contribute to the whole and to the development of the ideas or themes.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Scripture</a> , <a href="#">Prayers</a> , <a href="#">Parables</a> , <a href="#">Mysteries</a> , <a href="#">Daily Mass Readings</a> , <a href="#">7th Grade Saints</a> with which there is a personal connection or devotion, <a href="#">Literature</a> reflecting Catholic morals/values	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does the analysis of a Psalms' form and structure contribute to meaningful comprehension?</li> <li>• How does the structure of a piece reveal what is beautiful, truthful, or good?</li> <li>• How does the structure reveal God's graciousness, presence, and transcendence?</li> <li>• How does the analysis of dramatic and poetic form contribute to meaningful comprehension?</li> </ul>	
<a href="#">Activities</a>	

Reading Standards for All Text Types	
ELA-Craft and Structure	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>I in my turn, after carefully going over the whole story from the beginning, have decided to write an ordered account for you, Theophilus, so that your Excellency may learn how well founded the teaching is that you have received.</i> Luke 1:3-4	
<b>STANDARD</b>	
R.7.6a Determine an author's point of view or purpose in a text or scripture and analyze how the author distinguishes his or her position from that of others. R.7.6b Analyze how the Holy Spirit guided the authors to be moved in such a way that their writings were of God. R.7.6c Explain how an author develops the point of view of the narrator or speaker in a text. R.7.6d Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Scripture</a> , <a href="#">Biographies About Saints</a> , <a href="#">Literature</a> reflecting Catholic morals/values	

### Essential Questions

- How does culture of the writer influence point of view; specifically writers of the Old Testament?
- How does the development of contrasting points of view affect characters in a text?
- How does a change in point of view affect our perception?
- How do writers use different points of view to develop a text?
- How can a certain point of view that a writer chooses influence a reader?
- How do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text?

### Activities

### Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas

SEVENTH GRADE

#### SCRIPTURE

*It is the same with you: if you do not use your tongue to produce speech that can be readily understood, how can anyone know what you are saying? You will be talking to the air. However many the languages used in the world, all of them use sound; but if I do not understand the meaning of the sound, I am a barbarian to the person who is speaking, and the speaker is a barbarian to me. 1 Corinthians 14:9-11*

#### STANDARD

R.7.7 Compare and contrast a text, written story, drama, or poem, or scripture to its audio, filmed, staged, or multimedia version, analyzing the medium's portrayal of the subject (EXAMPLE: how the delivery of a speech affects the impact of the words) and the effects of techniques unique to each medium (EXAMPLES: lighting, sound, color, or camera focus and angles in a film).

#### EXAMPLES OF TEXT

[Daily Mass Readings](#), [7th Grade Saints](#) with which there is a personal connection or devotion, [Literature](#) reflecting Catholic morals/values

### Essential Questions

- How do the synoptic gospels develop a deeper understanding of the person of Jesus?
- How does comparing and contrasting stage direction affect the understanding of produced works?
- How does the delivery of a speech affect the impact of the words?
- How does lighting, sound, color, or camera focus and angles affect the interpretation?
- How does analyzing diverse media help us to build our own knowledge?
- How does the use of evidence impact the author's claim?
- How does analyzing more than one text help us to interpret the author's intent and build our knowledge?

### Activities

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>All scripture is inspired by God and useful for refuting error, for guiding people's lives and teaching them to be upright. This is how someone who is dedicated to God becomes fully equipped and ready for any good work. 2Timothy3: 16-17</i>	
<b>STANDARD</b>	
R.7.8 Drawing on specific details from the text to find the truth, beauty and goodness in God's creation trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Daily Mass Reading</a> , <a href="#">Scripture</a> , <a href="#">Seventh Grade Saints</a> biographies, <a href="#">Literature</a> reflecting Catholic morals/values	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• In Scripture, how are author's claims supported in the text?</li> <li>• How does an author support his/her claim(s)?</li> <li>• How does one determine whether an author's evidence is sufficient?</li> <li>• In what ways does irrelevant information impact an argument?</li> </ul>	
<a href="#">Activities</a>	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Do not let anyone look down on you because you are young, but be an example for believers in your speech, your conduct, your love, faith and purity. 1 Timothy 4:12</i>	
<b>STANDARD</b>	
R.7.9a Compare and contrast a fictional portrayal of a time, place, or character and a historical account (scripture) of the same period as a means of understanding how authors of fiction use or alter history	
R.7.9b Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Scripture</a> , <a href="#">Daily Mass Readings</a> , <a href="#">7th Grade Saints</a> with which there is a personal connection or devotion, <a href="#">literature</a> reflecting Catholic morals/values	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do the authors of the gospels paint similar images of Jesus?</li> <li>• How do the authors of the gospels draw upon historical events to give evidence of the</li> </ul>	

person of Jesus? <ul style="list-style-type: none"> <li>• Why is it important to gather information from a variety of sources?</li> <li>• What validates an author’s ideas?</li> <li>• How does tone affect the relevance of the information?</li> </ul>
<a href="#"><u>Activities</u></a>

<b>Reading Standards for All Text Types</b>	
ELA-Range of Reading and Level of Text Complexity	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Ask, and it will be given you; seek, and you will find; knock, and it will be opened to you.</i> Matthew 7:7	
<b>STANDARD</b>	
R.7.10 By the end of the year, read and comprehend literature, including stories, dramas, scripture, prayers, literature on religious figures and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Scripture</a> , <a href="#">Prayers</a> , <a href="#">Daily Mass Readings</a> , <a href="#">7th Grade Saint</a> with which there is a personal connection or devotion, <a href="#">Literature</a> reflecting Catholic morals/values	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does reading deepen your relationship with Jesus and allow you to communicate faith?</li> <li>• Why is reading important?</li> <li>• Why is it important to read a variety of literary forms in Scripture to reveal the truth, beauty, and goodness of your relationship with Jesus?</li> </ul>	
<a href="#"><u>Activities</u></a>	

