

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking

7.1 Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
7.1 <i>communicate ideas effectively through speaking and discussion</i>	7.1(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas 7.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems 7.1(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively 7.1(D) engage in meaningful discourse and provide and accept constructive feedback from others

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

7.2 Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
7.2 <i>use skills to support strategies for determining the meaning of unknown words while reading</i>	7.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 7.2(B) use context such as contrast or cause and effect to clarify the meaning of words 7.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent

Core Reading										
Tools to Know ⑧										
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking										
7.2 Vocabulary. The student uses newly acquired vocabulary expressively.										
7.3 Fluency. The student reads grade-level text with fluency and comprehension.										
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts										
7.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.										
Reading Process: Thinking Within the Text							Comprehension: Thinking with the Text			
7.3(A) adjust fluency when reading grade-level text based on the reading purpose	7.5(A) establish purpose for reading assigned and self-selected texts	7.2(B) use context such as contrast or cause and effect to clarify the meaning of words	7.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information	7.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	7.5(D) create mental images to deepen understanding	7.5(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	7.5(E) make connections to personal experiences, ideas in other texts, and society	7.5(F) make inferences and use evidence to support understanding	7.5(G) evaluate details read to determine key ideas	7.5(H) synthesize information to create new understanding [Informational]

Ways to Show: Thinking About the Meaning							
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts							
7.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.							
7.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.							
7.9 Author's purpose.							
Application	Instructional Focus	Fiction ⑧	Poetry	Drama	Informational ⑧	Argumentative	Multimodal/Digital
7.7/7.8/7.9 <i>comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning</i>	Genre Characteristics	7.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	<i>stanza, poet, rhyme scheme, figurative language</i> 7.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	<i>character tags, scene, stage directions</i> 7.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	7.8(D) analyze characteristics and structural elements of informational text, including: (ii) features such as references or acknowledgements	7.8(E) analyze characteristics and structures of argumentative text	7.8(F) analyze characteristics of multimodal and digital texts
		Overall Meaning	7.9(A) explain the author's purpose and message within a text	7.9(A) explain the author's purpose and message within a text	7.9(A) explain the author's purpose and message within a text	7.9(A) explain the author's purpose and message within a text	7.9(A) explain the author's purpose and message within a text
	7.7(A) infer multiple themes within and across texts using text evidence		7.7(A) infer multiple themes within and across texts using text evidence	7.7(A) infer multiple themes within and across texts using text evidence	7.8(D) (i) [analyze] the controlling idea or thesis with supporting evidence	7.8(E) (i) identifying the claim 7.8(E) (iii) identifying the intended audience or reader	
	Analysis for Deeper Meaning	7.7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.8(D) (iii) [analyze] organizational patterns that support multiple topics, categories, and subcategories	7.8(E) (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument	(refer to the genre)
		7.7(B) analyze how characters' qualities influence events and resolution of the conflict	7.7(B) analyze how characters' qualities influence events and resolution of the conflict	7.7(B) analyze how characters' qualities influence events and resolution of the conflict			
		7.7(D) analyze how the setting influences character and plot development	7.7(D) analyze how the setting influences character and plot development	7.7(D) analyze how the setting influences character and plot development	7.8(C) analyze how playwrights develop characters through dialogue and staging		

Author's Craft: Thinking About the Writing

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

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
7.9 <i>analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i>	Point of View	7.9(E) identify the use of literary devices, including subjective and objective point of view	7.9(E) identify the use of literary devices, including subjective and objective point of view	7.9(E) identify the use of literary devices, including subjective and objective point of view	7.9(E) identify the use of literary devices, including subjective and objective point of view	7.9(E) identify the use of literary devices, including subjective and objective point of view	7.9(E) identify the use of literary devices, including subjective and objective point of view
		7.9(B) analyze how the use of text structure contributes to the author's purpose	7.9(B) analyze how the use of text structure contributes to the author's purpose	7.9(B) analyze how the use of text structure contributes to the author's purpose	7.9(B) analyze how the use of text structure contributes to the author's purpose	7.9(B) analyze how the use of text structure contributes to the author's purpose	7.9(B) analyze how the use of text structure contributes to the author's purpose
	Structure	7.9(C) analyze the author's use of print and graphic features to achieve specific purposes	7.9(C) analyze the author's use of print and graphic features to achieve specific purposes	7.9(C) analyze the author's use of print and graphic features to achieve specific purposes	7.9(C) analyze the author's use of print and graphic features to achieve specific purposes	7.9(C) analyze the author's use of print and graphic features to achieve specific purposes	7.9(C) analyze the author's use of print and graphic features to achieve specific purposes
		7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes
	Language	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone
		7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations
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Independent Reading

7.4 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

7.4(A) self-select text and read independently for a sustained period of time

Responding to Text (applied to both Core Reading and Independent Reading)

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

Ways to Show (Response Skills)

7.6(A) describe personal connections to a variety of sources, including self-selected texts	7.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	7.6(C) use text evidence to support an appropriate response	7.6(D) paraphrase and summarize texts in ways that maintain meaning and logical order	7.6(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	7.6(F) respond using newly acquired vocabulary as appropriate	7.6(G) discuss and write about the explicit or implicit meanings of text	7.6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	7.6(I) reflect on and adjust responses as new evidence is presented
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Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple texts	
7.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
7.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process) ⑧
7.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	7.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
7.11(B) compose informational texts , including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	7.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples
	7.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety
7.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft	7.10(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) correct capitalization (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too
7.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	7.10(E) publish written work for appropriate audiences

Research (embedded skills throughout Reading and Writing)	
7.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
Application	Instructional Focus
7.12 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	7.12(A) generate student-selected and teacher-guided questions for formal and informal inquiry 7.12(B) develop and revise a plan 7.12(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions 7.12(D) identify and gather relevant information from a variety of sources 7.12(E) differentiate between primary and secondary sources 7.12(F) synthesize information from a variety of sources 7.12(G) differentiate between paraphrasing and plagiarism when using source materials 7.12(H) examine sources for: (i) reliability, credibility, and bias (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype 7.12(I) display academic citations and use source materials ethically 7.12(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results