



MIDDLE SCHOOL COURSE OUTLINE

<b>Course Code</b>	1558	<b>Department</b>	English/Language Arts		
<b>Course Title</b>	STRATEGIC Language Arts 7 AB				
<b>Short Title</b>	Strat Lang Arts 7 AB	<b>Grade Level</b>	7		
<b>Course Length</b>	1 Year	<b>Required</b>	Yes	<b>Elective</b>	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>▪ <b>This is the Core period of the two period course taught by two teachers.</b></li> <li>• Students are designated at the Strategic level (1.9 - 0.5 years below grade level in reading) according to guidelines in the California Reading Language Arts Framework.</li> </ul>				
<b>Teacher Certification</b>	Teacher has: Single Subject English credential				

**COURSE DESCRIPTION:**

The English/Language Arts program for grade 7 is balanced and comprehensive. The language arts processes of reading, writing, listening, and speaking are taught in an integrated and inter-related manner. Course components include the study of rich and varied literature; writing in the genres of narrative, persuasive, expository, response to literature and summaries of reading materials; direct instruction in language arts skills and strategies, including vocabulary development, spelling, and grammar; a balance of oral and written language activities; and on-going diagnosis and assessment.

**STRATEGIC:**

Students in the STRATEGIC group have a wide variety of learning gaps. Their deficiencies can be handled with good classroom instruction and extended time. The second hour of instruction will enable these students more time to master the difficult content in language arts. This additional period supports the core period and allows the opportunity to preview, review or reteach the standards and skills at grade level. Classroom instruction might include such scaffolding as: building prior knowledge; using thinking maps as a tool for understanding; working on foundational/pre-requisite skills as a bridge to grade level standards in reading, writing, grammar and spelling; strengthening vocabulary; and direct instruction in reading comprehension skills.

**GOALS: (Students needs the course is intended to meet)**

Students will:

- Write effectively in each of the genres for a variety of purposes and audiences.
- Read and respond thoughtfully to a wide variety of literary and expository texts at increasingly more challenging levels.
- Apply comprehension strategies to actively engage with text.
- Continue to focus on word recognition strategies and fluency.
- Demonstrate proficiency of academic language through reading, writing, speaking and listening.
- Master the skills necessary for passing district/state requirements.
- Become proficient lifelong readers and writers.

- Continue to apply Language Arts to everyday life.
- Develop an interest in pursuing advanced studies in Language Arts and develop an awareness of the vast array of Language Arts related career choices.

## **CONTENT STANDARDS**

### **Word Analysis, Fluency, and Systematic Vocabulary Development**

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

### **Reading Comprehension**

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). (CST, CAHSEE)
- 2.2 Locate information by using a variety of consumer, workplace and public documents. (CST)
- 2.3 Analyze text that uses the cause-and-effect organizational pattern. (CST)
- 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text. (CST, CAHSEE)
- 2.5 Understand and explain the use of a simple mechanical device by following technical directions. (CST)
- 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. (CST, CAHSEE)

### **Literary Response and Analysis**

- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay). (CST, CAHSEE)
- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). (CST, CAHSEE)
- 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. (CST, CAHSEE)
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness). (CST, CAHSEE)
- 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. (CST, CAHSEE)
- 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. (CST, CAHSEE)

### **Writing Strategies**

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. (CST, CAHSEE)
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. (CST)
- 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. (CST)
- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. (CST, CAHSEE)
- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. (CST, CAHSEE)

- 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. (CST, CAHSEE)

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

- 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. (CAHSEE)
  - b. Develop complex major and minor characters and a definite setting. (CAHSEE)
  - c. Use a range of appropriate strategies to develop the characters and the plot (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions). (CAHSEE)
- 2.2 Write responses to literature:
  - a. Develop interpretations exhibiting careful reading, understanding, and insight. (CAHSEE)
  - b. Organize interpretations around several clear ideas, premises, or images from the literary work. (CAHSEE)
  - c. Justify interpretations through sustained use of examples and textual evidence. (CAHSEE)
- 2.3 Write research reports:
  - a. Pose relevant and tightly drawn questions about the topic. (CAHSEE)
  - b. Convey clear and accurate perspectives on the subject. (CAHSEE)
  - 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). (CAHSEE)
  - d. Document reference sources by means of footnotes and a bibliography. (CAHSEE)
- 2.4 Write persuasive compositions:
  - a. State a clear position or perspective in support of a proposition or proposal. (CAHSEE)
  - b. Describe the points in support of the proposition, employing well-articulated evidence. (CAHSEE)
  - c. Anticipate and address reader concerns and counter arguments. (CAHSEE)
- 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**

- 1.1 Place modifiers properly and use the active voice. (CST, CAHSEE)
- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. (CST)
- 1.3 Identify all parts of speech, and identify types of sentences and structure of sentences. (CST)
- 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). (CST, CAHSEE)
- 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. (CST)
- 1.6 Use correct capitalization: (CST)
- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes. (CST)

### **Listening and Speaking**

- 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.

- 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.
- 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.

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

- 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.

### **PERFORMANCE STANDARDS:**

The California State Board of Education has identified the following performance levels for the California Content Standards Test in English/Language Arts. The objective of Long Beach Unified School District is to have all students achieve at or above the Proficient Performance Standard (Level).

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
%	100% - 80%	79% - 65%	64% - 44%	43% - 32%	Less than 31%
Scaled Score	More than 393	393 - 350	349 - 300	299 - 268	Less than 268

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

**PERFORMANCE CRITERIA**

	<b>Advanced Proficient</b>	<b>Proficient</b>		<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	
<b>End of Course Exam</b>	100-79%	78-61%		60-44%	43-31%	30-0%
<b>Mid-Term</b>	100-79%	78-61%		60-44%	43-31%	30-0%
<b>Cluster Assessments</b>	36-40 Points correct out of a possible 40	35-32 points correct out of a possible 40	31-28 points correct out of a possible 40	27-24 points correct out of a possible 40	23-16 points out of a possible 40	15-0 points out of a possible 40
<b>Writing Portfolio</b> At least 5 essays (one each) in the required genres	All essays are completed and the majority of the essays receive a 4/4 in rhetoric and conventions	All essays are completed and the average score is a 3/3 in rhetoric and conventions	All or most essays are completed with an average score of 3/3 in rhetoric and conventions	All or most essays are completed with an average score of 2/2 in rhetoric and conventions	Few essays are completed OR essays completed have an average score of 1/1 in rhetoric and conventions	
<b>Completion of Daily Assignments</b>	90-100% of daily class assignments are complete and the majority receive a √ +	80-89% of daily class assignments are completed and the majority receive a √ +	70-79% of daily class assignments are completed and most receive a √	Under 69% of daily class assignments are completed and/or most receive a √ -		
<b>Independent Reading</b>	20 minutes of outside reading is completed everyday from a variety of genres/ Or one 150 page book each month	20 minutes of outside reading is completed most days from a variety of genres	20 minutes of outside reading is completed more than 70% of the time	20 minutes of outside reading is completed between 50-60% of the time	20 minutes of outside reading is completed between 30-49% of the time	20 minutes of outside reading is completed between 0-29% of the time

