

Language Art 7 (1) - DRAFT

STRAND	SUBSTRAND	STANDARD	BENCHMARK	ESSENTIAL ELEMENTS	MATERIALS / RESOURCES	ASSESSMENTS
Reading and Literature	Word Recognition, Analysis, and Fluency	The student will read with accuracy and fluency.	<p>Read unfamiliar complex and multi-syllabic words using cueing systems, advanced phonetic analysis and structural analysis.</p> <p>Read narrative and expository text with fluency, accuracy and comprehension at an appropriate silent reading rate.</p> <p>Apply correct word pronunciation and inflection.</p>	<p>300 new vocabulary words</p> <p>Dictionary Strategy</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelson</p> <p><u>Puppies Dogs and Blue Northers</u> by Gary Paulsen</p> <p><u>The Cay</u> by Theodore Taylor</p> <p><u>The Hobbit</u> by JR Tolkien</p> <p><u>Anne Frank: The Diary of a Young Girl</u></p> <p>Dictionaries, Thesauruses, and Synonym Finders</p> <p>Numbered Cards for Vocabulary Games</p>	<p><u>Touching Spirit Bear</u> packet</p> <p><u>Anne Frank</u> packet</p> <p>Vocabulary Exams, Quizzes, and Games</p> <p>Book Logs</p>
	Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	<p>Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.</p> <p>Analyze word structure and use context clues to understand new words.</p> <p>Recognize and interpret words with multiple meanings.</p> <p>Recognize the influences of other languages on the English language.</p> <p>Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary and assist pronunciation.</p> <p>Identify and explain analogies, similes and metaphors.</p>	<p>300 new vocabulary words</p> <p>Study Skills</p> <p>Figurative Language – Personification, Similes, and Metaphors</p> <p>Vocabulary Strategies</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelson</p> <p><u>The Cay</u> by Theodore Taylor</p> <p><u>The Hobbit</u> by JR Tolkien</p> <p><u>Anne Frank: The Diary of a Young Girl</u></p> <p>Dictionaries, Thesauruses, and Synonym Finders</p>	<p><u>Touching Spirit Bear</u> packet</p> <p><u>Anne Frank</u> packet</p> <p>Vocabulary Exams, Quizzes, and Games</p> <p>Book Logs</p>

Language Art 7 (2) - DRAFT

			Determine pronunciation, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.			
	Comprehension	The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.	<p>Comprehend, interpret and evaluate text by asking and answering questions.</p> <p>Recall and use prior learning and preview text to prepare for reading.</p> <p>Use knowledge of narrative and expository text structures and subject specific texts to summarize content.</p> <p>Make inferences and draw conclusions based on explicit and implied information from texts.</p> <p>Create outlines, logical notes and summaries across content areas.</p> <p>Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings to aid comprehension.</p> <p>Distinguish statements of fact from opinion and give examples from text.</p> <p>Critically read and evaluate to determine the author's purpose, point of view, audience and message.</p> <p>Follow written directions in technical reading.</p> <p>Scan a passage to determine relevant information and skim the text to locate specific information.</p> <p>Identify devices used in persuasive text.</p>	<p>Comprehension</p> <p>Critical Thinking Questions</p> <p>Fact / Opinion</p> <p>Disaster Books – Main Idea, Recalling Facts, Making Inferences, Using Words Precisely</p> <p>Three Type Questions – Literal, Inferential, and Evaluative</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelson</p> <p><u>Puppies, Dogs, and Blue Northers</u> by Gary Paulsen</p> <p><u>Monsters of Mythology</u> series (variety of books available at the KM Media Center)</p> <p><u>The Cay</u> by Theodore Taylor</p> <p><u>The Hobbit</u> by JR Tolkien</p> <p><u>Anne Frank: The Diary of a Young Girl</u></p>	<p><u>Touching Spirit Bear</u> packet</p> <p><u>Anne Frank</u> packet</p> <p>Disaster Book Answer Keys</p> <p>Book Logs</p>
	Literature	The student will actively engage in the reading process and read,	Read a variety of high-quality, traditional, classical, and contemporary literary works specific to America, as well as significant works from other countries.	<p>Figurative Language – Personification, Similes, and Metaphors</p> <p>Elements of Literature</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelson</p> <p><u>Puppies, Dogs, and</u></p>	<p><u>Touching Spirit Bear</u> packet</p> <p><u>Anne Frank</u> packet</p>