<b>Language Standards</b>	
Conventions of Standard English	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>I pray that the fellowship of your faith may become effective through the knowledge of every good thing which is in you for Christ’s sake.</i> Philemon 1:6	
<b>STANDARD</b>	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.	
L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
<b>EXAMPLES OF TEXT</b>	

Newspaper, <a href="#">Scripture</a> , Independent Reading	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How can I apply the decoding of unfamiliar words or usage to an interpretation of Scripture?</li> <li>• How do words and their use influence language; culture, and context in literature and Scripture?</li> <li>• How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith?</li> <li>• To what extent do the rules of language affect communication?</li> <li>• To what extent does the complexity of a sentence impact written communication?</li> <li>• Why is it important to have command of standard English conventions?</li> <li>• In what way will implementation of standard English conventions allow communication of faith?</li> <li>• How do I determine the meaning of an unfamiliar word or usage?</li> </ul>	
<a href="#">Activities</a>	

<b>Language Standards</b>	
Conventions of Standard English	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Explaining and giving evidence that the Christ had to suffer and rise again from the dead, and saying, This Jesus whom I am proclaiming to you is the Christ. Acts 17:3</i>	
<b>STANDARD</b>	
L. 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing over any of the religion standards.	
L.7.2a Use a comma to separate coordinate adjectives (EXAMPLE: It was a fascinating, enjoyable movie. (but not: He wore an old [,] green shirt)).	
L.7.2b Spell correctly	
<b>EXAMPLES OF TEXT</b>	
Newspaper or other print periodicals. Use of Catholic source: National Catholic Register, St. Anthony’s Messenger, etc.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How will mechanics of standard English assist in understanding Scripture?</li> <li>• How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith?</li> <li>• To what extent are proper mechanics integral to scholarly writing?</li> <li>• Why is it important to have command of standard English conventions?</li> <li>• How do I determine the meaning of an unfamiliar word or usage?</li> <li>• How do words and their use influence language?</li> </ul>	
<a href="#">Activities</a>	

<b>Language Standards</b>	
Knowledge of Language	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Upon this rock, I will build my church. Matthew 16:18</i>	
<b>STANDARD</b>	

L. 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening over any of the religion standards.

L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**EXAMPLES OF TEXT**

Parables

**Essential Questions**

- To what extent do the rules of language affect one's ability to reveal the truth and beauty of ideas?
- How can we apply the rules of language to develop an understanding of the rules of language in the time/culture of the biblical writers?
- How do words and their use influence language and your ability to express your faith?
- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively; understand and convey Scripture?
- To what extent does word choice affect the message being conveyed?
- Why is it important to have command of standard English conventions?

Activities

**Language Standards**

Vocabulary Acquisition and Use

SEVENTH GRADE

**SCRIPTURE**

*He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end. Ecclesiastes 3:11*

**STANDARD**

L. 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies (include vocabulary related to the Mass).

L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (EXAMPLES: belligerent, bellicose, rebel).

L.7.4c Consult general and specialized reference materials (e.g., Catechism, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.4d Verify the preliminary determination of the meaning of a word or phrase using context or by using a dictionary.

**EXAMPLES OF TEXT**

Daily Mass Readings, Scripture (Gospels/Parables)

**Essential Questions**

- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith?
- Why do readers need to pay attention to a writer's choice of words?
- How does the biblical writer's choice of words illustrate perspective and culture?

- To what extent does knowledge of etymology enlarge the scope of one’s vocabulary?
- How does knowledge of the history of language of the Church assist in understanding and enlarge vocabulary?
- How does knowledge of language assist in drawing multiple meanings of words and phrases?
- Why is it important to have command of standard English conventions?
- How do words and their use influence language and your ability to express your faith?
- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively; understand and convey Scripture?
- How do I determine the meaning of an unfamiliar word or usage and how does it influence language?

[Activities](#)

Language Standards	
Vocabulary Acquisition and Use	SEVENTH GRADE
<b>SCRIPTURE</b>	
<p><i>LORD...</i>  <i>Make me an instrument of your peace;</i>  <i>where there is hatred, let me sow love;</i>  <i>where there is injury, pardon;</i>  <i>where there is doubt, faith;</i>  <i>where there is darkness, light and</i>  <i>where there is sadness, joy.</i>            Prayer of Saint Francis of Assisi</p>	
<b>STANDARD</b>	
<p>L. 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5a Interpret figures of speech (EXAMPLES: literary, biblical, and mythological allusions) in context.</p> <p>L.7.5b Use the relationship between particular words (EXAMPLES: synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (EXAMPLES: refined, respectful, polite, diplomatic, condescending).</p>	
<b>EXAMPLES OF TEXT</b>	
<p>Genesis, <u><a href="#">Parables</a></u></p>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why is figurative language essential to written creativity?</li> <li>• How do biblical writers use figurative language to engage the reader and convey meaning?</li> <li>• How do good readers construct meaning from text?</li> <li>• Why is it important to have command of standard English conventions?</li> <li>• How do words and their use influence language?</li> <li>• How does the depth of your vocabulary contribute to your ability to read, write, listen, and</li> </ul>	

<p>Speak more effectively and communicate truth, beauty, and goodness of faith?</p>
<p><a href="#">Activities</a></p>

Language Standards	
Vocabulary Acquisition and Use	SEVENTH GRADE
SCRIPTURE	
<p><i>Jesus told them a story to teach them that they should keep on talking with God and not give up.</i> Luke 18</p>	
STANDARD	
<p>L. 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including religious vocabulary; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
EXAMPLES OF TEXT	
<p><a href="#">Daily Mass Readings</a>, <a href="#">Parables</a></p>	
Essential Questions	
<ul style="list-style-type: none"> <li>• Why is it important to have command of the language and culture of the time of Jesus to develop a personal relationship with Jesus and to communicate faith?</li> <li>• How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith?</li> <li>• To what extent does word choice affect one’s intended message?</li> <li>• Why is it important to have command of standard English conventions?</li> <li>• How do I determine the meaning of an unfamiliar word or usage?</li> <li>• How do words and their use influence language?</li> </ul>	
<p><a href="#">Activities</a></p>	