2009/2010 Pacing Guide  
Year at a Glance

	<b>Unit 1: Narratives</b> Traditional: Sept. 14 – Nov. 13 Mod. Trad. : Sept. 14 – Nov. 13 Track B: Sept. 14 – Nov. 13	<b>Unit 2: Nonfiction</b> Traditional: Nov. 16 – Feb. 5 Mod. Trad. : Nov. 16 – Feb. 12 Track B: Nov. 16 – Mar. 5  Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21)	<b>Unit 3: Novel/Poetry</b> Traditional: Feb. 9 – Apr. 16 Mod. Trad. : Feb. 16 – Apr. 30 Track B: Mar. 8 – May 28  STAR Writing: Mar. 2 (all calendars)	<b>Novel/ Unit of Teacher Choice</b> Traditional: April 19 – June 17 Mod. Trad. : May 3 – June 24 Track B: June 1 – July 23  STAR Testing: Trad Apr. 26-May 21; Mod. Trad: May 3 – 28; Trk B (June 2 – 30) EOC: Trad May 24 – June 11; Mod Trad June 1 -24; Trk B July 1 - 23
<b>Grade 6</b>	<ul style="list-style-type: none"> <li>Elements of Fiction</li> <li>Writing: Narrative</li> </ul> Assessments: <ul style="list-style-type: none"> <li><b>Cluster 8 Theme (Lit Anal/Rdg Comp)</b>                              Key Standards tested: Lit. Anal.3.3, 3.6,3.8</li> </ul>	<ul style="list-style-type: none"> <li>Types of nonfiction, text structure, persuasion, research</li> <li>Writing: Expository</li> <li>Research skills</li> <li>Functional Texts (completing applications; following directions)</li> <li>Mid-term given (date TBD)</li> </ul> Assessments : <ul style="list-style-type: none"> <li><b>Cluster 11 Persuasion</b> Key standards tested: Rdg, Comp. 2.6, 2.7, Lit. Anal 3.8</li> </ul>	<ul style="list-style-type: none"> <li>Core novel: review elements of fiction</li> <li>Poetry</li> <li>History Through Literature</li> <li>Writing: Response to Literature</li> </ul> Assessments: <ul style="list-style-type: none"> <li><b>Cluster 3 Poetry/Cluster 9 History Through Literature (Lit. Anal/Rdg. Com)</b> Key standards tested: Rdg. Comp: 2.0, 2.2, 2.3, Lit. Anal 3.1, 3.3, 3.4, 3.7</li> </ul>	<ul style="list-style-type: none"> <li>Academic reading</li> <li>Teacher choice: novel, teacher unit</li> <li>Review for standardized tests</li> <li>Writing: Persuasive</li> </ul>
<b>Grade 7</b>	<ul style="list-style-type: none"> <li>Elements of Fiction</li> <li>Writing: Narrative</li> </ul> Assessments : <ul style="list-style-type: none"> <li><b>Cluster 5 Theme (Lit. Anal/Rdg Comp)</b>                              Key Standards tested: Lit. Anal.3.1, 3.2,3.4</li> </ul>	<ul style="list-style-type: none"> <li>Types of nonfiction, text structure, persuasion, research</li> <li>Functional Texts (documents and directions)</li> <li>Writing: Expository</li> <li>Research skills</li> </ul> Assessments: <ul style="list-style-type: none"> <li><b>Cluster 9 Persuasion (Lit. Anal. and Rdg. Comp)</b> Key standards tested: Rdg. Comp. 2.4, 2.6</li> </ul>	<ul style="list-style-type: none"> <li>Core novel: review elements of fiction</li> <li>Poetry/ History Through Literature</li> <li>Writing: Response to Literature</li> </ul> Assessments : <ul style="list-style-type: none"> <li><b>Cluster 3 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com)</b> Key standards tested: Word Anal., 1.1, Rdg. Comp: 2.0, 2.1, 2.3,2.6, Lit. Anal 3.0, 3.1</li> </ul>	<ul style="list-style-type: none"> <li>Teacher choice: novel, teacher unit</li> <li>Review for standardized tests</li> <li>Writing: Persuasive</li> </ul>
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>Elements of Fiction</li> <li>Writing: Narrative</li> </ul> Assessments : <ul style="list-style-type: none"> <li><b>Cluster 8 Theme (Lit. Anal/Rdg Comp)</b>                              Key Standards tested: Lit. Anal.3.5, 3.7</li> </ul>	<ul style="list-style-type: none"> <li>Types of nonfiction, persuasion, research</li> <li>Functional Texts (career documents)</li> <li><b>Writing: Career Research Task</b></li> <li>Research skills</li> </ul> Assessments: <ul style="list-style-type: none"> <li><b>Cluster 11 Persuasion (Lit. Anal. and Rdg. Comp)</b> Key standards tested: Rdg. Comp. 2.2, 2.6, 2.7</li> <li><b>Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21)</b></li> </ul>	<ul style="list-style-type: none"> <li>Core novel: review elements of fiction</li> <li>Poetry/ History Through Literature</li> <li>Writing: Response to Literature</li> <li>Author Study (suggested)</li> </ul> Assessments : <ul style="list-style-type: none"> <li><b>Cluster 4 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com)</b> Key standards tested: Rdg. Comp: 2.0, 2.3, Lit. Anal 3.1, 3.6, 3.7</li> </ul>	<ul style="list-style-type: none"> <li>Teacher choice: novel, teacher unit</li> <li>Review for standardized tests</li> <li>Writing: Persuasive</li> </ul>
	<b>DATA COLLECTION DEADLINES (see principal for exact date to turn in data)</b> <ul style="list-style-type: none"> <li>Nov. 12 – 17 Theme Cluster (rdg. comp/lit. analysis)</li> </ul>	<b>DATA COLLECTION DEADLINES (see principal for exact date to turn in data)</b> <ul style="list-style-type: none"> <li>Dec 10 – 15 Narrative (rhetoric/conventions)</li> <li>Jan 7-12: Persuasion Cluster</li> <li>Feb 2 – 9 Gr. 6, 7: Expository (rhetoric/conventions); Gr. 8: Career Task (rhetoric/conventions)</li> </ul>	<b>DATA COLLECTION DEADLINES (see principal for exact date to turn in data)</b> <ul style="list-style-type: none"> <li>Mar 2- 9 Mid-term data</li> </ul>	<b>DATA COLLECTION DEADLINES (see principal for exact date to turn in data)</b> <ul style="list-style-type: none"> <li>May 5 – 11 Response to Literature (rhetoric/conventions) AND</li> <li>Poetry cluster/History Through Literature Cluster (rdg. comp/literary analysis)</li> </ul>

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7****UNIT 1: Narrative (taken from Cluster 1: Fiction; Cluster 4: Plot; Cluster 5: Theme;****Cluster 6: Character)**

**Unit Description:** This unit addresses forms and characteristics of fiction. Students will read to understand the text structure of various forms of fiction and the elements of fiction; write a multiple paragraph narrative essay, use context clues and shades of meaning to clarify word meanings, identify and write simple, complex, compound, and compound-complex sentences.

**CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS****Boldface = content standard****Unbold = student outcomes****# = Multiple items on CST****1.0 Word Analysis/Vocabulary****# 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry. Students will ...**

Recognize and explain idioms, analogies, metaphors and similes in the texts they encounter.

**# 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary. Students will...**

Break apart words into their parts and use those parts to help determine the meaning of words.

**#1.3 Clarify word meanings through the use of definition, example, restatement, or contrast. Students will...**

Look for context clues at the sentence and paragraph level, determine the type of context clue and use this information to clarify or determine word meaning.

**3.0 Literary Response and Analysis****#3.1 Articulate the expressed purpose and characteristic of different forms of prose. Students will...**

Read various genres of prose, identify/recognize and explain the characteristics of each.

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

Identify and explain elements of plot development, analyze events to determine how they explain a past action, present action or foreshadow a future action, and determine how selected events advance the plot.

**#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. Students will...**

Identify characters in a text. Analyze and explore how the author developed the character (i.e. character's words, thoughts, actions, speech patterns, character's appearance, what other characters say, or think about the character, what the narrator says about the character.)

**#3.4 Identify and analyze recurring themes across works. Students will...**

Read texts to identify theme; discuss common themes in literature; compare themes across works.

**3.0 Literary Response and Analysis****Continued**

**#3.5 Contrast points of view. (e.g. first and third, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. Students will...** Read texts to determine the point(s) of view, compare the points of view and explain how the point of view affects the theme of the work.

**1.0 Writing Strategies/2.0 Writing Applications**

Students will...

**#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.**

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

**#2.1 Write fictional or autobiographical narratives:**

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

**Written and Oral Conventions**

Students will...

**#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).**

**#1.6 Use correct capitalization.**

**1.0 Listening/2.0 Speaking**

**#2.1 Deliver narrative presentations**

**#2.2 Deliver oral summaries of articles and books.**

**Spelling Concepts**

Students will spell...

- Words with Silent e and suffixes
- Words with ate / ion
- Words with ance / ant
- Words with ence / ent
- Words with ly, ally

**Grammar and Mechanics**

Students will recognize and write...

- Complete sentences
- Compound sentences
- Complex sentences

Students will correctly use...

- Quotation marks in dialogue
- End punctuation
- Transitions
- Conjunctions
- Commas in coordination of ideas
- Capitalization and other appropriate punctuation marks with titles
- Types of nouns and subject verb agreement with collective nouns

**Required Assessments**

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, mechanics tasks)
- **Writing folder: Narrative**
- **Cluster 5: Theme (rdg. comp/lit. analysis)**