Language Art 7 (3) - DRAFT

		<p>understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	<p>Identify and analyze various genres and subgenres as forms with distinct characteristics and purposes.</p> <p>Identify and analyze the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme, and tone.</p> <p>Identify and analyze the effect of characters' traits on the plot and resolution of the conflict.</p> <p>Analyze how figurative language and literary devices contribute to the meaning of a text.</p> <p>Identify and discuss the effect of the speaker and recognize the difference between first and third person point of view.</p> <p>Relate a given literary work to historical events (place, time and custom).</p> <p>Explain how form and stylistic devices convey the meaning of a poem.</p> <p>Identify and understand recurring themes across literary works, citing evidence from the texts.</p> <p>Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>– Plot – Exposition, Rising Action, Climax, Falling Action, Resolution, Characterization (Major and Minor Characters), Setting, Theme, Thematic Elements, Conflict</p> <p>Poetry</p> <p>Summarize – characters, conflict, resolution, climax, moral</p> <p>Literary Devices – Sequencing/Prioritizing, Predicting, Foreshadowing, Author's Purpose/Plot</p>	<p><u>Blue Northerners</u> by Gary Paulsen</p> <p><u>Monsters of Mythology</u> series (variety of books available at the KM Media Center)</p> <p><u>The Cay</u> by Theodore Taylor</p> <p><u>The Hobbit</u> by JR Tolkien</p> <p><u>Anne Frank: The Diary of a Young Girl</u></p> <p>Variety of Poetry Resources available at KM Media Center</p>	<p>Book Logs</p>
<p>Writing</p>	<p>Types of Writing</p>	<p>The student will create informative, expressive and persuasive writing.</p>	<p>Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports. <i>By the end of grade 8, The student will have written in all of the forms listed.</i></p>	<p>Poetry</p> <p>Letter Writing</p> <p>Alternate Ending Writing</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelson</p> <p><u>Great Genre Writing Lessons</u> by Heather Clayton</p>	<p>Process Writing</p> <p>Poetry Portfolio</p> <p>Fictional Writing</p> <p>Essays from <u>Anne</u></p>

Language Art 7 (4) - DRAFT

				<p>Process Writing – writing process, use of transitions, combining sentences, use of graphic organizers, sequencing</p> <p>Journal Writing</p> <p>Voice</p> <p>Sentence Structure</p> <p>Word Choice</p> <p>Ideas</p> <p>Elements of Writing – Characterization, Compare/Contrast</p> <p>Listening and Writing – Reflections</p> <p>Poetry Techniques What is Poetry? Poem Analysis Sensory Details Reading and Appreciating Poetry Invented Poetry Free Poetry</p>	<p><u>Anne Frank: The Diary of a Young Girl</u></p> <p>Variety of Holocaust Nonfiction Books (available at KM Media Center)</p> <p>Variety of Poetry Resources available at KM Media Center</p> <p><u>Write Source 2000</u></p>	<p><u>Frank and Touching Spirit Bear</u></p> <p>Book Logs</p>
	Elements of Composition	The student will engage in a writing process, with attention to context, organization, focus, quality of ideas and a purpose.	<p>Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.</p> <p>Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.</p> <p>Create informative reports, including gathering material, formulating ideas based on gathered material, organizing</p>	<p>Letter Writing</p> <p>Process Writing – writing process, use of transitions, combining sentences, use of graphic organizers, sequencing</p> <p>Fictional Narrative Writing – Writing Process, Setting,</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelson</p> <p><u>Anne Frank: The Diary of a Young Girl</u></p> <p><u>Great Genre Writing Lessons</u> by Heather Clayton</p>	<p>Process Writing</p> <p>Poetry Portfolio</p> <p>Poem Analysis, Original Poetry, Checklist, Poetry Performance</p> <p>Fictional Writing</p> <p>Essays from <u>Anne</u></p>

