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## Course Description

**Subject:** ENGLISH

**Grade:** 7

### Overview:

Seventh grade English is really a language arts class, including instruction in reading, writing, language, speaking, and listening.

- In the area of reading, students learn to read information, seeking the main ideas, arguments, and perspectives in informational text by using their knowledge of text structure, organization, and purpose. Students also learn to respond to narrative texts by identifying important events in the plot, analyzing characterization and theme, and contrasting points of view. They will also study poetry and learn poetic devices, such as rhyme, sound devices, and figurative language. Students will also participate in The Accelerated Reader (AR) program which assesses students' reading abilities, allows books to be assigned appropriate for each student's reading ability, and provides quizzes to test over reading comprehension.
- In the area of writing, students learn to master the 8-11 sentence expository and persuasive paragraph and also to write clear, coherent, and focused narratives, biographies, and descriptions.
- In language conventions, students are expected to use appropriate sentence structure and use simple, compound, and complex sentences; use correct punctuation and capitalization; and spell correctly.
- Students will deliver memorized selections of either prose or poetry and use correct speaking techniques for effective presentations.

### Primary Biblical Integration:

Because all humans are created in the image of God, we have a creative ability (Genesis 1:27). Through the written and spoken word, we create new ideas that can affect others in a powerful way (Proverbs 16:21-23). Christians should use the gift of language to glorify God (I Corinthians 8-10, James 3). Glory is given to God not just in the meaning behind the words, but also in the way words are put together. God is most glorified by language when it is true, precise, thoughtful, and beautifully structured (Philippians 4:8).

### Unit Description:

- 1) STRATEGIES FOR SUCCESS: Present classroom procedures. Understand inferential reading. Learn the difference between phrases and clauses. Introduce proofreading marks.
- 2) NONFICTION: Understand text organizers, cause and effect, generalization, fact/opinion, and stereotyping. Write informative and persuasive paragraphs. Define vocabulary through context clues. Continue to work with phrases/clauses, and learn the difference between simple and compound sentences.
- 3) SETTING: Understand setting, flashback, conflict, and characterization. Write informative and persuasive paragraphs. Learn common prefixes. Introduce complex sentences.
- 4) PLOT: Understand conflict, suspense, climax, and point of view. Write a new ending for a short story, retell a childhood narrative, and convert a short story into a news article. Continue to learn prefixes. Introduce four kinds of sentences and verbs. Present a memorized poem or prose selection.
- 5) CHARACTER: Understand point of view and characterization. Write a biographical paragraph on a grandparent, a letter of advice to a main character, and a character sketch. Learn about words with multiple meanings. Continue to study verbs.

- 6) **THEME:** Understand cause and effect, foreshadowing, plot, and theme. Write a descriptive paragraph of an extraterrestrial and create a drawing of someone else's description. Put together a newsletter composed of writing assignments completed throughout the year. Study the difference between synonyms/antonyms and connotation/denotation. Learn about nouns and pronouns.
- 7) **POETRY:** Understand rhyme, sound devices, and figurative language. Write poems. Learn about homonyms, homophones, homographs, and analogies. Continue to work on pronouns and introduce adjectives. Read *The Giver*.

**Student Materials:**

The Language of Literature SE, McDougal Littell, 2002, 0-618-11572-2  
Language Network SE, Mc Dougal Littell, 2001, 0-395-96737-6  
InterActive Reader, McDougal Littell, 2001, 0-61800776-8

**Teacher Materials:**

The Language of Literature TE, McDougal Littell, 2002, 0168-11575-7  
Language Network TE, McDougal Littell, 2001,0-618-04734-4  
Language Network Visual Grammar Instruction Book, McDougal Littell, 2001, 0-618-05326-3  
InterActive Reader TE, McDougal Littell, 2002, 0-168-17994-1  
California Standards Manager, McDougal Littell, 2001, 0-618-12969-3  
Reading Toolkit, McDougal Littell, 2002, 0-618-12969-3  
Teacher Resource Package, McDougal Littell  
Caught' Ya! Grammar with a Giggle, Jane Bell Kiester, 2003, 0-929895-04-5  
Writing Process Activities Kit, The Center for Applied Research in Education, 1990, 0-87628-968-5