**Data Collection Deadlines**

*(see principal for exact date to turn in data)*

**Nov. 12 – 17: Cluster 5: Theme (rdg. comp/lit. analysis)**

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7**

**UNIT 1 Narrative: VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES**

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p><b>Word Analysis</b> Analogies Base Word Context Clues</p> <ul style="list-style-type: none"> <li>Restatement</li> <li>Definition</li> <li>Comparison/contrast</li> <li>General</li> <li>Sentence</li> <li>Paragraph</li> </ul> <p>analogies idioms metaphor prefix root simile</p> <p><b>Literary Analysis</b> Autobiography Character Character motivation Character traits Climax Conflict Exposition External conflict Falling action Fiction Foreshadow Historical fiction Internal conflict Limited point of view Literary devices Major characters Minor characters Narrative Narrator Novel Novella Objective point of view Omniscient point of view Plot Plot line Point of View Prose Realistic fiction Resolution Rising Action Science fiction Setting Short Story Speaker Subjective point of view Theme</p> <p><b>Writing and Conventions</b> Concrete language Complex sentence Compound sentence Compound-complex sentence Coordination of ideas Dialogue Fragment vs. run-on sentence Point of view Simple sentence Subject and predicate Subordination of ideas Suspense</p>	<p><b>Vocabulary</b> <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> <li>Context clues, pp. 1-9</li> <li>Prefixes, base words, roots, pp. 31-36</li> <li>Denotation/connotation, pp. 49-50</li> <li>Similes and metaphors, pp. 55; also <i>LOL, T.E.</i>, p. 194</li> <li>Analogies, p. 65</li> </ul> <p><b>Affixes</b> -al- -ate -ation, -ion, -sion bi- dis -er, or fore- -hood -ible -in -ish -ist -most per- pre- over re- self- -ship trans- tri- un- under uni-</p> <p><b>Roots</b> anim aud ceive/cept domin/domit  cosm cred/credit cycle flect/flex form  funct</p> <p><b>Roots cont'd</b> ped phon phet pop port psych  scop/skept solv/solute  tel/tele var</p> <p>fract/frag graph/gram grat/grac  later lingu  loc/locat log micro mitt/mis</p>	<p><b>Core Program</b> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E.</i>, <i>Interactive Reader T.E.</i>, and the <i>Universal Access Resource Book</i></p> <p><i>Language of Literature 7</i> “Article on Fiction” p. 15 “Article on Plot” p. 343 “Characterization” p. 586 “Amigo Brothers” p. 361</p> <ul style="list-style-type: none"> <li>Events that advance the plot</li> <li>Suspense</li> <li>Central conflict</li> </ul> <p>“The Monsters Are Due on Maple Street”</p> <ul style="list-style-type: none"> <li>Theme</li> <li>Plot</li> </ul> <p>“The War of the World” p. 109</p> <ul style="list-style-type: none"> <li>Climax</li> <li>Cause and effect</li> <li>Point of view</li> <li>Central Conflict</li> <li>Theme</li> </ul> <p>“Zebra” p. 46</p> <ul style="list-style-type: none"> <li>Character</li> <li>Inferencing</li> <li>Internal conflict</li> <li>Plot</li> </ul> <p><b>Strategic/ELD Support</b> <i>Bridges, Grade 7</i> “Fiction” p. 439-440 “Drama” p. 442-443 “Westwoods” (drama) p. 148 “The Cage” p. 188 Theme suspense “Brian’s Return” cause/effect p. 268 <i>Interactive Reader, Grade 7</i> “War of the Wall”, p. 92 “Amigo Brothers” p. 184 “Monsters Are Due”, p. 204 “Zebra”, p. 38</p> <p><b>Assessment Resources</b> In addition to teacher-made assessments, these resources may be helpful: CST released items <i>Unit One Resource Book</i> pp28-34 (“Zebra”) pp 61-68 (“War of Walls”) <i>Unit Two Resource Book</i>, <i>Unit Three Resource Book</i> Pp 11-17 (“Amigo Brothers”) pp. 41-47 (“Monsters are” ...)</p> <p><b>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 247</b></p>	<p><b>Writing Narratives</b> <i>Language of Literature</i> personal narrative p. 178 (narrative writing) R45, <i>Writing Transparencies</i>, pp. 9, 10 Transitions <i>Unit One Resource Book</i>, pp. 92-99 (Personal Narrative)</p> <p><i>Unit Two Resource Book</i> p. 76-83 (character sketch)</p> <p><i>District Writing Guide</i>  <i>CST released writing samples</i></p> <p><b>Spelling</b> <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> <li>Silent e and suffixes, p. 91</li> <li>-ate/-ion p. 93</li> <li>-ance/-ant p.108</li> <li>-ence/-ent p. 108</li> <li>-ly, -ally, p.107</li> </ul> <p><b>Grammar, Mechanics and Usage</b> <i>Grammar, Usage, Mechanics</i> Blackline Masters Book</p> <ul style="list-style-type: none"> <li>Complete subjects and predicates, p. 1-3</li> <li>Compound sentences, p. 13</li> <li>End punctuation, p. 160</li> <li>Quotation Marks, p. 199</li> <li>Conjunctions, p. 130</li> <li>Punctuation of titles, pp. 181</li> <li>Complex sentences, p. 154</li> </ul> <p><i>Language of Literature : Grammar Handbook</i> (back of text)</p> <ul style="list-style-type: none"> <li>Sentence structure, R86, 87</li> </ul> <p><i>Language Network</i> Complete subjects and predicates, p. 6-8 Compound sentences, p. 189-191 Quotation marks, p 258-261 Conjunctions, p. 150-160, 166, 204, 253, 196 Titles, 268, 274, 234-235 Complex Sentences, p.192-193, 204</p>

**NONFICTION**  
 Trad: Nov. 16 – Feb. 5  
 Mod.Trad: Nov. 16 – Nov. 12  
 TrkB: Nov. 16-March 5

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7**

**UNIT 2: NONFICTION (taken from Cluster 2: Types of Nonfiction; Cluster 8 Text Structure; Cluster 9 Persuasion; Cluster 10 Research Reading; Cluster 11 Research Reports; Cluster 12 Documents and Directions)**

**Unit Description:** This unit addresses types of nonfiction, nonfiction text structure, elements of persuasion and research strategies. Students will read nonfiction, discuss persuasive techniques, write expository essays, research reports and persuasive essays and work on sentence structure.

**CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS**

**Boldface = content standard; unbold = student outcomes; # = multiple items on CST**

**1.0 Word Analysis**  
**# 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.** *Students will ...*  
 Recognize and explain idioms, analogies, metaphors and similes in the texts they encounter.  
**#1.2 Use knowledge of Greek, Latin, and Anglo Saxon roots and affixes to understand content area vocabulary.** *Students will...*  
 Break apart words into their parts and use those parts to help determine the meaning of words.  
**#1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.** *Students will...* Look for context clues at the sentence and paragraph level, determine the type of context clue and use this information to clarify or determine word meaning.

**2.0 Reading Comprehension**  
**#2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).** *Students will...*  
 Explain the structure and purpose of various types of informational materials; read informational materials to discern the characteristics; compare/contrast the structure and purpose of various informational materials.  
**2.3 Analyze text that uses cause-and-effect organizational pattern.** *Students will...*  
 Read text that uses cause-and-effect organizational patterns, recognize the three ways cause and effect relationships may be presented in writing (single cause/multiple effects, single effect/multiple causes, cause/effect chain).  
**#2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.** *Students will...*  
 Read texts to identify an author’s argument, point of view or perspective; analyze and explain the structure of the argument.  
**#2.6 Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.** *Students will...*  
 Read text to identify an author’s evidence; evaluate the adequacy, accuracy and appropriateness of the evidence; examine the evidence to determine instances of bias or stereotyping.

**2.0 Reading Comprehension (cont’d)**  
**#2.2 Functional Texts.**  
**Locate information by using a varied of consumer, workplace, and public documents.** *Students will...* Identify and recognize various types of consumer, workplace or public documents and information in those documents.  
**#2.5 Understand and explain the use of a simple mechanical device by following technical directions.** *Students will...*  
 Read directions for simple mechanical devices; follow the directions and/or utilize the directions to explain the use of the device.

**1.0 Writing Strategies**  
**Writing Essays**  
*Students will...*  
**#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.  
 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.  
**#1.7 Revise writing to improve organization and word choice.**  
**Research**  
**#1.4 Research and Technology: identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.**  
 1.5 Give credit for quoted and paraphrased information in a bibliography.  
**2.0 Writing Applications**  
 2.3 Write research reports  
 2.4 Write persuasive compositions  
 2.5 Write summaries of ready materials.