Writing Standards	
Text Types and Purposes	SEVENTH GRADE
SCRIPTURE	
<p><i>I too will answer my share, I also will tell my opinion.</i> Job 32:17</p>	
STANDARD	
<p>W.7.1 I keeping with the tenant of our Catholic faith write arguments to support claims with clear reasons and relevant evidence to discover the Truth.</p> <p>W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1d Establish and maintain a formal style.</p> <p>W.7.1e Provide a concluding statement or section that follows from and supports the</p>	



argument presented
<b>EXAMPLES OF TEXT</b>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• How will the skill of creating logical, non-emotional arguments allow one to defend faith?</li> <li>• Why is it important to have strong evidence to make a logical, non-emotional argument?</li> <li>• In what way is word choice valuable in presenting your point of view?</li> </ul>
<a href="#"><u>Activities</u></a>

<b>Writing Standards</b>	
Text Types and Purposes	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Explaining and giving evidence that the Christ had to suffer and rise again from the dead, and saying, This Jesus whom I am proclaiming to you is the Christ. Acts 17:3</i>	
<b>STANDARD</b>	
<p>W. 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content/scripture.</p> <p>W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.7. 2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2e Establish and maintain a formal style.</p> <p>W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<b>EXAMPLES OF TEXT</b>	
<a href="#"><u>Nicene Creed</u></a> , <a href="#"><u>Apostles' Creed</u></a> , <a href="#"><u>Daily Mass Readings</u></a> , <a href="#"><u>Theology of the Body for Teens</u></a>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does the Church use precise language to communicate doctrine and morality?</li> <li>• How does one determine relevant content to support a concrete idea?</li> <li>• In what way is precise language necessary in helping to establish and maintain a formal style?</li> </ul>	
<a href="#"><u>Activities</u></a>	

<b>Writing Standards</b>	
Text Types and Purposes	SEVENTH GRADE
<b>SCRIPTURE</b>	

*I pray that the fellowship of your faith may become effective through the knowledge of every good thing which is in you for Christ's sake. Philemon 1:6*

**STANDARD**

W. 7.3 With the teaching of Jesus as inspiration, write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

**EXAMPLES OF TEXT**

[Daily Mass Readings](#), Acts of the Apostles

**Essential Questions**

- How did the Scripture authors use figurative/ imaginative language when communicating a relationship with God?
- How does point of view affect the direction a story will take?
- In what way is it important to use imagination when creating a narrative text?
- In what way is precise and vivid language necessary to create narrative texts?

**Activities**

**Writing Standards**

Production and Distribution of Writing

SEVENTH GRADE

**SCRIPTURE**

*A good tree cannot produce bad fruit, nor can a bad tree produce good fruit. Matthew 7:18*

**STANDARD**

W. 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**EXAMPLES OF TEXT**

**Essential Questions**

- How do regular, varied writing opportunities make you a stronger writer and give you opportunities to share your character and relationship with Jesus?
- How does the self revision process affect the final product?
- How do writers select the genre of writing for a specific purpose and audience, specifically biblical authors?
- How do essential components of the writing process guide writers in the communication of

<p>ideas?</p> <ul style="list-style-type: none"> <li>• How does the selection of resources impact the quality and validity of the research process and product?</li> </ul>
<a href="#"><u>Activities</u></a>

Writing Standards	
Production and Distribution of Writing	SEVENTH GRADE
SCRIPTURE	
<i>But you, be sober in all things, endure hardship, do the work of an evangelist, fulfill your ministry.</i> 2 Timothy 4:5	
STANDARD	
W. 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> <li>• How does the skill of revising, editing, and rewriting allow one to gain personal/spiritual conversion?</li> <li>• How do regular, varied writing opportunities make you a stronger writer and better communicator of your faith?</li> <li>• In what way is peer and adult revision necessary in contributing to the final product?</li> <li>• How does point of view affect a particular writing piece to make it unique from another writer’s perspective?</li> <li>• How do essential components of the writing process guide writers in the communication of ideas?</li> <li>• How does the selection of resources impact the quality and validity of the research process and product?</li> </ul>	
<a href="#"><u>Activities</u></a>	

Writing Standards	
Production and Distribution of Writing	SEVENTH GRADE
SCRIPTURE	
<i>Commit your works to the Lord and your plans will be established.</i> Proverbs 16:3	
STANDARD	
W. 7. 6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	

EXAMPLES OF TEXT	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do regular, varied writing opportunities make you a stronger writer and better communicator of your faith?</li> <li>• Why is technology a necessary tool to enhance the appearance of the final product?</li> <li>• How do essential components of the writing process guide writers in the communication of ideas?</li> <li>• How does the selection of resources impact the quality and validity of the research process and product?</li> </ul>	
<a href="#"><u>Activities</u></a>	

Writing Standards	
Research to Build and Present Knowledge	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>I have filled him with the Spirit of God in wisdom, in understanding, in knowledge, and in all kinds of craftsmanship. Exodus 31:3</i>	
<b>STANDARD</b>	
W. 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
EXAMPLES OF TEXT	
<a href="#"><u>7th grade saints</u></a> with which there is a personal connection or devotion	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do regular, varied writing opportunities make you a stronger writer and communicator of your faith?</li> <li>• Why is it important to draw information from several sources when conducting a short research project?</li> <li>• How does the selection of resources impact the quality and validity of the research process and product?</li> <li>• How does research guide students to focus their ideas on a specific topic and support them in their ability to make firm statements regarding faith?</li> <li>• How do essential components of the writing process guide writers in the communication of ideas?</li> </ul>	
<a href="#"><u>Activities</u></a>	

Writing Standards	
Research to Build and Present Knowledge	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>I will fetch my knowledge from afar, And I will ascribe righteousness to my Maker. Job 36:3</i>	
<b>STANDARD</b>	
W. 7.8 Gather relevant information from multiple print and digital sources, and scripture using search terms effectively; assess the credibility and accuracy of each source; and quote or	

paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**EXAMPLES OF TEXT**

[7th Grade Saints](#), Catholic periodicals

**Essential Questions**

- How do essential components of the writing process guide writers in the communication of ideas and express your faith?
- How do regular, varied writing opportunities make you a stronger writer and communicator of your faith?
- When is it more effective to quote or to paraphrase, and how will the skill of effective paraphrasing and use of credible resources allow one to become a credible witness of faith?
- Why is following a universal format for citation important?
- How does research guide students to focus their ideas on a specific topic?
- How does the selection of resources impact the quality and validity of the research process and product?