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# COURSE OUTLINE

Teacher's Name: Elaine Ossen		Subject: English 7		# of Quarters: 4	
Text (if any): McDougal Littell - The Language of Literature			Other Materials: McDougal Littell - Language Network		
Recurring Themes, Principles, Skills or Concepts:	1) Reading Comprehension and Inferential	2) Nonfiction Elements Parts of the Short Story	3) Writing - Expository, Narrative, and Descriptive	4) Grammar and Editing	5) Vocabulary
Unit Title & Expected Start Date	Theme	Biblical Application	Key Concepts		
1) Strategies for Success	N/A	Living without fear - II Ti 1:7	Classroom procedures and inferential reading Phrases and clauses		
2) Cluster One	Nonfiction	The Bible is the inspired Word of God - II Ti 3:16	Cause/effect, generalization/ overgeneralization, fact/opinion, bias, stereotyping Phrases & clauses; S & Cd		
3) Cluster Two	Setting	Man is a sinner. Ro. 3:23; Ro. 5:12	Setting, flashback, conflict, and character Complex sentences		
4) Cluster Three	Plot	Jesus died, was buried, and rose again. I Co. 15:3,4	Conflict, suspense, cause/effect, climax, plot, and point of view 4 Kinds of sentences		
5) Cluster Four	Character	Char. of Jesus - Jn. 14:6 Char. of Satan - Jn 8:44; Mt 13:19	Point of view and characterization Verbs		
6) Cluster Five	Theme	God extends to all the free gift of salvation and eternal life. Jn. 3:16; Eph. 2:8,9; Ro. 6:23	Conflict, suspense, climax, plot, and point of view Nouns and pronouns		
7) Cluster Six	Poetry Class Novel	Ps. 23 - Extended metaphor Ps. 150 - Repetition	Rhyme, imagery, sound devices, and figurative language Pronouns and adjectives		

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Elaine Ossen		Subject: English 7		Period(s): 1,2,3,4,&5		
Unit #: 1	Dates - Starting: 7-Sept.	Ending: 15- Sept.	Total Instructional Days: 7			
Unit Title: Strategies for Success						
Theme: Same as unit title						
Biblical Application: Living Without Fear - II Ti 1:7						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1) Classroom Expectations		N/A		Proper behavior, correct paper heading, and practice turning in papers	Observation	2b
2) Reading: drawing inferences		N/A		Overhead exercise, written responses to passages read aloud	Going over correct responses	3a 2a
3) Language: phrases and clauses		LC 1.3		Practice worksheets	Use correctly in writing	2c 3c
4) Editing		LC 1.3 LC 1.4, 1.5, 1.6, & 1.7		Practice worksheets	Use correctly in writing	2c 3c
Key Activities and Methods: Lecture/overhead or powerpoint; reading; worksheets.						

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Elaine Ossen		Subject: English 7		Period(s): 1,2,3,4,&5		
Unit #: 2	Dates - Starting: 18-Sept.	Ending: 20-Oct.	Total Instructional Days: 23			
Unit Title: Cluster One - "The Difference a Year Makes," "The History of Chocolate," "Out of the Ballpark," "Primal Compassion," "Nombres,"						
Theme: Nonfiction						
Biblical Application: The Bible is the inspired Word of God. II Ti. 3:16						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1) Reading: text organizers; cause/effect; generalization/overgeneralization; stereotyping; fact/opinion		R 2.1, 2.3, 2.4, & 2.6 W 2.2, 2.5		Read articles, discussion, and worksheets	Completion of questions	3a 5a,c
2) Writing: informative and persuasive paragraphs		W 1.1, 1.2, 1.7, 2.2, & 2.4		Set of directions, best vacation spot, pet peeve, Ellis Island	Rubric	2c 3 a,c
3) Vocabulary: context clues		R 1.3 & 1.2		Worksheets	Use correctly in writing	2c 3 a,c
4) Language: phrases and clauses; simple and compound		LC 1.3		Worksheets	Quizzes and use correctly in writing	2c 3a,c
5) Editing		LC 1.4, 1.5, 1.6, & 1.7		Warm-up exercises	Corrections on overhead	2c 3a,c
Key Activities and Methods: Warm-up activities; lecture/overhead or powerpoint; read stories in text; discussion; practice worksheets for reading, vocabulary, and language; rough drafts and final copies of writing assignments. Reading logs on outside reading.						