**1.0 Written and Oral English Conventions**  
*Students will correctly use...*  
 1.1 Active Voice  
 #1.2 Complex, compound, and compound complex sentences  
 #1.3 Commas at the end of dependent clauses  
 1.4 Semicolons

**1.0 Listening**  
*Students will...*  
**1.2 Determine a speaker’s attitude toward the subject.**  
**1.3 Respond to persuasive messages with questions, challenges or affirmations.**  
**1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery.**

**2.0 Speaking Applications**  
 2.3 Deliver research presentations  
 2.4 Deliver persuasive

**Spelling Concepts**  
*Students will correctly spell...*  

- Words ending with -ible, -able
- Words with qu, j, ge, dge
- Words with ous, us
- Words with silent -gh

**Grammar and Mechanics**  
*Students will correctly use...*  

- Indefinite pronouns especially in subject/verb agreement
- Pronouns
- Compound-complex sentences
- Conjunctions
- Semicolons
- Active voice

**Required Assessments**  

- Daily, weekly on-going checks for understanding (e.g, exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Expository**
- **Cluster 9: Persuasion (rdg. comp/lit. analysis)**
- **Mid-term: Trad/Mod Trad: Jan 12 – 14; Trk B Jan 19 -21**

**Data Collection Deadlines**  
*(see principal for exact date to turn in data)*  
**Dec. 10 – 15: Narrative ( rhetoric and conventions)**  
**Jan. 7 -12: Cluster 11: Persuasion (rdg. comp/lit. analysis)**  
**Feb. 2 – 9: Expository (rhetoric and conventions)**

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7**

**UNIT 2 NONFICTION: VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES**

**(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)**

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p><b>Word Analysis</b>                      Analogies                      Base Word                      Context Clues (types)</p> <ul style="list-style-type: none"> <li>Restatement, definition, general, sentence, paragraph, comparison/contrast</li> <li>Comparison/contrast</li> </ul> <p>Figurative language                      Idiom                      Metaphor                      Personification                      Prefix                      Root                      Simile</p> <p><b>Reading Comprehension</b>                      Assertions                      Author conclusions                      Author evidence                      Author’s perspective                      Author purpose                      Autobiography                      Bandwagon                      Bias                      Bibliography                      Biography                      Cause/effect organization                      Cause/effect text structure                      Claims                      Chronological order                      Circular reasoning                      Comparison/contrast organization                      Either/or                      Expository                      Fact                      Informative article                      Interview                      Main idea/supporting details                      Organization                      Memoir                      Opinion                      Outline                      Perspective                      Point of view                      Prose                      Stereotyping                      Summary                      Text structure                      Unsupported inferences</p> <p><b>Writing and Conventions</b>                      Apostrophe                      Clause                      Compound words                      Conclusion in essays                      Contractions                      Coordination of ideas                      Homograph, homonym, homophone                      Lead                      Nouns (types)                      Phrase                      Subordination of ideas                      Thesis</p>	<p><b>Vocabulary</b>  <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> <li>Idioms, p. 53</li> <li>Context clues, pp. 1-12</li> <li>Prefixes, base words, roots, pp. 11-27</li> <li>Similes and metaphors, p. 55</li> </ul> <p><b>Affixes</b>                      -al-                      -ate                      -ation, -ion, -sion                      bi-                      dis-                      -er, or                      fore-                      -hood                      -ible                      -in                      -ish                      -ist                      -most                      per-                      pre-                      over-                      re-                      self-                      -ship                      trans-                      tri-                      un-                      under                      uni-</p> <p><b>Roots</b>                      anim                      aud                      ceive/cept                      domin/domit</p> <p><b>Roots cont’d</b>                      scop/skept                      solv/solute</p> <p>tel/tele                      var</p> <p>cosm                      cred/credit                      cycle                      flect/flex                      form</p> <p>funct</p> <p>fract/frag                      graph/gram                      grat/grac</p> <p>later                      lingu</p> <p>loc/locat                      log                      micro                      mitt/mis                      ped                      phon                      phet                      pop                      port                      psych</p>	<p><b>Core Program</b>  <b>Teaching ideas may be found in the teacher notes in the Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</b></p> <p><i>Language of Literature 7</i>                      “Reading Nonfiction,” p. 82-86                      “Eleanor Roosevelt,” p. 87</p> <ul style="list-style-type: none"> <li>Autobiography</li> <li>Biography</li> <li>Chronological order</li> <li>Claims, assertions</li> </ul> <p>“Primal Compassion,” p. 138</p> <ul style="list-style-type: none"> <li>Subjective/objective point of view</li> <li>Fact and opinion</li> <li>Claims and evidence</li> </ul> <p>“Reading for Different Purposes,” p. R 23                      “Patterns of Organization,” pp. R 6-11                      “The History of Chocolate,” p 549</p> <ul style="list-style-type: none"> <li>Text organizers</li> <li>Sequence</li> <li>Cause and effect</li> </ul> <p>“Face to Face with Twins,” p617</p> <ul style="list-style-type: none"> <li>Note-taking</li> <li>Outlining</li> <li>Paraphrasing</li> <li>Summarizing</li> </ul> <p>“Critical Reading: Persuasion,” pp. R 12 -17                      “Functional Texts,” R 18-23, R 112-114</p> <p><b>Strategic/ELD Support</b>  <i>Interactive Reader</i>                      “Eleanor Roosevelt,” p. 70</p> <p><i>Bridges</i>                      “El Chino,” p. 218</p> <ul style="list-style-type: none"> <li>First person point of view</li> </ul> <p>“Chief Joseph...,” p. 314</p> <ul style="list-style-type: none"> <li>Persuasion</li> </ul> <p>“Jaime Escalante...,” p. 298</p> <ul style="list-style-type: none"> <li>Persuasion</li> </ul> <p><b>Assessment Resources</b>                      In addition to teacher-made assessments, these resources may be helpful:</p> <p>CST released items  <i>Unit One Resource Book</i>                      p 47-50 (“Eleanor Roosevelt”)                      p 75 – 77 (“Primal Compassion”)</p> <p><i>Unit Four Resource Book</i>                      p 18-19 (History of Chocolate)                      p 50 – 15 (Face to Face with Twins)</p> <p><b>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 247</b></p>	<p><b>Nonfiction Writing</b>  <i>Language of Literature 7</i>                      Expository, R 43 – 46                      Persuasive, p. 699, R 152                      Research Workshop, p. 780, R53</p> <p><i>Unit Three Resources Book</i> p. 32-40                      (Cause/effect essay)</p> <p><i>Unit Five Resource Book</i> p. 21-29                      (Opinion Statement)                      Research Report, pp 63-71.</p> <p><i>Writing Transparencies</i>, pp 9-11</p> <p><i>District Writing Guide</i></p> <p><i>CST Released writing samples</i></p> <p><b>Spelling</b>  <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> <li>-ible, -able, p. 125</li> <li>-ous, -us, p. 141</li> <li>qu, j, ge, dge, p. 133</li> <li>silent –gh, p. 149</li> </ul> <p><b>Grammar, Mechanics and Usage</b>  <i>Grammar, Usage, Mechanics</i>                      Blackline Masters Book                      Pronouns, pp. 46, 64, 67, 70-73                      Semicolons, p. 202                      Compound-complex sentences, p. 160                      Conjunctions, p. 130</p> <p><i>Language of Literature 7</i>                      Active Voice, p. R99</p> <p><i>Language Network</i></p> <ul style="list-style-type: none"> <li>Pronouns, including indefinite pronouns, p. 73-78</li> <li>Compound-complex sentences, pp 194-195, 205</li> <li>Conjunctions, pp. 150-160, 166, 196, 204, 253</li> <li>Semicolons, p. 189, 204, 262</li> </ul>

NOVEL/POETRY  
Trad: Feb. 9 – Apr. 16  
Mod. Trad: Feb. 16-April 30  
TrkB: March 8-May 28

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7**  
**UNIT 3: NOVEL and POETRY (taken from Cluster 3 Poetry; Cluster 4 Character and Setting, Cluster 6: Plot; Cluster 8: Theme, Cluster 9: History Through Literature)**

**Unit Description:** This unit reviews the elements of fiction as applied to a novel and introduces students to the ways tone and meaning are conveyed in poetry. Students will write Response to Literature essays, read and analyze poetry, read a novel. Teachers may choose to do a research task related to the novel study.

**CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS**

**Boldface = content standard    unbold = student outcomes    # = multiple items on CST**

**1.0 Word Analysis/Vocabulary**

**#1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.** *Students will ...*

Recognize and explain idioms, analogies, metaphors and similes in the texts they encounter.

**#1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary.**

*Students will...*

Break apart words into their parts and use those parts to help determine the meaning of words.

**#1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.**

*Students will...*

Look for context clues at the sentence and paragraph level, determine the type of context clue and use this information to clarify or determine word meaning.

**3.0 Literary Response and Analysis**  
**Continued**

**#3.5 Contrast points of view.** (e.g. first and third, limited and omniscient, subjective and objective) **in narrative text and explain how they affect the overall theme of the work.** *Students will...* Read texts to determine the point(s) of view, compare the points of view and explain how the point of view affects the theme of the work.

**1.0 Writing Strategies/2.0 Writing Applications**

*Students will...*

**#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.**

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

**2.2 Write responses to literature.**

**1.0 Listening/2.0 Speaking**

**1.5 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.**

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

**Vocabulary and Spelling**

- Words with hard/soft c/g
- Words with prefix ad-
- Words with silent letters, final -y
- Words with -ize, ise
- VAC words
- Words with ous, us

**3.0 Literary Response and Analysis**

*Students will...*

**#3.1 Articulate the expressed purpose and characteristic of different forms of prose.** *Students will...* Read various genres of prose, identify/recognize and explain the characteristics of each.

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

*Students will...* Identify and explain elements of plot development, analyze events to determine how they explain a past action, present action or foreshadow a future action, and determine how selected events advance the plot.

**#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.**

*Students will...* Identify characters in a text. Analyze and explore how the author developed the character (i.e. character's words, thoughts, actions, speech patterns, character's appearance, what other characters say, or think about the character, what the narrator says about the character.