[Activities](#)

**Writing Standards**

Research to Build and Present Knowledge

SEVENTH GRADE

**SCRIPTURE**

*Therefore we ought to support such men, so that we may be fellow workers with the truth.* 3  
John 1:8

**STANDARD**

W. 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research over the religion standards.

W.7.9a Apply grade 7 reading standards to literature (EXAMPLE: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).

W.7.9b Apply grade 7 reading standards to literary nonfiction (EXAMPLE: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).

**EXAMPLES OF TEXT**

[7th Grade Saints](#)

**Essential Questions**

- How do essential components of the writing process guide writers in the communication of ideas and better communicator of your faith?
- How do regular, varied writing opportunities make you a stronger writer and communicator of your faith?
- Why is evidence important when generating responses to different reading genres?
- How can evidence support claims in fiction and nonfiction writing?
- Why is following a universal format for citation important?
- How does research guide students to focus their ideas on a specific topic?

[Activities](#)

<b>Writing Standards</b>	
Range of Writing	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>My words are from the uprightness of my heart, And my lips speak knowledge sincerely.</i> Job 33:3	
<b>STANDARD</b>	
W. 7. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) over the religion standards for a range of discipline-specific tasks, purposes, and audiences.	
<b>EXAMPLES OF TEXT</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do essential components of the writing process guide writers in the communication of ideas and their faith?</li> <li>• How do regular, varied writing opportunities make you a stronger writer and communicator of your faith?</li> <li>• How does regular writing, reflecting, and editing allow one to develop a personal prayer, reflection, and relationship with the person of Jesus?</li> <li>• Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer?</li> <li>• Why is it important to periodically reflect on your own piece of writing?</li> </ul>	
<a href="#"><u>Activities</u></a>	

<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>And the one who searches hearts knows what is the intention of the Spirit, because it intercedes for the holy ones according to God's will.</i> Romans 8:27	
<b>STANDARD</b>	
<p>SL.7.1 Discover the truth, beauty and goodness in the world by engaging 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 clearly.</p> <p>SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>EXAMPLES OF TEXT</b>
<a href="#">Daily Mass Readings</a>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• How does development of conversation and discussion allow one to express faith and develop a personal relationship with the person of Jesus?</li> <li>• To what extent can a conversation affect change?</li> <li>• Why is discussion important to consensus building?</li> <li>• What is my role in communication (as a listener, speaker, thinker)?</li> <li>• How do sources of information affect the communication process?</li> <li>• Why do I adapt my communication to different purposes and audiences?</li> </ul>
<a href="#">Activities</a>

<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Therefore, we aspire to please him, whether we are at home or away. 2 Corinthians 5:9</i>	
<b>STANDARD</b>	
SL. 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (EXAMPLES: vocations, sacraments)	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Parables</a>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does development of communication allow one to express faith?</li> <li>• To what extent does the message of the media affect an audience?</li> <li>• How can supporting details contribute to the speaker’s message?</li> <li>• How do sources of information affect the communication process?</li> <li>• How do I adapt my communication to different purposes and audiences?</li> </ul>	
<a href="#">Activities</a>	

<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Everything must be done 1 Corinthians 14:40</i>	
<b>STANDARD</b>	
SL. 7.3 Using the Catholic perspective delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	

EXAMPLES OF TEXT	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does sound reasoning allow one to defend one’s faith?</li> <li>• What is my role in communication (as a listener, speaker, thinker, and as a Catholic)?</li> <li>• How do I adapt my communication to different purposes and audiences?</li> </ul>	
<a href="#">Activities</a>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SEVENTH GRADE
SCRIPTURE	
<i>But I have raised you up[a] for this very purpose, that I might show you my power and that my name might be proclaimed in all the earth. Exodus 9:16</i>	
STANDARD	
SL. 7.3 Using the Catholic perspective delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
EXAMPLES OF TEXT	
<a href="#">Gospels</a> , <a href="#">Lives of the Saints Literature</a>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How did Jesus adapt his communication to reach his audience?</li> <li>• How did the saints develop communication to influence the people of the time and us today?</li> <li>• How does an understanding of communication skills allow one to express faith?</li> <li>• In what ways do we use persuasion to express our point of view?</li> <li>• What is my role in communication (as a listener, speaker, thinker, and as a Catholic)?</li> <li>• How do sources of information affect the communication process?</li> <li>• How do I adapt my communication to different purposes and audiences?</li> </ul>	
<a href="#">Activities</a>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SEVENTH GRADE
SCRIPTURE	
<i>But I have raised you up[a] for this very purpose, that I might show you my power and that my name might be proclaimed in all the earth. Exodus 9:16</i>	
STANDARD	
SL.7.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
EXAMPLES OF TEXT	
<a href="#">Gospels</a> , <a href="#">Lives of the Saints</a> literature	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How did Jesus adapt his communication to reach his audience?</li> </ul>	



- How did the saints develop communication to influence the people of the time and us today?
- How does an understanding of communication skills allow one to express faith?
- In what ways do we use persuasion to express our point of view?
- What is my role in communication (as a listener, speaker, thinker, and as a Catholic)?
- How do sources of information affect the communication process?
- How do I adapt my communication to different purposes and audiences?