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Elaine Ossen		Subject: English 7		Period(s):		
Unit #: 3	Dates - Starting: 23-Oct.	Ending: 10-Nov.	Total Instructional Days:			
Unit Title: Cluster Two - "Seventh Grade" and "Last Cover"						
Theme: Setting						
Biblical Application: Man is a sinner. Ro. 3:23; Ro. 5:12						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1) Reading: setting, flashback, conflict, and character		R 3.1, 3.2, 3.3, & 3.4 W 2.2		Read stories, discussion, and worksheets	Quizzes	3a 5a,c
2) Writing: informative and persuasive paragraphs		W 1.1, 1.2, & 1.7		Best Pet	Rubric	2c,d 3a,c
3) Vocabulary: prefixes		R 1.2		Worksheets	Use correctly in writing	2c 3a,c
4) Language: complex sentences		LC 1.3		Worksheets	Quizzes and use correctly in writing	2c 3a,c
5) Editing		LC 1.4, 1.5, 1.6, & 1.7		Warm-up exercises	Corrections on overhead	2c 3a,c
Key Activities and Methods: Warm-up activities; lecture/overhead or powerpoint; read stories in text; discussion; practice worksheets for reading, vocabulary, and language; rough drafts and final copies of writing assignments. Reading logs on outside reading. Writing project: autobiographical alphabet book. (Compound and complex sentences)						

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Elaine Ossen		Subject: English 7		Period(s): 1,2,3,4,&5		
Unit #: 4	Dates - Starting: 13-Nov.	Ending: 26-Jan.	Total Instructional Days:			
Unit Title: Cluster Three - "Amigo Brothers," "Rikki-tikki-tavi," and "Boy: Tales of Childhood"						
Theme: Plot						
Biblical Application: Jesus died, was buried, and rose again. I Co. 15:3,4						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1) Reading: conflict, suspense, climax, and point of view		R 3.2, 3.4,& 3.5 W 2.2		Read stories, discussion, and worksheets	Quizzes	3a 5a,c
2) Writing: narrative and informative		W 2.1 & 1.7		Two newspaper articles and a personal narrative	Rubrics	2c 3a,c
3) Vocabulary: prefixes		R1.2		Worksheets	Use correctly in writing	2c 3a,c
4) Language: 4 kinds of sentences and verbs 5) Editing		LC 1.3 LC 1.4, 1.5, 1.6, & 1.7		Worksheets	Quizzes and use correctly in writing	2c 3a,c
6) Speeches		LS 1.6		Warm-up exercises Present speeches in class	Corrections on overhead Rubric	2c 3a,c
Key Activities and Methods: Warm-up activities; lecture/overhead or powerpoint; read stories in text; discussion; practice worksheets for reading, vocabulary, and language; rough drafts and final copies of writing assignments. Reading logs on outside reading. Writing Project: autobiographical alphabet book (compound and complex sentences)						