**#3.4 Identify and analyze recurring themes across works.** *Students will...*

Read texts to identify theme; discuss common themes in literature; compare themes across works.

**Written and Oral Conventions**

*Students will...*

**#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).

**#1.6 Use correct capitalization.**

**Grammar and Mechanics**

*Students will recognize and write...*

- Infinitives
- Participles
- Hyphens, dashes, brackets
- Varied sentence types and structures
- Interjections

**Required Assessments**

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)
- **Writing folder : Response to Literature task**
- **Cluster 3: Poetry/Cluster 9: History Through Literature (rdg. comp/lit. analysis)**
- **STAR WRITING Mar. 2 (Trad/Mod Trad/Trk B)**

**Data Collection Deadlines**

*(see principal for exact date to turn in data)*

**Mar. 2 – 9: Mid-term data**

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7**  
**UNIT 3 NOVEL/POETRY: VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES**  
**(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)**

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING Comp. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p><b>Word Analysis</b></p> <p>Analogies  Base Word  Context Clues (types)</p> <ul style="list-style-type: none"> <li>Restatement, definition, general, sentence, paragraph, comparison/contrast</li> <li>Comparison/contrast</li> </ul> <p>Figurative language  Idiom  Metaphor  Personification  Prefix  Root  Simile</p> <p><b>Literary Analysis</b></p> <p>Autobiography  Character  Character motivation  Character traits  Climax  Conflict  Exposition  External conflict  Falling action  Fiction  Foreshadow  Historical fiction  Internal conflict  Limited point of view  Literary devices  Major characters  Minor characters  Narrative  Narrator  Novel  Objective point of view  Omniscient point of view  Plot  Plot line  Point of View  Primary Source  Resolution  Rising Action  Secondary Source  Setting  Short Story  Speaker  Subjective point of view  Theme</p> <p><b>Writing and Conventions</b></p> <p>Adjective  Adverb  Compound sentence  Compound-complex sentence  Complex sentence  Contractions  Coordination  Conjunctions  Future tense  Literary devices  Past perfect tense  Present perfect tense  Subordination  Textual evidence  Transitions</p>	<p><b>Vocabulary</b>  <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> <li>Foreign words in English</li> <li>Greek roots, p. 31</li> <li>Other roots and affixes, pp. 13-28</li> </ul> <p><b>Affixes</b></p> <p>-al-  -ate  -ation, -ion, -sion</p> <p>bi-  dis  -er, or  fore-  -hood  -ible  -in  -ish  -ist  -most  per-  pre-  over  re-  self-  -ship  trans-  tri-  un-  under  uni-</p> <p><b>Roots</b></p> <p>anim  aud  ceive/cept  domin/domit</p> <p><b>Roots cont'd</b></p> <p>scop/skept  solv/solute</p> <p>tel/tele  var</p> <p>cosm  cred/credit  cycle  flect/flex  form</p> <p>funct</p> <p>fract/frag  graph/gram  grat/grac</p> <p>later  lingu</p> <p>loc/locat  log  micro  mitt/mis  ped  phon  phet  pop  port  psych</p>	<p><b>Core Program</b>  <b>Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></b></p> <p><i>Language of Literature 7</i></p> <p>“Reading Poetry,” p. 195  “The Pasture: A Time to Talk”  Rhyme  “The World is Not a Pleasant Place to be; To You”, p. 201-203</p> <ul style="list-style-type: none"> <li>Speaker</li> <li>Making inference</li> </ul> <p>“Ode to an Artichoke”, p. 375</p> <ul style="list-style-type: none"> <li>Metaphor</li> <li>Extended Metaphor</li> <li>Analogy</li> </ul> <p>“The Highway Man”, p. 564</p> <ul style="list-style-type: none"> <li>Simile and metaphor</li> <li>Writer’s style</li> <li>Word Choice</li> </ul> <p><i>The Giver</i> or other core novel</p> <p><b>Strategic/ELD Support</b>  <i>Interactive Reader</i>  “The Pasture”, p. 150  “A Time to Talk”, p. 150</p> <p><b>Bridges</b>  “I Never Said I was Difficult”, p. 280</p> <ul style="list-style-type: none"> <li>Speaker</li> <li>Figurative language</li> </ul> <p><b>Assessment Resources</b>  In addition to teacher-made assessments, these resources may be helpful:</p> <p><i>Unit Resource Book Two</i>  p. 4-5 (“Pasture”)  p. 6-7 (“The World...”)</p> <p><i>Unit Resource Book Three</i>  p. 18-19 (“Artichoke”)</p> <p><i>Unit Resource Book Four</i>  p. 27-29 (“Highwayman”)</p> <p>CST released items  <b>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</b></p>	<p><b>Writing</b>  <i>Language of Literature 7</i></p> <p>Response to Literature, p. 75</p> <p><i>Unit Resource Book One</i>  Response to Literature, p. 38</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p><b>Spelling</b>  <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> <li>Prefix ad-</li> <li>Hard/soft c/g,</li> <li>Silent letters, p. 101</li> <li>Final –y, p.105</li> <li>VAC words, p. 121</li> <li>ize, ise p. 141</li> <li>ous, us p. 141</li> </ul> <p><b>Grammar, Mechanics and Usage</b>  <i>Grammar, Usage Mechanics</i>  Blackline Masters Book</p> <ul style="list-style-type: none"> <li>Infinitives, p.142</li> <li>Participles p.139</li> <li>Modifiers</li> <li>Hyphens, dashes, parentheses, p205</li> <li>Sentence types and sentence structure  Compound, p. 13  Complex, p. 154  Compound-complex, p. 194</li> <li>Interjections, p. 133</li> </ul> <p><i>Language Network</i>  Infinitives, p.174-176  Participles p. 176-179  Modifiers  Hyphens, dashes, parentheses (264-265)  Sentence types and sentence structure  Compound  Complex  Compound-complex  Interjections, p. 161, 166, 167</p>

NOVEL/UNIT OF  
TEACHER CHOICE  
Trad: April 19- June 17  
Mod.Trad: May 3-June 24  
TrkB: June 1 –July 23

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7  
UNIT 4: NOVEL/ UNIT OF TEACHER CHOICE**

**Unit Description:** This unit allows for teacher choice of a second novel and/or a teacher-developed unit.

**CONTENT STANDARDS , TEACHNG POINTS, REQUIRED ASSESSMENTS**

**Boldface = content standard    unbold = student outcomes    # = multiple items on CST**

**1.0 Word Analysis/Vocabulary**

*Students will...*

**Review appropriate skills as necessary**

**2.0 Reading Comprehension**

*Students will...*

**Review appropriate skills as necessary**

**3.0 Literary Analysis –Novel**

*Students will...*

**3.0 Literary Response and Analysis**

**#3.1 Articulate the expressed purpose and characteristic of different forms of prose.** *Students will...*Read various genres of prose, identify/recognize and explain the characteristics of each.

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

*Students will...*Identify and explain elements of plot development, analyze events to determine how they explain a past action, present action or foreshadow a future action, and determine how selected events advance the plot.

**#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.**

*Students will...*Identify characters in a text. Analyze and explore how the author developed the character (i.e. character’s words, thoughts, actions, speech patterns, character’s appearance, what other characters say, or think about the character, what the narrator says about the character.)

**#3.4 Identify and analyze recurring themes across works.** *Students will...*Read texts to identify theme; discuss common themes in

**3.0 Literary Response and Analysis Continued**

**#3.5 Contrast points of view.** (e.g. **first and third, limited and omniscient, subjective and objective**) **in narrative text and explain how they affect the overall them of the work.** *Students will...*Read texts to determine the point(s) of view, compare the points of view and explain how the point of view affects the theme of the work.

**2.0 Writing Strategies/2.0 Writing Applications**

*Students will...*

**Review appropriate skills as necessary**

**Written and Oral Conventions**

*Students will...*

**2.0 Listening/2.0 Speaking**

*Students will...*

**Review appropriate skills as necessary**

**Spelling Concepts**

*Students will correctly spell...*

- VAC words
- Compound words
- Contractions

**Grammar and Mechanics**

*Students will correctly use...*

Review appropriate skills as necessary.