[Activities](#)

<b>Speaking and Listening Standards</b>	
Presentation of Knowledge and Ideas	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>Then Peter came up and said to him, Lord, how often will my brother sin against me, and I forgive him? As many as seven times? Jesus said to him, I do not say to you seven times, but seventy-seven times. Matthew 18: 21-22</i>	
<b>STANDARD</b>	
SL. 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points in the religion standards.	
<b>EXAMPLES OF TEXT</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is my role in communication (as a listener, speaker, thinker, and as a Catholic)?</li> <li>• What are the pros and cons of using technology to clarify and/or enhance information?</li> <li>• How do sources of information affect the communication process?</li> <li>• How do I adapt my communication to different purposes and audiences?</li> <li>• How does a visual aid enhance communication and make evident what is being communicated?</li> </ul>	
<a href="#"><u>Activities</u></a>	

<b>Speaking and Listening Standards</b>	
Presentation of Knowledge and Ideas	SEVENTH GRADE
<b>SCRIPTURE</b>	
<i>While they were eating, he took bread, said the blessing, broke it, and gave it to them, and said, "Take it; this is my body". Then he took a cup, gave thanks, and gave it to them, and they all drank from it. He said to them "This is my blood of the covenant, which will be shed for many." Mark 14: 22-24</i>	
<b>STANDARD</b>	
SL. 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<b>EXAMPLES OF TEXT</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How will command of formal English allow one to express faith?</li> <li>• Why is it important to adapt speech for a target audience?</li> <li>• What is my role in communication (as a listener, speaker, thinker, and as a Catholic)?</li> </ul>	

- How do sources of information affect the communication process?
- How do I adapt my communication to different purposes and audiences?
- How do I determine when to use formal language or informal language to communicate a message?

## Activities

## Scripture

### New Testament

Matthew 26:36-46, Mark 14:32-42 (agony in the garden)

John 17, Matthew 6:9-14 (Jesus as a man of prayer)

John 13 (Jesus as servant, humility)

Matthew 21:12-17 (Anger)

Mark 2:1-12 (Authority to forgive)

John 6 (Bread of Life)

John 4 (Love and Mercy)

John 10:1-18 (Jesus as Shepherd)

Matthew 26:26-30 (The Last Supper)

Matthew 28:18-20 (The Great Commission)

John 6 (The Bread of Life)

John 20:21 (Sent by the Father)

1 Timothy 4:12 (Ageism)

Luke 10:29-37 (Good Samaritan)

Galatians 3:26-29 (Equality of all baptized)

Matthew 5-7 (Sermon on the Mount)

Matthew 8:1-4 (Cleansing of the Leper)

Matthew 13 (The purpose of miracles)

John 2:1-12 (Wedding at Cana)

## Beatitudes

Matthew 5:3-12

“Blessed are the poor in spirit,  
for theirs is the kingdom of heaven.

Blessed are those who mourn,  
for they will be comforted.

Blessed are the meek,  
for they will inherit the earth.

Blessed are those who hunger and thirst for righteousness,  
for they will be filled.

Blessed are the merciful,  
for they will be shown mercy.

Blessed are the pure in heart,  
for they will see God.

Blessed are the peacemakers,  
for they will be called children of God.

Blessed are those who are persecuted because of righteousness,  
for theirs is the kingdom of heaven.

“Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. <sup>12</sup> Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

## Corinthians 13

**13** If I speak in the tongues<sup>[a]</sup> of men or of angels, but do not have love, I am only a resounding gong or a clanging cymbal. <sup>2</sup> If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. <sup>3</sup> If I give all I possess to the poor and give over my body to hardship that I may boast,<sup>[b]</sup> but do not have love, I gain nothing.

<sup>4</sup> Love is patient, love is kind. It does not envy, it does not boast, it is not proud. <sup>5</sup> It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. <sup>6</sup> Love does not delight in evil but rejoices with the truth. <sup>7</sup> It always protects, always trusts, always hopes, always perseveres.

<sup>8</sup> Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away. <sup>9</sup> For we know in

part and we prophesy in part, <sup>10</sup> but when completeness comes, what is in part disappears. <sup>11</sup> When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became a man, I put the ways of childhood behind me. <sup>12</sup> For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known.

<sup>13</sup> And now these three remain: faith, hope and love. But the greatest of these is love.

## Daily Mass Readings

<http://www.usccb.org/bible/readings/061317.cfm>

Additional Scripture

R.7.2 -- John 2: 1-11 (Wedding at Cana)

R.7.3 -- Acts 9:1-22 (The Conversion of Paul)

## Virtues

Theological Virtues: faith, hope, charity

Cardinal Virtues: prudence, justice, fortitude, temperance

Theology of the Body

## Saints

Personal connection and devotions with a specific saint

St. Peter Claver

St. Agnes

St. Maria Goretti

St. Giana Molla

St. Dominic

St. John Neumann

St. Thomas Aquinas

St. Stephen the Martyr

St. Peter and Paul

St. Elizabeth Ann Seton

St. Rose of Lima

## **Prayers**

Faith

Hope

Love

Angelus

Nicene Creed

Intro Magnificat

Vocation Prayer

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Novenas

Personal Vocation discernment

Meditation through Scripture

Written reflection/journal

Participates in the Stations of the Cross

## **Nicene Creed**

I believe in one God,  
the Father almighty,  
maker of heaven and earth,  
of all things visible and invisible.

I believe in one Lord Jesus Christ,  
the Only Begotten Son of God,  
born of the Father before all ages.  
God from God, Light from Light,  
true God from true God,  
begotten, not made, consubstantial with the Father;  
through him all things were made.  
For us men and for our salvation  
he came down from heaven,

and by the Holy Spirit was incarnate of the Virgin Mary,  
and became man.

For our sake he was crucified under Pontius Pilate,  
he suffered death and was buried,  
and rose again on the third day  
in accordance with the Scriptures.  
He ascended into heaven  
and is seated at the right hand of the Father.  
He will come again in glory  
to judge the living and the dead  
and his kingdom will have no end.

I believe in the Holy Spirit, the Lord, the giver of life,  
who proceeds from the Father and the Son,  
who with the Father and the Son is adored and glorified,  
who has spoken through the prophets.

