Catholic
Schools
DIOCESE of DALLAS

Catholic Identity Standards

7.1	**Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.*

Ways to Grow	7.1A	recognize that every human life is sacred because each person is created and loved by God*
	7.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
	7.1C	recognize and oppose unjust social structures and work toward justice for all*
	7.1D	see God at work in all things and as expressed in the sacraments*
	7.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

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

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
7.2   Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
7.2 communicate ideas effectively through speaking and discussion	7.2A listen actively to interpret a message and ask clarifying questions that build on others' ideas
	7.2B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems
	7.2C 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
	7.2D 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
7.3   Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
7.3 use skills to support strategies for determining the meaning of unknown words while reading	7.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
	7.3B use context such as contrast or cause and effect to clarify the meaning of words
	7.3C 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

Shared Reading

Tools to Know

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
7.4   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			
7.4A adjust fluency when reading grade-level text based on the reading purpose	7.5A establish purpose for reading assigned and self-selected texts	7.5B generate questions about text before, during, and after reading to deepen understanding and gain information	7.5C make and correct or confirm predictions using text features, characteristics of genre, and structures	7.5D create mental images to deepen understanding	7.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	7.5F make connections to personal experiences, ideas in other texts, and society	7.5G make inferences and use evidence to support understanding	7.5H evaluate details read to determine key ideas	7.5I synthesize information to create new understanding

Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
7.6   Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
7.7   Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
7.6/7.7 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	**Genre Characteristics**	7.6A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	7.6B analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	7.6C analyze how playwrights develop characters through dialogue and staging	7.6D analyze characteristics and structural elements of informational text, including features such as references or acknowledgements	7.6G analyze characteristics and structures of argumentative text	7.6K analyze characteristics of multimodal and digital texts
	Overall Meaning	7.6L explain the author's purpose and message within a text	7.6L explain the author's purpose and message within a text	7.6L explain the author's purpose and message within a text	7.6L explain the author's purpose and message within a text	7.6L explain the author's purpose and message within a text	7.6L explain the author's purpose and message within a text
		7.7A infer multiple themes within and across texts using text evidence	7.7A infer multiple themes within and across texts using text evidence	7.7A infer multiple themes within and across texts using text evidence	7.6E analyze the controlling idea or thesis with supporting evidence	7.6H identify the claim	
						7.6I identify the intended audience or reader	
	Analysis for Deeper Meaning	7.7B analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.7B analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.7B analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.6F analyze organizational patterns that support multiple topics, categories, and subcategories	7.6J explain how the author uses various types of evidence and consideration of alternatives to support the argument	(refer to the genre)
		7.7C analyze how characters' qualities influence events and resolution of the conflict	7.7C analyze how characters' qualities influence events and resolution of the conflict	7.7C analyze how characters' qualities influence events and resolution of the conflict		7.7F identify how literature develops the faculty of personal judgment*	
		7.7D analyze how the setting influences character and plot development	7.7D analyze how the setting influences character and plot development	7.7D analyze how the setting influences character and plot development		7.7G analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments*	
		7.7E summarize how literature helps us better understand ourselves, cultures and times*					

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Author's Craft: Thinking About the Writing