**Required Assessments**

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)
- **Writing folder : Persuasive**
- **STAR Testing: Trad: Apr. 26 – May 21; Mod. Trad: May 3 – 28; Trk B: June 2 – 30**
- **EOC trad: May 24 – June 11; Mod. Trad: June 1 – 24; Trk B: July 1 - 23**

**Data Collection Deadlines**

*(see principal for exact date to turn in data)*

**May 5 – 11: Response to Literature (rhetoric and conventions) AND Cluster 3: Poetry/ Cluster 9: History Through Literature (rdg. comp/lit. analysis)**

NOVEL/UNIT OF  
TEACHER CHOICE  
Trad: April 19- June 17  
Mod.Trad: May 3-June 24  
TrkB: June 1 –July 23

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7  
UNIT 4: NOVEL/UNIT OF TEACHER CHOICE  
VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES**

**(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)**

KEY VOCABULARY	WORD ANALYSIS RESOURCES	LITERARY ANALYSIS RESOURCES	WRITING AND CONVENTIONS RESOURCES
<p><b><u>Word Analysis</u></b></p> <p>Review appropriate skills as necessary.</p> <p><b><u>Literary Analysis for Novel</u></b> Autobiography Character Character motivation Character traits Climax Conflict Exposition External conflict Falling action Fiction Foreshadow Historical fiction Internal conflict Limited point of view Literary devices Major characters Minor characters Narrative Narrator Novel Novella Objective point of view Omniscient point of view Plot Plot line Point of View Prose Realistic fiction Resolution Rising Action Science fiction Setting Short Story Speaker Subjective point of view</p> <p><b><u>Written Conventions</u></b></p> <p>Review appropriate skills as necessary.</p>	<p><b><u>Vocabulary</u></b> <i>Vocabulary and Spelling Book</i></p> <p>Based on teacher selected words as deemed appropriate.</p> <p><b><u>Words and Stems Commonly Used in Standardized tests</u></b></p> <p>Excerpt Expression Line (Poetry) Paragraph Passage Phrase Rough Draft Sentence Selection Stanza Statement Summary Text Version</p> <p>According to... Which detail...? Which source...? How does the writer achieve...? Which of the following...? The author probably believes... Based on... _____ implies... Best evidence Best completes Most likely/least likely Most effectively The author's argument... The author's attitude... _____ creates a tone/mood of...</p>	<p><b><u>Core Program</u></b> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature 7</i> TBD by teacher</p> <p><b><u>Strategic/ELD Support</u></b> TBD by teacher</p> <p><b><u>Assessment Resources</u></b> In addition to teacher-made assessments, these resources may be helpful: CST released items</p> <p><b>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</b></p>	<p><b><u>Writing</u></b> <i>Language of Literature</i> TBD</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p><b><u>Spelling</u></b> <i>Spelling and Vocabulary Book</i></p> <p>VAC words, p. 121 Compound words and contractions, p. 99</p> <p><b><u>Grammar, Mechanics and Usage</u></b> Blackline Masters TBD by teacher</p> <p><i>Language Network</i> TBD by teacher</p> <p><i>Universal Access Resource Book</i> TBD by teacher</p>

## Two Hour Strategic Class

### Hour 1: READING PERIOD (Vocabulary, Reading Comprehension, Literary Analysis) Reading Standards -- (1.0, 2.0, 3.0)

Time		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
15 Minutes	<b>Reading Warm Up Tasks:</b> SSR, CORE LIT. NOVEL, CST released item tied to CLUSTER.	READING WARM-UP	READING WARM-UP	READING WARM-UP	READING WARM-UP	Writing task tied to reading task.
25 Minutes	<b>READING DIRECT INSTRUCTION LESSON:</b> Vocabulary, literary/foundation reading skill attached to cluster, or reading of identified selection.	MOTIVATING & BUILDING BACKGROUND VOCABULARY				
		READING LESSON, SKILLS & TEXTS			ASSESSMENT (Must Do) RETEACHING as needed	ENRICHMENT (May Do)
10 Minutes	<b>Reading Closure Tasks</b> Check for understanding (Ticket), mini-quiz, oral sharing or read aloud-novel.	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS

### Hour 2: LANGUAGE ARTS PERIOD (Writing, Grammar & Spelling) Writing Standards, (1.0 & 2.0) Written & Oral English Language Conventions 1.0

15 Minutes	<b>Writing Warm Up Tasks:</b> DOL, Spelling Skill, CST released item(s) tied to CLUSTER with revision or grammar.	WRITING WARM UP	WRITING WARM UP	WRITING WARM UP		Assessment task tied to writing task
25 Minutes	<b>WRITING DIRECT INSTRUCTION LESSON:</b> Grammar, writing (could be tied to a literary task or process writing.)	GRAMMAR				ENRICHMENT (May Do)
		WRITING			ASSESSMENT	
10 Minutes	<b>Writing Closure Tasks:</b> Check for understanding, (exit ticket). mini-quiz, oral sharing, Writer's Workshop, publishing.	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS

## Enrichment/Considerations for Advanced Learners

The following ideas may be used to assist teachers in challenging students and in adding rigor to the core program.

<b>Unit 1: Narrative</b>	<b>Unit 2: Nonfiction</b>
<ul style="list-style-type: none"> <li>• Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river)</li> <li>• Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman)</li> <li>• Study the text through different points of view (e.g., major and minor characters, omniscient observer)</li> <li>• Study author style</li> <li>• Socratic seminars</li> <li>• Extension menus</li> <li>• Apply Costa’s levels of questions to texts</li> <li>• Use depth and complexity icons</li> <li>• Use content imperatives</li> <li>• Think like a writer</li> <li>• Tone, diction, author word choice</li> <li>• Denotation vs. connotation</li> <li>• Book clubs (self-selected reading groups)</li> <li>• Literature circles</li> <li>• Write additional pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Use and study the appeals of ethos, pathos, logos in writing</li> <li>• Argue both sides of an issue</li> <li>• Text structure analysis</li> <li>• Think like a researcher</li> <li>• Etymology of vocabulary words</li> <li>• Socratic seminars</li> <li>• Extension menus</li> <li>• Apply Costa’s levels of questions to texts</li> <li>• Use depth and complexity icons</li> <li>• Use content imperatives</li> <li>• Word arrays (shades of meaning)</li> <li>• Sentence combining/sentence patterns</li> <li>• Do additional reading</li> <li>• Create functional documents</li> <li>• Evaluate functional documents for clarity of message</li> </ul>
<b>Unit 3: Novel/Poetry</b>	<b>Unit 4: Novel/Teacher Choice</b>
<ul style="list-style-type: none"> <li>• TP-CASTT analysis of poetry (title, paraphrase, connotation, speaker, shift in speaker/attitude, title revisit, theme)</li> <li>• Diction, tone, word choice, imagery</li> <li>• Think like a poet</li> <li>• Write in a given poet’s style</li> <li>• Extension menus</li> <li>• Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river)</li> <li>• Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman)</li> <li>• Study the text through different points of view (e.g., major and minor characters, omniscient observer)</li> <li>• Study author style</li> <li>• Socratic seminars</li> <li>• Apply Costa’s levels of questions to texts</li> <li>• Use depth and complexity icons</li> <li>• Use content imperatives</li> <li>• Tone, diction, author word choice</li> <li>• Denotation vs. connotation</li> </ul>	<ul style="list-style-type: none"> <li>• Use depth and complexity icons</li> <li>• Use content imperatives</li> <li>• Extension menus</li> <li>• Novel study</li> <li>• Literature circles/book clubs</li> </ul>

**Active Participation**

Possible methods to implement overt active participation ( <b>O</b> ral, <b>W</b> ritten and/or <b>G</b> estures)	<b>ACTIVE PARTICIPATION</b>
	<b>STRATEGY NAME &amp; DESCRIPTION</b>
<b>ORAL</b>	<b>A-B Partner Teach:</b> Teacher prompts students beforehand that they will be responsible periodically throughout the lesson to reteach a portion of the content to a partner. Designate partner pairs as A or B.
	<b>Choral Response/Choral Work:</b> All students respond orally either repeating teacher or answering questions in unison.
	<b>Clock Appointments:</b> Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	<b>Expert Line-Up:</b> Through conversation students decide who has the most expertise on a subject and line up accordingly. This allows for partners for the activity to be determined.
	<b>Give and Take:</b> Ss partner up. For each summary statement given to the partner, the partner gives one back.
	<b>Group Alerting:</b> After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual's answer with a thumbs-up or thumbs-down gesture.
	<b>Mix-Freeze-Match:</b> Students mingle (mix) until teacher says, "Freeze" and they partner with the closest person (match) for sharing.
	<b>Numbered Heads:</b> Ss number off in groups. All are responsible for answer but only one in each group is chosen from a spinner.
	<b>Pass the Q &amp; A:</b> Teacher asks first student in each row a question. Students answer question orally, rephrasing the question in the answer. Student turns around and asks the same question to the next student. Ss continue the domino effect until they reach the back of the row.
	<b>Roll the Dice:</b> Students in groups of six are responsible for answer if their number comes up.
	<b>Round Robin Review:</b> At table groups, students review content student by student, clockwise or counter-clockwise rotation.
	<b>Think-Pair-Share:</b> All students receive individual time to formulate an answer, pair up with a partner to discuss and then share out to class.