I believe in one, holy, catholic and apostolic Church.  
I confess one Baptism for the forgiveness of sins  
and I look forward to the resurrection of the dead  
and the life of the world to come. Amen.

## **Apostles' Creed**

I believe in God,  
the Father almighty,  
Creator of heaven and earth,  
and in Jesus Christ, his only Son, our Lord,

who was conceived by the Holy Spirit,  
 born of the Virgin Mary,  
 suffered under Pontius Pilate,  
 was crucified, died and was buried;  
 he descended into hell;  
 on the third day he rose again from the dead;  
 he ascended into heaven,  
 and is seated at the right hand of God the Father almighty;  
 from there he will come to judge the living and the dead.

I believe in the Holy Spirit,  
 the holy catholic Church,  
 the communion of saints,  
 the forgiveness of sins,  
 the resurrection of the body,  
 and life everlasting. Amen.

## Songs

### Commandments

5th, 6th and 9th Commandments as they relate to human dignity

All 10 Commandments (Reconciliation examination of conscience)

### Sacraments

All sacraments as instituted by Christ

Participation in Reconciliation/Eucharist

## Parables

<u><a href="#">Parables of Jesus in Chronological Order</a></u>				
	<b>Parable</b>	<b>Matthew</b>	<b>Mark</b>	<b>Luke</b>
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 <sup>nd</sup> time, see #3)		4:21-22	8:16, 11:33

7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 <sup>nd</sup> time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 <sup>nd</sup> time, see #8)		13:35-37	



45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

## Mysteries of the Rosary

### Literature R.7.1

#### Short Stories

*Thank You Ma'am* by Langston Hughes

*The Two Brothers* by Leo Tolstoy

#### Poems

*The Road Not Taken* by Robert Frost

*The Arrow and the Song* by Henry Wadsworth Longfellow

#### Novels

*The Call of the Wild* by Jack London

*The Long Winter* by Laura Ingalls Wilder

#### Informational Texts

Saint biographies (age appropriate) - see "Seventh Grade Saint Studies"

### Literature R.7.2

#### Novels

*Little Women* by Alcott

*Where the Red Fern Grows* by Rawls

*Wonder* by R.J. Palacio

#### Short Stories

*The Fisherman and His Wife* by Grimm

*The Gift of the Magi* by O'Henry

#### Informational Texts

Saint biographies (age appropriate) - see "Seventh Grade Saint Studies"

Newsela articles

### Literature R.7.3

Novels/Short Stories -

*To Kill a Mockingbird* by Harper Lee

*The Necklace* by Guy de Maupassant

### Literature R.7.4

The following suggestions could be used to support students as they investigate how words/phrases provide deeper meaning.

Prayers:

- *Hail, Holy Queen*
- *Memorare*
- Prayers of Thanksgiving
- Novenas

**The Ten Commandments** - especially the 5th, 6th, and 9th Commandments as they relate to human dignity.

Poems:

*Jabberwocky* by Lewis Carroll

*I Sing the Battle* by Harry Kemp

*The Dawn's Awakening!* by Otto Leland Bohanan (Great while teaching the Harlem Renaissance.).

Additional suggestions:

*The People Could Fly* by Virginia Hamilton

*Where the Red Fern Grows* by Rawls

### Literature R.7.5

Poems

*Love that Dog* by Sharon Creech

*Stopping by Woods on a Snowy Evening* by Robert Frost

*The Red Wheelbarrow* by William Carlos Williams

Psalms

Psalm 27

Psalm 127

Psalm 1

Psalm 123

### Literature R.7.6

*Echo and Narcissus*

*To Kill a Mockingbird* by Harper Lee

Picture Books:

*The True Story of the Three Little Pigs* by Jon Scieszka

*The Day the Crayons Quit* by Drew Daywalt

### Literature R.7.7

Short Story:

*The Monkey's Paw* by W.W. Jacobs

*The Gift of the Magi* by O'Henry

Novels:

*Red Badge of Courage* by Stephen Crane

*To Kill a Mockingbird* by Harper Lee

Other suggestions:

*Diary of Young Girl* by Anne Frank

*I Have a Dream* speech, Martin Luther King, Jr (Text and video)

### Literature R.7.8

*Sword of the Spirit: A Beginner's Guide to St. Paul* by Christopher Cuddy and Mark Hart

*I am Malala* by Malala Yousafzia

*We Will Not Be Silent : How the White Rose Student Resistance Movement Defied Adolf Hitler* by

Russell Freedman

### Literature R.7.9

*Oliver Twist* by Charles Dickens

*The Bronze Bow* by Elizabeth Speare

*Esperanza Rising* by Pam Munoz Ryan

### Literature R.7.10

*Where the Red Fern Grows* by Rawls

*Little Women* by Alcott

*The Long Winter* by Wilder

**Literature L.7.1**

**Literature L.7.2**

**Literature L.7.3**

**Literature L.7.4**

**Literature L.7.5**

**Literature L.7.6**

**Literature W.7.1**

**Literature W.7.2**

**Literature W.7.3**

**Literature W.7.4**

**Literature W.7.5**

**Literature W.7.6**

**Literature W.7.7**

**Literature W.7.8**

**Literature W.7.9**

## **Literature SL.7.1**

## **Literature SL.7.2**

## **Literature SL.7.3**

## **Literature SL.7.4**

## **Literature SL.7.5**

## **Literature SL.7.6**

### **Activities R.7.1**

The following activities could be used to support students' ability to interpret the relationship between literal and inferential meanings.

- Create a character interview.
- Create a character trait analysis.
- Change a major element of the text to show the main character's reaction.
- Rewrite the ending of a story.

### **Activities R.7.2**

The following activities could be used to support students in determining the importance of theme and summarizing content.

- Create a timeline of events.
- Students search for an inspirational quote/bible verse to define a theme and brainstorm stories, movies, or real life events in which you see this theme played out.
- Use biblical narratives as "case studies" to interpret personal faith, real life issues, and moral dilemmas.
- Post covers of books you have read and ask students to discuss whether or not the theme is evident in the cover.
- Read the dust cover of a book or introduction to a book of the bible and create a cover that conveys the theme.
- Complete a graphic organizer which highlights "the big idea."