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Elaine Ossen		Subject: English 7		Period(s): 1,2,3,4 &5	
Unit #: 5	Dates - Starting: 26-Jan	Ending: 23-Feb.	Total Instructional Days:		
Unit Title: Cluster Four- "An Hour with Abuelo," "Waiting," and "Growing Up"					
Theme: Character					
Biblical Application: Character of Jesus - Jn. 14:6		Character of Satan - Jn. 8:44			
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Reading: point of view, and character	R 3.3, 3.4, & 3.5 W 2.2	Read stories, discussion, worksheets, and Interactive Reader	Quizzes	3a 5a,c	
2) Writing: expository paragraph, letter, and character sketch	W 1.1, 1.2, & 1.7	Character trait paragraph, letter of advice, and character sketch	Rubrics	2c 3a,c	
3) Vocabulary: words with multiple meanings	R 1.2,	Worksheets	Use correctly in writing	2c 3a,c	
4) Language: verbs	LC 1.3	Worksheets	Quizzes and use correctly in writing	2c 3a,c	
5) Editing	LC 1.4, 1.5, 1.6, & 1.7	Warm-up exercises	Corrections on overhead	2c 3a,c	
Key Activities and Methods: Warm-up activities; lecture/overhead or powerpoint; read stories in text; discussion; practice worksheets for reading, vocabulary, and language; rough drafts and final copies of writing assignments. Reading logs on outside reading. Alphabetical alphabet books.					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Elaine Ossen		Subject: English 7		Period(s): 1,2,3,&5	
Unit #: 6	Dates - Starting: 26- Feb.	Ending: 23- Mar.	Total Instructional Days:		
Unit Title: Cluster Four - "The Monsters Are Due on Maple Street: and "The Scholarship Jacket"					
Theme: Theme					
Biblical Application: God's free gift of salvation and eternal life Jn. 3:16; Eph. 2:8,9; Ro. 6:23					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Reading: foreshadowing, plot, and theme	R 3.2 & 3.4	Read stories, disucssion, and worksheets	Quizzes	3a 5a,c	
2) Writing: descriptive paragraph	W 1.1, 1.2, 1.7	An extraterrestrial and a drawing from description	Rubric	2c 3a,c	
3) Vocabulary: synonyms, antonyms, connotation and denotation	R 1.2	Worksheets	Use correctly in writing	2c 3a,c	
4) Language: nouns and pronouns	LC 1.3	Worksheets	Quizzes and use correctly in writing Corrections on overhead	2 c 3 a,c	
6)Editing	LC1.4,1.5,1.6, & 1.7	Warm-up exercises	Rubric	2b 3d	
Key Activities and Methods: Warm-up activities; lecture/overhead or powerpoint; read stories in text; discussion; practice worksheets for reading, vocabulary, and language; rough drafts and final copies of writing assignments. Reading logs on outside reading.					

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

# UNIT PLANNER

Teacher's Name: Elaine Ossen		Subject: English 7		Period(s): 1,2,3,&5			
Unit #:	7	Dates - Starting:	26-Mar	Ending:	12-Jun	Total Instructional Days:	
Unit Title:	Cluster Five - "The Pasture," "A Time to Talk," "Jabberwocky," "Sarah Cynthia Stout Would Not Take the Garbage Out," and "The Highwayman."						
Theme: Poetry							
Biblical Application: Ps. 23 Extended metaphor Ps. 150 - Repetition							
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs	
1) Reading: rhyme, sound devices, and figurative language		R 1.1 W 2.2		Read poems, discussion, and worksheets	Quizzes	3a 5a,c	
2) Writing: poems, technology project, and rough draft of research essay (collaboration with history dept.)		W 1.1, 1.2, & 1.7		Diamante, metaphor and personification poems Present a collection of past writing assignments in newsletter format.	Fulfilled requirements and rubrics	2c 3a,c	
3) Vocabulary: homophones, homographs, and analogies		R 1.2		Worksheets	Use correctly in writing	2c 3a,c	
4) Language: pronouns and adjectives 5) Editing		LC 1.3 LC 1.4, 1.5, 1.6, & 1.7		Worksheets Warm-up exercises	Quizzes and use correctly in writing Editing test	2c 3a,c	
6) <i>The Giver</i> <i>Advanced Class - Call of the Wild</i>		R 3.6		Elements of fiction	Quizzes		
Key Activities and Methods: Warm-up activities; lecture/overhead or powerpoint; read stories in text; discussion; practice worksheets for reading, vocabulary, and language; rough drafts and final copies of writing assignments. Reading logs on outside reading. Technology project: Newsletter							