Possible methods to implement overt active participation ( <b>O</b> ral, <b>W</b> ritten and/or <b>G</b> estures)	<b>ACTIVE PARTICIPATION</b>
	<b>3-Step Interview:</b> Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.
	<b>3-Word Summaries:</b> At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.
	<b>What’s the Difference?:</b> This strategy involves simply asking students to identify the differences between two or more items. (example: verbs and adverbs, evaporation and absorption, hills and valleys, poems and songs)
	<b>What’s the Same?:</b> This strategy involves simply asking students to compare two or more items and describe how they are the same (example: clouds and mist, leaders and followers, eating good food and hiking tall mountains)
	<b>Whip Around, Pass Option:</b> Teacher whips around the room until getting an oral answer/comment from each student. Ss do have the option to pass the first time around.
<b>WRITTEN</b>	<b>Attentive Lecture:</b> In this strategy Ss are not allowed to take notes as the teacher is giving content information. Every 2-3 minutes, the teacher stops giving instruction and students are to write the crucial input given in the last few minutes in their notebooks.
	<b>Clock Appointments:</b> Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	<b>Post-It Voting:</b> Students use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson)
	<b>Reflection/Summary Writing:</b> Ss use journals or note pages to independently reflect on the learning.
	<b>Response Boards:</b> Students use white boards or mini chalk boards to write ideas/answers.
	<b>Snowball:</b> Ss write a summary statement on a scratch piece of paper, all toss them across the room, pick up a different paper, read and write another summary statement. Process continues.
	<b>Thinking Maps:</b> Not only for pre-writing activities, these graphic organizers that can be used to activate prior knowledge and/or to summarize the learning.

Possible methods to implement overt active participation ( <b>O</b> ral, <b>W</b> ritten and/or <b>G</b> estures)	<b>ACTIVE PARTICIPATION</b>
	<b>3-Step Interview:</b> Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.
	<b>3-Word Summaries:</b> At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.
<b>GESTURES</b>	<b>Color-coded Choices:</b> Put colored sticker dots on Ss desks or nametags. Each color represents a possible answer to a question from the teacher. Student puts their finger on the answer they choose. (i.e. “If you think it is a fact, put your finger on red. On green, if you think it is an opinion.”)
	<b>4 Corners:</b> Teacher designates the 4 corners of the room to represent answers to a question. Students move to the corner they choose as their answer. Great for multiple-choice answers!
	<b>Group Alerting:</b> After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual’s answer with a thumbs-up or thumbs-down gesture.
	<b>Hand Signals:</b> A private gesture with the hands. Most effective to teacher (as a check for understanding) when Ss keep gestures close to their chest so other Ss can not see their answer. Examples include: Thumbs up/down, open/closed fist, one finger/two fingers, and arms crossed/uncrossed.
	<b>Post-It Voting:</b> Student s use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson).
	<b>Simulated DOL:</b> During Daily Oral Languge activities, students use a different gesture to represent each punctuation or editing change.
	<b>Stand Up/Sit Down:</b> Standing or sitting represent the 2 answer choices. Ss stand or sit depending on what they feel is the correct answer.

## Grade 7 Cluster Standards: Reading and Conventions

i = introduced but not tested in the Cluster

T= tested in the Cluster

	CL 1 Fiction	CL 2 Types of Nonfict	CL 3 Poetry	CL 4 Plot	CL 5 Theme	CL 6 Charac	CL 7 History thru Lit	CL 8 Text Struct	CL 9 Persuasion	CL 10 Research Rdg/Sum	CL 11 Research Reports	CL 12 Docs & Direct
1.1 Idioms, etc.			T		i				T	T	T	
1.2 Greek, Latin, etc.		T	T	T	T	T						
1.3 Word meanings	T	T		T	T	i	T		i	i		T
2.1 Analyze info mat'ls							T	T	i	i	T	T
2.2 Locate info in docs												T
2.3 Analyze cause-effect		i					T	T			T	
2.4 Trace author argument									T	i		
2.5 Explain device												T
2.6 Analyze author evidence		T					T		T			
3.1 Prose characteristics	i	T			T	i				i		
3.2 Foreshadowing	T			T	T	T				T		
3.3 Characterization	T				i	T						
3.4 Analyze recurring themes	i			i	T	i						
3.5 Contrast point of view		T		i						i		
3.6 Range of responses												
1.1 Modifiers						T	T					
1.2 Infinitives, participles				T			T					
1.3 Identify parts of speech	T	i		T	T	T	T		T			
1.4 Mechanics of wtg.		i			i		T	T		T		
1.5 Hyphens, dashes								T				
1.6 Capitalization			T									
1.7 Bases and affixes	T	T	T	T	T	i	T	T	T	T		

**METHODS:**

**Lesson Design & Delivery:** Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p><b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b></p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

<b>COVERT</b>	<b><u>OVERT</u> (Oral)</b>	<b>OVERT (Written)</b>	<b>OVERT (Gestures)</b>
<ul style="list-style-type: none"> <li>• Recall</li> </ul>	<ul style="list-style-type: none"> <li>• Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>• Restate in Journals / Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Signals</li> </ul>
<ul style="list-style-type: none"> <li>• Imagine</li> </ul>	<ul style="list-style-type: none"> <li>• Idea Wave</li> </ul>	<ul style="list-style-type: none"> <li>• Response Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Clapping</li> </ul>
<ul style="list-style-type: none"> <li>• Observe</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Response</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Stand up/ Sit down</li> </ul>
<ul style="list-style-type: none"> <li>• Consider</li> </ul>	<ul style="list-style-type: none"> <li>• Give One, Get One</li> </ul>	<ul style="list-style-type: none"> <li>• Folded Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Point to Examples</li> </ul>
<ul style="list-style-type: none"> <li>• Visualize</li> </ul>	<ul style="list-style-type: none"> <li>• “Foggiest” point</li> </ul>	<ul style="list-style-type: none"> <li>• Ticket Out of Class</li> </ul>	
	<ul style="list-style-type: none"> <li>• Socratic Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate</li> </ul>	
	<ul style="list-style-type: none"> <li>• Cooperative Discussion Groups (i.e. Talking Chips)</li> <li>• Role Play</li> </ul>		

**Baldrige Quality Tools**

- Affinity diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Diagram
- Scatter Diagram

**Literacy and Differentiation Strategies**

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<p><b><i>Reading Strategies in Language Arts</i></b></p> <ul style="list-style-type: none"> <li>▪ Learning Logs</li> <li>▪ Pre-teaching</li> <li>▪ Vocabulary</li> <li>▪ Pre-reading</li> <li>▪ Text Structures</li> <li>▪ Trail Markers</li> <li>▪ Reciprocal Teaching</li> <li>▪ Functional Text</li> <li>▪ Anticipation Guide</li> <li>▪ Close Reading</li> <li>▪ Literature Circles</li> <li>▪ Hot Seat</li> <li>▪ SSR/Independent Reading</li> </ul>	<p><b><i>Strategies for English Learners</i></b></p> <ul style="list-style-type: none"> <li>▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema)</li> <li>▪ Grouping Strategies</li> <li>▪ Multiple Intelligences</li> <li>▪ Adapt the Text</li> <li>▪ Interactive Learning (Manipulatives, Visuals)</li> <li>▪ Acquisition Levels</li> <li>▪ Language Sensitivity</li> <li>▪ Lower the Affective Filter (including Processing Time)</li> <li>▪ Home/School Connection (including Cultural Aspects)</li> </ul>	<p><b><i>Differentiation for Advanced Learners</i></b></p> <ul style="list-style-type: none"> <li>▪ Curriculum Compacting</li> <li>▪ Tiered Assignments</li> <li>▪ Flexible Grouping</li> <li>▪ Acceleration</li> <li>▪ Depth and Complexity</li> <li>▪ Independent Study</li> <li>▪ Literature Circles</li> </ul>
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**MATERIALS USED IN TEACHING THE COURSE:** In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

**Basic Text:** The Language of Literature: 2002, McDougal-Littell

**Supplemental Text**

The Writer's Choice: 1996, Glencoe/McGraw-Hill

Core Novels: Teachers may select titles from the attached list from the appropriate grade level.

**CORE NOVEL LIST**

\*The bolded titles represent the common novel for the grade level. The common novel should be read by all students (at that grade level).