- Conduct a class discussion debating the author’s message.
- Online story-mapping.
- Make Connections (Text-to-Self, Text-To-Text, Text-to-World).
- Use movie’s(G-rated) students know today to show the moral or theme (i.e. Pixar short films); support with Scripture, CCC, Catholic Social Teachings, Theology of the Body evidence

### Activities R.7.3

The following activities could be used to support understanding of story elements and provide insight into the progression of a story:

- Plot diagram
- Character T-Chart
- Character interview
- Develop a comic strip
- Participate in a reader’s theater
- Play “Two Truths and a Lie”

### Activities R.7.4

- Analyze specific words in a prayer to determine *meaning* and *tone*.
- Create a figurative Language Chart depicting examples
- Create an advertisement utilizing figurative language
- Compile a poetry booklet depicting examples of figurative language
- Use the book of Psalms to analyze rhymes/repetitions/use of poetry
- Practice using a thesaurus for word choice

### Activities R.7.5

The following activities could be used to support students ability to determine the significance of text structure.

- Participate in literary centers/circles.
- Compare/Contrast various types of poetry.
- Write song lyrics for a theatrical review.
- Alter a chapter from a selected novel.

### Activities R.7.6

Below you will find several activities to support a student’s understanding of how contrasting points of view in a text can reveal the purpose of characters within a text.

- Read and analyze news reports from various perspectives
- Rewrite chapter of a story from a different point of view

- Critique author’s point of view by providing a persuasive rebuttal
- Create a script or screenplay
- Participate in Reader’s Theater
- Read two accounts of the same experience.
- Rewrite a fairy tale from the antagonist’s point of view

### Activities R.7.7

- After reading the text and watching Martin Luther King’s “I Have a Dream” speech, tie the words of MLK to the Church’s teachings on discrimination
- Create a video of a script
- Write a script production
- Compare and contrast film/live production to text
- Compare and contrast Scripture stories to film depictions ie: 10 Commandments

### Activities R.7.8

The following activities could offer support in students’ ability to recognize and think about evidence and logic, as they are *key* to understanding argumentation.

- Write a position paper, a type of argument essay, which highlights a claim from the text which speaks to a Catholic perspective.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Select multiple quotes that provide the most sound reasoning to support a claim from the text. Then share your findings with a partner.
- Create an author’s point of view cartoon
- Analyze advertising from a magazine or newspaper
- Read aloud an editorial from the local paper and write a letter to the editor
- Map concepts in a web to note new information presented by the author
- Outline text structure
- Trace and evaluate the process of canonization or sainthood. Look at the saints and how they shaped the history of the church.

### Activities R.7.9

- Discuss that there are historical fiction books that incorporate biblical history with fictional characters.
- Compare and analyze the gospel writers’ accounts of The Cleansing of the Temple, The Feeding of the 5,000, and The Death and Burial that appear in each of the four gospels. Each communicates something different about Jesus.
- Give students short articles on a common topic (for instance, stories about the same event from two separate newspapers or magazines) and look for common words or phrases



- Investigate the denotative and connotative differences between words in context of multiple written pieces
- After analysis of an author’s biography, attempt to determine which pieces of writing are from a particular author based on the words/ideas he or she uses
- Using a graphic organizer (T-organizer, etc.), extract facts and opinions from a piece of writing
- Extract meaningful words/phrases from a work of writing for analysis
- Summarize an article in a Twitter style “tweet” (in 140 characters or less)
- Analyze a humorous anecdote of an important event. Discuss the author’s techniques that made it humorous.

### **Activities R.7.10**

- Read a variety of nonfiction and fiction pieces to determine which form resonates with them and why?
- Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you.
- Read a synoptic story from the gospels and share which one resonates with them and why?

### **Activities L.7.1**

- Construct different versions of the same sentence through the use of post-it notes (each post-it will denote one of the 5 Ws)
- Enact teacher selected simple sentences; elaborate with additional details (adverbs, adjectives, etc.) to construct complex sentences
- Examine a piece of Scripture and elaborate with additional details (adverbs, adjectives, etc.); compare the writing conventions of Scripture to common language.

### **Activities L.7.2**

- Engage in small collaborative group-mechanics circles, whereby each student is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts)
- Model a mini-lesson for peers, teaching one rule specific to capitalization, punctuation, or spelling
- Engage in process writing utilizing proper mechanics
- Review articles from the newspaper or other periodical to find proper and improper use of mechanics.
- Participate in editing a teacher selected passage using the correct spelling, punctuation and capitalization
- Engage in peer editing by projecting student writing samples onto whiteboard/SmartBoard, thereby allowing students to apply knowledge of editing symbols

### Activities L.7.3

- Engage in a debate of a controversial issue and support their position with precise content-specific concepts, words, and phrases focusing on the Catholic perspective
- Construct a persuasive/argumentative essay implementing peer feedback
- Read, discuss, and interpret the surface and deeper meanings of the parables of Jesus.

### Activities L.7.4

- Read and identify unknown words from the precepts of the Church.
- Do research on Church history while paying close attention to vocabulary.
- Study scripture, specifically the parables, and search for multiple meaning words. Use the footnotes to learn cultural understanding of the words.
- Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc.
- Construct meaning of words based on context clues provided within the given passage.
- Create bookmarks that identify multiple strategies students can use when determining the meaning of a word (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary)
- Create a PowerPoint to demonstrate understanding and appropriate application of Greek and/or Latin roots, prefixes, and suffixes.
- Collaborate to navigate and explain how to use various reference sites such as the USCCB, Catholic Online, New Advent, Saint sources, etc.
- Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes

### Activities L.7.5

- Read, analyze, and identify figurative language in the parables and Genesis story.
- Create a skit enacting the meaning of an idiom.
- Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side.
- Describe sensory details of a particular type of object utilizing specific forms of figurative language.
- Explain an artist's application of figurative language within his/her song lyrics.
- Study a gospel to determine the author's perspective and image of Jesus conveyed in the writing. Apply the figurative image of the writing to the person of Jesus.
- Compare and contrast how connotation and denotation changes the meaning of a sentence.