**PACING GUIDE**

 Subject: English

 Grade: 7

 Total number of standards: 8

Quarter	Units Taught	Standards Taught	Standards Assessed
1	#1 Strategies for Success #2 Nonfiction Language & Writing	R 1.2, 1.3, 2.1, 2.3, 2.4, 2.6 W 1.1, 1.2, 1.7, 2.2, 2.4, 2.5 LC 1.3, 1.4, 1.5, 1.6, 1.7	R 2.0
2	#3 Setting, Plot, and Pt. of View Language & Writing Speeches	R 1.2, 3.1, 3.2, 3.3, 3.4 W 1.1, 1.2, 1.7, 2.1 LC 1.3, 1.4, 1.5, 1.6, 1.7 LS 1.6	R 1.0 & 3.0 W 2.0
3	#4 Character and Theme Language & Writing	R 3.2, 3.3, 3.4, 3.5 W 1.1, 1.2, 1.7, 2.2 LC 1.3, 1.4, 1.5, 1.6, 1.7	R 3.0 W 1.0
4	#5 Poetry Language & Writing	R 1.1, 1.2 W 1.1, 1.2, 1.7, 2.2 LC 1.3, 1.4, 1.5, 1.6, 1.7	LC 1.0 R1.0
<b>Omitted Standards and why</b>	LS 2.0– Covered in history with the research essay, a collaborative effort		

# HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

## Mission Statement

“Our mission is to educate students to know Christ personally, excel academically, think biblically, and positively impact their community for Christ.”

## Expected Schoolwide Learning Results (ESLRs)

### 1. Biblical World View

*Graduates of HCJH are expected to be individuals who . . .*

- a) know how to study the Bible.
- b) recognize that all people are created in the image of the one true God.
- c) acknowledge the Bible as the infallible Word of God.
- d) use God's Word to discern truth.

### 2. Effective Communicators

*Graduates of HCJH are expected to be effective communicators who . . .*

- a) listen objectively and critically.
- b) understand and follow directions.
- c) write and speak clearly and accurately.
- d) express and support opinions using objective evidence.
- e) utilize various modalities effectively.
- f) can demonstrate a personal relationship with Jesus Christ verbally and in writing.

### 3. Proficient Learners

*Graduates of HCJH are expected to be proficient learners who . . .*

- a) demonstrate grade appropriate skills in reading, writing, and mathematics.
- b) have effective work habits and study skills.
- c) are self-directed and able to produce cooperatively and independently.
- d) can utilize technology.
- e) have a firm grasp of scripture and are able to apply it to life situations.

### 4. Personal Responsibility

*Graduates of HCJH are expected to be responsible individuals who . . .*

- a) show patriotism through respect for flag, country, leaders and laws.
- b) demonstrate self-control based on biblical standards.
- c) exhibit respect for others.
- d) accept the consequences and benefits of their actions.
- e) are aware of career opportunities.
- f) practice goal setting with a biblical perspective.
- g) are involved in serving the community.
- h) have a personal relationship with Jesus Christ.
- i) have the tools to share their faith.
- j) demonstrate an urgency to share their faith.

### 5. Problem Solvers

*Graduates of HCJH are expected to be perceptive thinkers and problem solvers who . . .*

- a) evaluate current topics using a biblical perspective.
- b) use available technology to obtain, access and integrate relevant information.
- c) think analytically and creatively.
- d) are well-informed and open-minded.
- e) apply academic learning to life.

### 6. Well-Rounded

*Graduates of HCJH are expected to be well-rounded individuals who . . .*

- a) have been exposed to a variety of elective opportunities and experiences.
- b) are challenged beyond academics through a variety of extracurricular activities.
- c) lead lives that are balanced intellectually, spiritually, physically and emotionally.
- d) develop an appreciation for teamwork during school activities.
- e) understand God's involvement in every area of their lives.

**Grade Seven****Reading****1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**Vocabulary and Concept Development**

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

**2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

**Structural Features of Informational Materials**

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information by using a variety of consumer, workplace, and public documents.
- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

**Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.
- 2.5 Understand and explain the use of a simple mechanical device by following technical directions.