**GRADE 6 CORE LITERATURE**

<b>CORE</b>		<b>EXTENDED</b>	
Nichol, Barbara MacLachlan, Patricia	<u>Beethoven Lives Upstairs</u> <u>Journey</u>	George, Jean Craighead	<u>Julie of the Wolves</u>
Stanley, Diane	<u>The Gentleman and the Kitchen Maid</u>	Fox, Paula	<u>One Eyed Cat</u>
Paterson, Katherine	<u>The Great Gilly Hopkins</u>	Service, Paula	<u>The Reluctant God</u>
Climo, Shirley	<u>Atalanta's Race: A Greek Myth</u>	Burnett, Frances Hodgson	<u>The Secret Garden</u>
Paulsen, Gary	<b>Hatchet</b>		
Paulsen, Gary	<u>Canyons</u>		
Rawls, Wilson	<u>Where the Red Fern Grows</u>		
Jarvis McGraw, Eloise	<u>The Golden Goblet</u>		
Buchanan Smith, Doris	<u>A Taste of Blackberries</u>		
Hamilton, Virginia	<u>M. C. Higgins the Great</u>		
Lews, C.S.	<u>The Lion, the Witch, and the Wardrobe</u>		
Dyer Vuong, Lynette	<u>The Brocaded Slipper and Other Vietnamese Tales</u>		

### GRADE 7 CORE LITERATURE

CORE	
Alexander, Lloyd	<u>The Fortune-Tellers</u>
Masefield, John	<u>St. George and the Dragon</u>
	<u>The Three Princes</u>
Jackson, A.E.	<u>Ali Baba and the Forty Thieves</u>
L'Engle, Madeleine	<u>A Wrinkle in Time</u>
Lowry, Lois	<b><u>The Giver</u></b>
Paterson, Katherine	<u>Bridge to Terabithia</u>
Soto, Gary	<u>Pacific Crossing</u>
Fisher Staples, Suzanne	<u>Shabanu: Daughter of the Wind</u>
Yep, Lawrence	<u>Child of the Owl</u>
Fleischman, Sid	<u>The Whipping Boy</u>
Paterson, Katherine	<u>The Sign of the Chrysanthemum</u>
Taylor, Mildred D.	<u>The Friendship and The Gold Cadillac</u>

EXTENDED	
Soto, Gary	<u>Baseball in April</u>
Winthrop, Elizabeth	<u>Castle in the Attic</u>
Ho, Minfong	<u>Clay Marble</u>
Gipson, Fred	<u>Old Yeller</u>
Bauer, Marion Dane	<u>On My Honor</u>
Otsuka, Yuzo	<u>Suho and the White Horse</u>
Duncan, Lois	<u>Down a Dark Hall</u>
Christopher, John	<u>White Mountains</u>

### GRADE 8 CORE LITERATURE

CORE	
Polacco, Patricia	<u>Pink and Say</u>
Green, Bette	<u>Summer of My German Soldier</u>
Hamilton, Virginia	<u>The People Could Fly</u>
Paterson, Katherine	<u>Jacob Have I Loved</u>
Avi	<u>Nothing But the Truth: A Documentary Novel</u>
Newton Peck, Robert	<u>A Day No Pigs Would Die</u>
Waakatsuki Houston, Jeanne and Houston, James D.	<u>Farewell to Manzanar</u>
Voight, Cynthia	<u>Dacey's Song</u>
Byars, Betsy	<u>The Summer of the Swans</u>
Taylor, Mildred D.	<b><u>Roll of Thunder, Hear My Cry</u></b>
Crew, Linda	<u>Children of the River</u>
Yep, Laurence	<u>Dragonwings</u>
Myers, Walter Dean	<u>Somewhere in the Darkness</u>
	<u>Coming Home</u>
Frank, Anne	<u>Diary of Anne Frank</u>
Richter, Conrad	<u>Light in the Forest</u>
Hunt, Irene	<u>Across Five Aprils</u>
Forbes, Esher	<u>Johnny Tremain</u>

EXTENDED	
Myers, Walter Dean	<u>Scorpions</u>
Zindel, Paul	<u>The Pigman</u>
Soto, Gary	<u>Living Up the Street</u>
Armstrong, William	<u>Souder</u>
White, Robb	<u>Deathwatch</u>

### Related Career Resources

- There are many web sites that will help with career selection such as Eguidance.com, BRIDGES.com, and icouldbe.org. The software package COIN JR also has career information. Careers in English/Language Arts could include: Book Editor, Copyright Coordinator, Copywriter, Corporate Lawyer, Court Clerk, Court Reporter, Criminal Defense Lawyer, Criminal Prosecutor, Desktop Publisher, Documentary Producer, Teacher, English Language Teacher Overseas, English Professor, Film Critic, Freelance Writer, Fund-raiser, Grant Writer, Principal, Insurance Underwriter, Journalist, Judge, Librarian, Literary Agent, Newspaper Editor, News Anchor, Newspaper Editor, Novelist, Playwright, Political Lobbyist, Politician, Public Speaker, Scriptwriter, TV Host, and TV Producer.

**EVALUATION:** Student achievement in this course will be measured using multiple assessment tools.

2004 - 2005	Diagnosis	Monitor	Evaluate
<b>District Developed Assessments</b>	<ul style="list-style-type: none"> <li>◆ Writing Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>◆ Process Writing Prompts</li> <li>◆ Writing Portfolio</li> <li>◆ Mid-Term</li> </ul>	<ul style="list-style-type: none"> <li>◆ Final End of Course Exam</li> <li>◆ Timed Writing Prompts (All genres)</li> <li>◆ Writing Portfolio</li> </ul>
<b>McDougal –Littell</b> <u>The Language of Literature</u>	<ul style="list-style-type: none"> <li>◆ Cluster Tests</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reteaching Resource Bank</li> <li>◆ Selection Quizzes</li> <li>◆ Standardized Test Practice</li> <li>◆ Grammar and Spelling Checks</li> <li>◆ Formal Assessment Selection Tests</li> <li>◆ Cluster Tests</li> </ul>	<ul style="list-style-type: none"> <li>◆ Unit Integrated Assessments</li> <li>◆ End of Year Integrated Assessments</li> <li>◆ Cluster Tests: Fiction, Types of Nonfiction, Theme, Poetry, Text Structure and Organization, Document and Directions, Persuasion, Research Reading and Summarizing, Research Reports, Character, Plot</li> </ul>

**GRADING SCALE**

	Letter grade	Percentage	Four Point Rubric score
Advanced Proficient	A/B+	100-85%	Advanced Proficient 4
Proficient	B	84 – 80%	Proficient 3
	C	79% - 70%	
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

\*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

## SUGGESTED GRADING POLICY

A common grading policy ensures consistency between schools and classroom across the district.

- ◆ **Cluster Tests/ Long Term Projects/ Timed Writing Tasks** **25%**  
These end-of-learning assessments are sometimes called culminating tasks. At the end of instruction, students are assessed in a variety of ways to evaluate their knowledge of a specific content. Examples include: any literature/grammar/unit tests, poetry notebooks, short story notebooks, dramatic presentations, book reports, research reports, timed writing in any of the genres for a final score using a rubric.
- ◆ **Literary Tasks** **20%**  
Using a piece of text (Literature, Expository, Poetry/Songs, Functional text etc.), students will create a representation that demonstrates competency in description, comprehension, analysis, reflection, etc. according to a predetermined rubric/scoring guide. Tasks could include: literature circle responses, short story or novel question responses, story frames/maps, posters/brochures, graphic organizers, Cornell notes, double entry journals/reading response logs, vocabulary study.
- ◆ **Writing Tasks** **20%**  
\*These tasks may overlap the literary tasks. This writing can be casual, informal, or process writing (formal). Tasks include: journal quick writes, one-pagers, short paragraph responses, process essays, pre-writes, drafts, peer feedback, graphic organizers, grammar practice/DOL, character sketches, paragraph summaries, poems etc.
- ◆ **Quizzes** **10%**  
These are “chunked” quick assessments to check understanding of the content taught so far. Teachers can use these to determine if students are ready to move on. These mini-assessments can be oral, multiple-choice, short answer, essay format, or even a poster. They can be graded or not. Examples include: spelling quizzes, vocabulary checks, short story checks, genre terms quiz, thinking maps, etc.
- ◆ **Homework** **10%**  
This practice reinforces the learning done in class. The work should be checked for completion but not graded. It is practice in a skill. Homework could be: spelling, reading logs, SSR, vocabulary study, grammar practice, rough draft revision, long term project work, journal writing note taking, etc.
- ◆ **Listening & Speaking (participation)** **10%**  
These skills are the cornerstones of classroom management, discussions, oral presentations, and active class participation. Examples include: Literature circles, Socratic Seminars, Junior Great Books, peer feedback and critiques, everyday classroom participation, reader’s theatre, choral response, informal presentations, recitations, think-pair-share, etc.
- ◆ **End Of Course Exam** **5%**
- ◆ **Mid-Term** **No more than 5%  
(Still in pilot stage)**

NAME: \_\_\_\_\_ PERIOD: \_\_\_\_\_

EXPOSITORY RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

PERSUASIVE RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

NARRATIVE RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

RESPONSE TO LIT RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

SUMMARY RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

RESEARCH RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

OTHER/TEACHER CHOICE RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			



## INSERT

for the Writing Standards Assessment Portfolio

School
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Student
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**Content Standard 2.0: Writing Applications**  
**Use writing as a means of learning and reflecting**

### My Writing Goals

	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next – future goals	What my teacher should know about me as a writer
<b>Beginning of Year</b>			

## My Writing Goals

Mid Year	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next – future goals	The piece I'm proud of is.... because...
End of Year	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next – future goals	The most important ideas I've learned about writing are...

Submitted by: Sandra Rogers  
 School/Office: 6-12 Literacy  
 Original Date: \_\_\_\_\_  
 Revised Date: October 2009