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

7.8 Author's 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
7.8 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	Point of View	7.8A identify the use of literary devices, including subjective and objective point of view	7.8A identify the use of literary devices, including subjective and objective point of view	7.8A identify the use of literary devices, including subjective and objective point of view	7.8A identify the use of literary devices, including subjective and objective point of view	7.8A identify the use of literary devices, including subjective and objective point of view	7.8A identify the use of literary devices, including subjective and objective point of view
	Structure	7.8B analyze how the use of text structure contributes to the author's purpose	7.8B analyze how the use of text structure contributes to the author's purpose	7.8B analyze how the use of text structure contributes to the author's purpose	7.8B analyze how the use of text structure contributes to the author's purpose	7.8B analyze how the use of text structure contributes to the author's purpose	7.8B analyze how the use of text structure contributes to the author's purpose
		7.8C analyze the author's use of print and graphic features to achieve specific purposes	7.8C analyze the author's use of print and graphic features to achieve specific purposes	7.8C analyze the author's use of print and graphic features to achieve specific purposes	7.8C analyze the author's use of print and graphic features to achieve specific purposes	7.8C analyze the author's use of print and graphic features to achieve specific purposes	7.8C analyze the author's use of print and graphic features to achieve specific purposes
	Language	7.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes
		7.8E analyze how the author's use of language contributes to mood, voice, and tone	7.8E analyze how the author's use of language contributes to mood, voice, and tone	7.8E analyze how the author's use of language contributes to mood, voice, and tone	7.8E analyze how the author's use of language contributes to mood, voice, and tone	7.8E analyze how the author's use of language contributes to mood, voice, and tone	7.8E analyze how the author's use of language contributes to mood, voice, and tone
		7.8F explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	7.8F explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations
		7.8G explain how Christian and Western symbols and symbolism communicate the battle between good and evil*					

Independent Reading

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

7.9 Self-sustained reading. The student reads grade-appropriate texts independently.

7.9A	self-select text and read independently for a sustained period of time
7.9B	share beautifully told and well-crafted works*

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

Listening, speaking, reading, writing, and thinking using multiple texts

7.10 Response skills. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

7.10A describe personal connections to a variety of sources, including self-selected texts	7.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres	7.10C use text evidence to support an appropriate response	7.10D paraphrase and summarize texts in ways that maintain meaning and logical order	7.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	7.10F respond using newly acquired vocabulary as appropriate	7.10G discuss and write about the explicit or implicit meanings of text	7.10H respond orally or in writing with appropriate register, vocabulary, tone, and voice	7.10I reflect on and adjust responses as new evidence is presented

Writing

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

Application	Tools to Know (Writing Process)	
7.12A compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft	7.11A	**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
7.12B 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	7.11B	**develop drafts** into a focused, structured, and coherent piece of writing by: 7.11B.1 organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion 7.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples
	7.11C	**revise drafts** for clarity, development, organization, style, word choice, and sentence variety
7.12C compose multi-paragraph **argumentative texts** using genre characteristics and craft	7.11D	**edit drafts** using standard English conventions, including: 7.11D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments 7.11D.2 consistent, appropriate use of verb tenses and active and passive voice 7.11D.3 conjunctive adverbs 7.11D.4 prepositions and prepositional phrases and their influence on subject-verb agreement 7.11D.5 pronoun-antecedent agreement 7.11D.6 subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor 7.11D.7 correct capitalization 7.11D.8 punctuation, including commas to set off words, phrases, and clauses, and semicolons 7.11D.9 correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too
7.12D compose **correspondence** that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	7.11E	**publish written work** for appropriate audiences

Research (embedded skills throughout Reading and Writing)

Listening, speaking, reading, writing, and thinking using multiple texts
7.13 Inquiry and research: The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus	

7.13 use research skills to plan and present in written, oral, or multimodal formats	7.13A
	7.13B
	7.13C
	7.13D
	7.13E
	7.13F
	7.13G
	7.13H
	
	7.13I
	7.13J
		generate student-selected and teacher-guided questions for formal and informal inquiry
		develop and revise a plan
		refine the major research question, if necessary, guided by the answers to a secondary set of questions
		identify and gather relevant information from a variety of sources
		differentiate between primary and secondary sources
		synthesize information from a variety of sources
		differentiate between paraphrasing and plagiarism when using source materials
		examine sources for:
		   7.13H.1 reliability, credibility, and bias
		   7.13H.2 faulty reasoning such as hyperbole, emotional appeals, and stereotype
		display academic citations and use source materials ethically
		use an appropriate mode of delivery, whether written, oral, or multimodal, to present results