

# CURRICULUM MAP

## LANGUAGE ARTS

### Grade 7

**Power Standards/Indicators to be applied consistently throughout the year:**

*Define meanings of unknown words through context clues, compare/contrast, definition, restatement and example.*

*Answer literal inferential, evaluative and synthesizing questions to demonstrate comprehension.*

*Explain interactions and conflicts in a literary text.*

*Identify appropriate resources and gather and summarize relevant information.*

*Establish a thesis statement for informational writing and organize an essay with an introduction, body and conclusion.*

*Use standard punctuation and grammar in all writings.*

*Deliver an informational presentation, following a logical order and using appropriate grammar.*

August/September	October	November	December
<ul style="list-style-type: none"> <li>▪ Pre-assessment and review of basic skills</li> <li>• Comprehension strategies</li> <li>• Literal, inferential, evaluative and synthesizing techniques</li> <li><b>Writing Conventions</b></li> <li>• Daily Oral Language</li> <li>• <i>English language rules</i></li> <li>• Language appropriate for audience</li> <li>Review of elements of short story</li> <li>• Plot, theme, setting, characterization</li> <li>• Mood and point of view</li> <li>• <i>Types of conflict</i></li> <li>Listening strategies</li> <li>Peer group interaction</li> <li>Formal/Informal descriptive presentations and journal writing</li> <li>Discussion of “genre”</li> <li>*Note –Vocabulary skills are embedded in all reading and writing assignments. Reading and writing process indicators are included in all specific assignments.</li> </ul>	<p><b>Reading Applications – Literary Text</b></p> <ul style="list-style-type: none"> <li>• <i>Conflict/interactions that affect plot</i></li> <li>• Subjective/objective points of view</li> <li>• Recurring themes</li> <li>• Genres</li> <li>• Mood conveyed through word choice</li> </ul> <p><b>Reading Applications – Literary Text</b></p> <ul style="list-style-type: none"> <li>• <i>Internal/external conflict</i></li> <li>• Importance of Setting</li> <li>• Major/minor events of plot</li> <li>• Subjective/objective points of view</li> <li>• Recurring themes, patterns and symbols</li> <li>• Characteristics of literary forms (genres)</li> <li>• Word choice to convey mood</li> <li>• <i>Identifying author’s purpose and explain the argument, perspective or viewpoint</i></li> </ul> <p><b>Writing Applications</b></p> <p>Persuasive</p> <ul style="list-style-type: none"> <li>• Establishing a clear position</li> <li>• Supporting ideas with relevant information</li> </ul> <p><b>Writing Applications</b></p> <ul style="list-style-type: none"> <li>• Informal writings (journals)</li> <li>• Creative business letters</li> </ul>	<p><b>Thematic Unit - The Quest</b></p> <p><b>Thematic Unit –Coming of Age</b></p> <p><i>Ella Enchanted</i> (District novel)</p> <p>(Con’t) <i>Ella Enchanted</i></p> <p><b>Writing Applications</b></p> <ul style="list-style-type: none"> <li>• <i>Responses to novel</i></li> <li>• Comparison/contrast compositions (e.g., book vs. movie)</li> </ul>	<p>(Con’t) <i>Ella Enchanted</i></p> <p><b>Prepare writings for Portfolio</b></p> <p style="text-align: right;">5/5/2008</p>

*Power indicators are in italics.*

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January	February	March	April	May
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Relevant information from various sources</li> <li>• Open-ended questions</li> <li>• Validity</li> <li>• Primary and secondary sources</li> <li>• Organizing information</li> </ul> <p>Appropriate documentation</p> <p><b>Informational essays/reports</b></p> <ul style="list-style-type: none"> <li>• Literal understanding of topic</li> <li>• Facts, details and examples from multiple sources</li> <li>• Organizing structure</li> <li>• Research-based</li> </ul> <p><b>Communication – Oral</b></p> <p>Informational presentations</p> <ul style="list-style-type: none"> <li>• Material presented in logical sequence</li> <li>• Well-chosen facts</li> <li>• Multiple sources identified</li> <li>• Integrated with social studies and science indicators and benchmarks</li> </ul> <p><b>Informational presentations</b></p> <ul style="list-style-type: none"> <li>• <i>Material presented in logical sequence</i></li> <li>• <i>Well-chosen facts</i></li> <li>• <i>Multiple sources identified integrated with social studies and science indicators and benchmarks</i></li> </ul>	<p><b>Creative Writing</b></p> <p>Narratives</p> <ul style="list-style-type: none"> <li>• Clear focus and point of view</li> <li>• Sensory details and dialogue</li> <li>• Development of plot, character and specific setting</li> </ul> <p>Informal writings (journals, notes, poems)</p> <p><b>Reading Applications</b></p> <ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Word choice</li> </ul>	<p><b>Reading Applications</b></p> <ul style="list-style-type: none"> <li>• Analyze examples of cause/effect, fact/opinion</li> <li>• <i>Compare/contrast different sources of information</i></li> <li>• Assess adequacy, accuracy, appropriateness of details</li> <li>• Identifying persuasive techniques</li> <li>• Noting bias and stereotyping</li> <li>• <i>Identifying author’s purpose and explain the argument, perspective or viewpoint</i></li> <li>• Compare treatment, scope and organization of ideas from different texts on same topic</li> </ul>	<p><b>Figurative language</b></p> <p><b>Prepare for the Ohio Achievement Tests</b></p>	<p><b>Communication – Oral</b></p> <ul style="list-style-type: none"> <li>• Understanding of English language rules</li> <li>• Appropriate volume, phrasing, enunciation</li> <li>• Stressing important ideas for audience impact</li> <li>• Demonstrating active listening strategies</li> <li>• Drawing logical inferences from presentations</li> <li>• Interpreting speaker’s purpose</li> </ul> <p>Students present individual portfolios for holistic evaluation</p>

5/5/2008

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**Embedded throughout the curriculum are the following:**

***Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies***

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across text, noting author's style as well as literal and implied content of text.
4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.
5. Select, create and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

***Writing Process:***

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

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