Language Art 7 (5) - DRAFT

			<p>information, and editing for logical progression.</p> <p>Employ composing processes to develop writing, including:</p> <ol style="list-style-type: none"> prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus drafting – organizing, supporting and putting ideas into sentences and paragraphs revising – improving the quality of content, organization, sentence structure and word choice editing – correcting errors in spelling and grammar publishing – producing a document and sharing the writing with the audience. <p>Consider the intended audience when composing text.</p>	<p>Characters, Plot, Leads (Descriptive, Action, Dialogue), Dialogue, 100 Savvy “Said” Substitutions</p> <p>Journal Writing</p> <p>Organization</p> <p>Voice</p> <p>Sentence Structure</p> <p>Word Choice</p> <p>Ideas</p> <p>Research – News Story, Character Summary, Letter to the Editor</p> <p>Listening and Writing - Reflections</p>	<p>Grammar Packet and Student Worksheets (created by several Grade 7 English teachers)</p> <p>Variety of Holocaust Nonfiction Books (available at KM Media Center)</p> <p>Variety of Poetry Resources available at KM Media Center</p> <p><u>Write Source 2000</u></p>	<p><u>Frank and Touching Spirit Bear</u></p> <p>Book Logs</p> <p>Grammar Worksheets and Exam</p> <p>Reflections/Journal</p>
	Spelling, Grammar, and Usage	<p>The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing)</i></p>	<p>Compose complete sentences when writing.</p> <p>Edit writing for correct spelling and sentence clarity.</p> <p>Apply grammar conventions correctly in writing, including:</p> <ol style="list-style-type: none"> consistent verb tense subject and verb agreement with simple and compound subjects nominative, reflexive, objective, and possessive pronouns, pronoun/antecedent agreement subject and verb agreement when interrupted by a phrase. <p>Apply punctuation conventions correctly in writing, including:</p> <ol style="list-style-type: none"> apostrophes 	<p>Quotations</p> <p>100 Spelling Words to master</p> <p>Grammar – Common Nouns, Proper Nouns, Verbs, Adjectives, Adverbs, Transitions, Direct Objects, Indirect Objects, Predicate Nouns, and Predicate Adjectives</p> <p>Process Writing – writing process, use of transitions, combining sentences, use of graphic organizers, sequencing</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelson</p> <p><u>Great Genre Writing Lessons</u> by Heather Clayton</p> <p>Grammar Packet and Student Worksheets (created by several Grade 7 English teachers)</p> <p><u>Write Source 2000</u></p>	<p>Editing Rubrics from various essays</p> <p>100 Spelling Words Checks</p> <p>Essays from <u>Anne Frank and Touching Spirit Bear</u></p> <p>Grammar Worksheets and Tests</p>

Language Art 7 (6) - DRAFT

		<i>processes.)</i>	<p>b. semi-colon</p> <p>c. capitalization of proper nouns</p> <p>d. abbreviations</p> <p>e. sentence beginnings and first words in quotes</p> <p>f. commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses)</p> <p>g. quotation marks (to identify dialogue).</p>	<p>Fictional Narrative Writing – Writing Process, Setting, Characters, Plot, Leads (Descriptive, Action, Dialogue), Dialogue, 100 Savvy “Said” Substitutions</p> <p>Journal Writing</p> <p>Voice</p> <p>Sentence Structure</p> <p>Word Choice</p> <p>Ideas</p> <p>Research – News Story, Character Summary, Letter to the Editor</p>		
	Research	The student will locate and use information in reference materials.	<p>Formulate questions and collect and assess relevant information to address these questions.</p> <p>Cite sources for quoted and paraphrased information in a bibliography when writing a research report.</p> <p>Gather and organize information from a variety of sources, including electronic and print.</p> <p>Define plagiarism, its consequences and avoid its use.</p>	<p>Venn Diagrams</p> <p>Compare/Contrast Venn Diagrams</p> <p>Research – News Story, Character Summary, Letter to the Editor</p> <p>Research – Geography, Presentation</p> <p>Notetaking – Bulleting, Timeline, Mind Map, Target, 7-minute research, Tri- Colored Web, Internet Index Cards</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelson</p> <p><u>Anne Frank: The Diary of a Young Girl</u></p> <p>Variety of Holocaust Nonfiction Books (available at KM Media Center)</p> <p><u>Monsters of Mythology</u> series (variety of books available at the KM Media Center)</p>	Tri Colored Web, Bullets, Laser Talk, Target, Notecards, Presentations, Portfolios
	Handwriting and Word	The student will write legibly and	Write legibly using cursive.	Poetry	<u>Touching Spirit Bear</u> by Ben	Notetaking – Bulleting, Timeline,

Language Art 7 (7) - DRAFT

	Processing	demonstrate effective keyboarding skills.	Format word-processed documents to present information in an organized, readable format, integrating graphics, illustrations and bulleting as needed.	<p>Letter Writing</p> <p>Alternate Ending Writing</p> <p>Process Writing – writing process, use of transitions, combining sentences, use of graphic organizers, sequencing</p> <p>Fictional Narrative Writing – Writing Process, Setting, Characters, Plot, Leads (Descriptive, Action, Dialogue), Dialogue, 100 Savvy “Said” Substitutions</p>	<p>Mikaelsen</p> <p><u>Anne Frank: The Diary of a Young Girl</u></p>	<p>Mind Map, Target, 7-minute research, Tri- Colored Web, Internet Index Cards</p> <p>Letter Writing</p> <p>Process Writing – writing process, use of transitions, combining sentences, use of graphic organizers, sequencing</p> <p>Fictional Narrative Writing – Writing Process, Setting, Characters, Plot, Leads (Descriptive, Action, Dialogue), Dialogue, 100 Savvy “Said” Substitutions</p>
Speaking, Listening, and Viewing	Speaking and Listening	Students will demonstrate understanding and communicate effectively through listening and speaking.	<p>Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.</p> <p>Know and apply listening rules for formal settings.</p> <p>Apply assessment criteria to self-evaluate oral presentations.</p> <p>Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.</p> <p>Follow a speaker’s presentation and represent it in notes.</p> <p>Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p>	<p>Speaking and Listening</p> <p>Listening – Characterization and Plot, Setting and Theme, Cause and Effect</p> <p>Listening and Writing - Reflections</p>	<p><u>Touching Spirit Bear</u> by Ben Mikaelsen</p> <p><u>Anne Frank: The Diary of a Young Girl</u></p> <p>Mythology Stories and Folktales on Tape</p> <p>Variety of Holocaust Nonfiction Books (available at KM Media Center)</p>	<p>Presentations</p> <p>Reflective Writings</p>

Language Art 7 (8) - DRAFT

			<p>Adjust delivery and language in oral presentations for the intended audiences and purposes.</p> <p>Perform expressive oral readings of prose, poetry or drama.</p>			
	Media Literacy	<p>The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</p>	<p>Identify distinctions in how information is presented in print and non-print materials.</p> <p>Evaluate the accuracy and credibility of information found on Internet sites.</p> <p>Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</p> <p>Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.</p>	<p>Research – Geography, Presentation</p>	<p>Variety of Holocaust Nonfiction Books (available at KM Media Center)</p> <p>Computer Lab/Internet</p>	<p>Presentation</p> <p>Notetaking – Bulleting, Timeline, Mind Map, Target, 7-minute research, Tri- Colored Web, Internet Index Cards</p>