### Activities L.7.6

- Using the Bible, collaborate in small groups to use domain specific vocabulary to construct a summary or story.
- Using the Bible, collaborate in a small group to rewrite a parable using current vocabulary without losing the context/meaning of the parable.

- Create a speech appropriately applying domain specific vocabulary.
- Engage in completing concept webs (such as KWHL charts).

### Activities W.7.1

- Write an argumentative essay that demonstrates ways in which students can respect themselves and others.
- Create an advertisement.
- Create a script for a commercial using persuasive techniques learned.
- Read a advertisements and locate/highlight persuasive techniques.
- Using historical events such as genocide or health issues such as childhood obesity and smoking to identify the use of propaganda.

### Activities W.7.2

- Examine topics such as the *Nicene Creed* and *Apostles' Creed* to understand periods of church history and then write a piece explaining your findings.
- Create a variety of graphic organizers/ outlines to support your topic.
- Compare/contrast a 21st century issue (environmental or health) distinguishing relevant and irrelevant information from speculative information.
- Create an explanatory piece using with emphasis on transitional words with cohesion and clarity.

### Activities W.7.3

- Write narratives with the same themes as scripture passages, such as readings from the Acts of the Apostles or parables of Jesus.
- Create a narrative using graphic organizers (for example a plot diagram) to list sequence of events during the brainstorming stages of the writing process.
- Dissect a current reading piece to identify story elements prior to creating their own composition, thus leading to writing.
- Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs.
- Write a class narrative story (“round-robin style”). – possible activity is to assign each student a specific length to write (a paragraph) about a teacher directed topic.
- Create a graphic novel (comic book style).
- Using a graphic organizer, such as a Venn Diagram,

### Activities W.7.4

- With the class, create a rubric for grading.
- Write a memoir.
- Identify the structure of a memoir through a published author’s piece.

### **Activities W.7.5**

- Conduct conferences in cooperative groups so that students can take on specific roles (theologian, content and organization, mechanics, sentence construction, and usage) to edit their work.

### **Activities W.7.6**

- Practice citing sources using MLA.
- Internet scavenger hunt to become acclimated with surfing the web for credible, supporting information.

### **Activities W.7.7**

- Based on research done, expand on a list of questions to write a research paper about a saint
- Based on research done, expand on a list of focused questions to be answered throughout the research paper.
- Write a research paper about our Faith
- Provide students with a list of sources and then have students determine their credibility.
- Perform peer and teacher led conferences to ensure focus is on task.

### **Activities W.7.8**

- Develop a project over the lives of the saints.
- Write a response to problems in issues from the Catholic perspective.
- Create a bibliography based on a standard format.
- Paraphrase an article to identify a main idea.
- Read an article and place quotes around one essential idea.
- Using the same article, extrapolate a quote and paraphrase.
- Give students a list of footnotes and have them create a bibliography.
- Provide multiple print and digital sources and create a bibliography or work cited page.

### **Activities W.7.9**

- Create a graphic organizer to compare/contrast a fictional character or event with a historical or factual event identifying the beauty, truth and goodness. (i.e. A Christmas Carol and the Victorian period).
- Create foldables to distinguish connections (text-to-text, text-to-self, text-to-world)
- List evidence that supports claims found within various forms of texts/genres in response to an open-ended question

## Activities W.7.10

- Keep a periodic writing journal with teacher driven topics.
- Partake in a self-assessments and peer assessments using the state's rubric as a guide.
- Perform conferences with teacher and peers during revising/editing stage.
- Self-reflect periodically comparing/contrasting various forms of writing submitted in portfolio.
- Create a chapter book or children's story.
- Research a topic for relevant facts one of the 21st Century themes.

## Activities SL.7.1

- Have conversations about the lives of favorite saints.
- Review and discuss the Church's response to problem areas.
- Review the foundational processes involved in public speaking.
- Interview faculty members with a focus on questioning technique.
- Develop and craft strong open-ended questions for teachers to answer.
- Identify pros/cons of a class initiated topic pertaining to school culture (homework policy, technology in class) with points to debate.
- Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: current events, literature read in class, environmental concerns, health-related issues all from the Catholic perspective.
- Examine and critique a model of a successful and age appropriate interview.

## Activities SL.7.2

- View product commercials and identify the main idea and supporting details used to clarify the topic represented in the commercial.
- Ask a lifelong Catholic who has made a commitment to service to speak to the class and analyze the main ideas and supporting details presented.
- Ask a priest or religious to speak to the class and analyze the main ideas and supporting details presented.
- Analyze the main ideas and supporting details used by Jesus in the parables.

## Activities SL.7.3

- Review and critique a round table discussion, in order to evaluate the soundness of the reasoning and relevancy of the message or position.
- Use current events and topics to compare society with Catholic morality based on the teachings of the church.
- Review and critique political debates in order to prepare an original argument for debate.
- Research debate strategies.
- Review persuasive arguments and strategies.

### **Activities SL.7.4**

- Participate in speech exercises relating to volume and pronunciation.
- Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.
- Review elements of persuasion.
- Identify credible sources for use in support of claims. Identify Catholic resources to support a claim. Work in cooperative groups to review possible topics for presentation.
- Investigate the incorporation of visual aids to enhance one's argument.
- Prepare and present a personal witness/testament to the class.
- Outline salient points in presenting an argument.

### **Activities SL.7.5**

- Create charts and visual displays which include statistics, demographics and geography as evidence to support claims.
- Create a visual aid and verbal presentation on the life of a saint.

### **Activities SL.7.6**

- Watch public speeches, discussing strengths and weaknesses, and how they support the Catholic worldview.
- Review specific vocabulary used in persuasive speeches, as well as in critiquing.