

## LANGUAGE

| GRADE | CONTENT               | SKILLS (CCSSELA ALIGNMENT)   |
|-------|-----------------------|--|
| 7     | Knowledge of Language | LA.7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: choose among various sentence structures to signal differing relationships among ideas; choose among simple, compound, and complex sentences to signal differing relationships among ideas; correct misplaced and dangling modifiers (L.7.1) |
|       |                       | LA.7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use commas to separate coordinate adjectives; use punctuation (e.g., commas, semicolons, colons) to separate clauses; spell correctly (L.7.2)  |
|       |                       | LA.7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: express ideas clearly and concisely (L.7.3)  |
|       |                       | LA.7.L.4   |
|       |                       | LA.7.L.5   |
|       |                       | LA.7.L.6   |

## READING FOUNDATIONS

| GRADE | CONTENT  | SKILLS (CCSSELA ALIGNMENT) |
|-------|--|----------------------------|
| 7     | Essential Question: How can we honor God when we read? Big Idea: We honor God when we choose to reflect and respond to what we read in ways that grow in faith, learning, and service. |                            |

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|---|---------|---|
| 7 | Fluency | LA.7.RF.1   |
|   |         | LA.7.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading |

READING INFORMATIONAL TEXT

| GRADE | CONTENT  | SKILLS (CCSSELA ALIGNMENT)  |
|-------|--|---|
|       | Essential Question: How can we honor God when we reflect, and respond to a variety of texts?   | Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.   |
|       | Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retelling, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory |   |
| 7     | Key Ideas and Details  | LA.7.RI.1 Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RI.7.1)<br>LA.7.RI.2 Determine two or more main ideas in a text and analyze their development throughout the text; provide a summary of the text (RI.7.2)<br>LA.7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals and events, how individuals influence ideas or events) (RI.7.3)  |
|       | Craft and Structure  | LA.7.RI.4 Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (RI.7.4) (RI.6.4)<br>LA.7.RI.5 Analyze the structure of a text, including how the major sections contribute to the whole and to the development of the ideas (RI.7.5)<br>LA.7.RI.6 Determine an author's point of view or purpose and analyze how the author distinguishes his or her position and ideas from those of others (RI.7.6)                   |
|       | Integration of Knowledge and Ideas   | LA.7.RI.7 Compare and contrast print and multimedia versions of the text, analyzing each medium's portrayal of the subject (RI.7.7)<br>LA.7.RI.8 Analyze the argument in a text to validate the reasoning and evidence that support the claims (RI.7.8)<br>LA.7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by using different evidence or advancing different interpretations of facts (RI.7.9)<br>LA.7.RI.10 Select informational text that affirms the principles in God's Word |
|       | Range of Reading and Level of Text Complexity  | LA.7.RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.7.10)<br>LA.7.RI.12 Use a variety of reference and research materials, both print and digital (RI.7.11)<br>LA.7.RI.13 Read literary nonfiction for pleasure, personal growth and spiritual development (RI.7.12)   |

GRADE CONTENT

Big Idea We honor God when we choose to reflect and respond to what we read in way grow in faith, learning, and service.

Key Ideas  
and Details

LA.7.RL.1

LA.7.RL.2

LA.7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or

LA.7.RL.4

LA.7.RL.5

LA.7.RL.6

LA.7.RL.7 Compare and contrast a written text to a media version (e.g., audio, film, stage, multimedia), analyzing the techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film) (RL.7.7)

LA.7.RL.8

LA.7.RL.9

LA.7.RL.10

LA.7.RL.11

LA.7.RL.12

LA.7.RL.13

**SPEAKING AND LISTENING**

| GRADE  | CONTENT  | SKILLS (CCSS/ELA ALIGNMENT)   |
|--|--|---|
|  | <p>Essential Question: How does the ability to listen and speak effectively help us to better understand God and ourselves?</p>  | <p>Big Idea: The ability to listen and speak effectively in a variety of situations allows us to better understand God, others, and ourselves.</p>  |
|  | <p>Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Social Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell</p> |   |
| <p style="font-size: 2em; text-align: center;">7</p> | <p>Comprehension and Collaboration</p>   | <p>LA.7.SL.1 Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with research material and using evidence from that material to probe and reflect on ideas; follow rules for track progress toward goals and deadlines, define roles; pose questions that elicit elaboration; acknowledge expressed by others (SL.7.1)</p> <p>LA.7.SL.2 Analyze main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively) and explain how the ideas provide clarity (SL.7.2)</p> <p>LA.7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the sufficiency of the evidence (SL.7.3)</p> |
|  | <p>Presentation of Knowledge and Ideas</p>   | <p>LA.7.SL.4 Present claims and findings on an issue or topic in a focused, coherent manner, emphasizing salient points of evidence and examples; use appropriate eye contact, adequate volume, and clear pronunciation (SL.7.4)</p> <p>LA.7.SL.5 Use a variety of media, including digital, for presentations (SL.7.5)</p> <p>LA.7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (SL.7.6)</p> <p>LA.7.SL.7 Demonstrate reverence to God when speaking and listening</p>   |

WRITING

| GRADE | CONTENT   | SKILLS (CCSSELA ALIGNMENT)   |
|-------|---|--|
|       | Essential Question: How can we honor God when we write for a variety of purposes and audiences?   | Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.  |
|       | Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Audience, Form, Topic) |  |
| 7     | Text Types and Purposes   | <p>LA.7.W.1 Write arguments to support claims that include: an introduction; clear reasons validated by well-organized credible sources; acknowledgement of alternate claims; transitional words, phrases, and clauses; style appropriate for the audience; and a supported conclusion (W.7.1)</p> <p>LA.7.W.2 Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., images, tables) when useful; style appropriate for the audience; and a supported conclusion (W.7.2)</p> <p>LA.7.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., description, pacing), sensory details; precise words and phrases; transitions to convey shifts in time or sequence; event sequences; a specific context; a narrator and/or characters; and a conclusion (W.6.3)</p> <p>LA.7.W.4 Write for meaning from a Biblical worldview</p> |
|       | Production and Distribution of Writing  | <p>LA.7.W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.7.4)</p> <p>LA.7.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (W.7.5)</p> <p>LA.7.W.7 Use technology, including the Internet, to produce and publish writing (individually and collaboratively), link media and digital assets (W.7.6)</p>  |
|       | Research to Build and Present Knowledge   | <p>LA.7.W.8 Conduct short research projects to answer questions, drawing on several sources and generating additional questions for further research (W.7.7)</p> <p>LA.7.W.9 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and adhering to the basic format for citation (W.7.8)</p> <p>LA.7.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.7.9)</p>   |
|       | Range of Writing  | LA.7.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (sessions, projects, or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.7.10)   |