**Expository Critique**

- 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

**Structural Features of Literature**

3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

**Narrative Analysis of Grade-Level-Appropriate Text**

3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the

**Advanced I****Reading Vocabulary****Synonyms**

- Demonstrate the ability to recognize a synonym for a word used in context.

**Multiple-Meaning Words**

- Demonstrate the ability to determine the meaning of a given word with multiple meanings.

**Context Clues**

- Demonstrate the ability to use context clues to assign meaning to an unknown word.

**Reading Comprehension****Literary**

- Demonstrate the ability to construct meaning with material typically read for enjoyment.

**Informational**

- Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information.

**Functional**

- Demonstrate the ability to construct meaning with material typically encountered in everyday-life situations.

**Process****Initial Understanding**

- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.

**Interpretation**

- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.

**Critical Analysis**

- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.

**Strategies**

- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.

effects of loneliness).

3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

### **Literary Criticism**

3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

### **Writing**

#### **1.0. Writing Strategies**

**Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.**

**Students progress through the stages of the writing process as needed.**

#### **Organization and Focus**

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

#### **Research and Technology**

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

#### **Evaluation and Revision**

1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

#### **2.0 Writing Applications (Genres and Their Characteristics)**

**Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.**

**Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:**

2.1 Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence.

2.3 Write research reports:

### **Spelling**

#### **Homophones**

- Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context.

#### **Phonetic Principles**

- Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.

#### **Structural Principles**

- Demonstrate the ability to identify misspelled words in which the incorrect spelling reflects errors in applying structural principles.

#### **No Mistake**

- Demonstrate the ability to recognize words that are spelled correctly.

### **Language Mechanics**

#### **Capitalization**

- Distinguish correct capitalization.

#### **Usage**

- Identify correctly applied grammar.

#### **Punctuation**

- Distinguish correct punctuation.

### **Language Expression**

#### **Sentence Structure**

- Distinguish between clearly written sentences and sentences that contain errors in expression or construction.

#### **Prewriting**

- Plan, organize, and improve writing samples.

#### **Content and Organization**

- Determine appropriate editing of short paragraphs.

- a. Pose relevant and tightly drawn questions about the topic.
  - b. Convey clear and accurate perspectives on the subject.
  - c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).
  - d. Document reference sources by means of footnotes and a bibliography.
- 2.4 Write persuasive compositions:
- a. State a clear position or perspective in support of a proposition or proposal.
  - b. Describe the points in support of the proposition, employing well-articulated evidence.
  - c. Anticipate and address reader concerns and counterarguments.
- 2.5 Write summaries of reading materials:
- a. Include the main ideas and most significant details.
  - b. Use the student's own words, except for quotations.
  - c. Reflect underlying meaning, not just the superficial details.

### ***Written and Oral English Language Conventions***

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

#### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to the grade level.

#### **Sentence Structure**

- 1.1 Place modifiers properly and use the active voice.

#### **Grammar**

- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.3 Identify all parts of speech and types and structure of sentences.
- 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

#### **Punctuation**

- 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

#### **Capitalization**

- 1.6 Use correct capitalization.

#### **Spelling**

- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

#### ***Listening and Speaking***

1.0. Listening and Speaking Strategies Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

#### **Comprehension**

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 1.2 Determine the speaker's attitude toward the subject.
- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

#### **Organization and Delivery of Oral Communication**

- 1.4 Organize information to achieve particular purposes and to appeal to the background and

interests of the audience.

1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye **contact**, for effective presentations.

**Analysis and Evaluation of Oral and Media Communications**

1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

**2.0 Speaking Applications (Genres and Their Characteristics)**

**Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.**

**Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:**

**2.1 Deliver narrative presentations:**

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

**2.2 Deliver oral summaries of articles and books:**

- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quoted from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

**2.3 Deliver research presentations:**

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries).
- d. Cite reference sources appropriately.

**2.4 Deliver persuasive presentations:**

- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence.