

## GRADE 7 FOUNDATIONS OF ENGLISH FRAMEWORK

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### EXPECTATIONS

The Foundations Program is for students who are working towards meeting the performance indicators for their grade and are also acquiring other skills. To be fairly assessed on the appropriate indicators, students will have an individualized plan denoting which skills they will be assessed on by the specialist teacher in conjunction with the ELA teacher. As language acquisition and skills improve, students will be assessed on more indicators until such time as they are fully mainstreamed. If a student is new to English, parents are informed of their child's progress according to the categories PASS and FAIL. Students in the Foundations course who are not beginners in English will receive achievement levels based on appropriate work. Each student will receive a detailed narrative report highlighting individual progress and skills developed or developing. Reading and listening selections may be alternative or adapted texts or excerpts from texts listed in this document as appropriate.

## **WRITING EXPECTATIONS**

Students will be expected to:

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

## **ESSAY EXPECTATIONS**

Students transitioning to mainstream English will be expected to write a 5 paragraph essay in a 90-minute class period, with the topic provided beforehand. Students may bring a copy of their essay plan to use when writing the essay. See link:

[https://www.caislisbon.org/uploaded/Curriculum\\_links/English\\_and\\_SS/Research\\_Essay\\_Parameters\\_Grades\\_1\\_through\\_10.pdf](https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf)

## **LANGUAGE USAGE EXPECTATIONS**

To strengthen language skills, students are expected to complete grammar exercises, based on appropriate level, on a weekly basis.

## **SPEAKING AND LISTENING EXPECTATIONS**

Students will be expected to:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, , and issues, building on others' ideas and expressing their own clearly.
- Include multimedia components and visual displays in presentations to clarify information.

## **READING EXPECTATIONS**

By the end of the year, read and comprehend literature, including stories, dramas, and poems at an appropriate level proficiently, with scaffolding as needed.

## **IT EXPECTATIONS**

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

[https://www.caislisbon.org/uploaded/Curriculum\\_links/2019-2020/IT\\_Skills\\_Scope\\_and\\_Sequence\\_by\\_Grade.pdf](https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf)

**READING LIST**  
**WHOLE CLASS NOVELS**

- A Christmas Carol -- Dickens, Charles
- Roll of Thunder, Hear My Cry – Taylor, Mildred

**LIT CIRCLE BOOKS**

- Hunger Games Trilogy – Collins, Suzanne
- Divergent Trilogy – Roth, Veronica
- The Outsiders – Hinton, S. E.
- The Giver – Lowry, Lois

**SHORT STORIES**

- The Lady with the Little Dog – Chekhov, Anton
- The Monkey's Paw – Jacobs, W. W.
- The Most Dangerous Game – Connell, Richard
- The Necklace - de Maupassant, Guy
- The Open Window – Munro, H.H.
- The Ransom of Red Chief – Henry, O.
- The Red-Headed League - Conan Doyle, Arthur
- Harrison Bergeron – Vonnegut, Kurt

**POEMS READ AS PART OF THE CURRICULUM**

- “Fire and Ice” Frost, Robert
- “Oranges” Soto, Gary
- “Do not go gentle into that good night” Thomas, Dylan
- “Mindful” Oliver, Mary
- “Lost Generation” Reed, Jonathan
- “Nonconformist” Medearis, Angela

**DRAMA/PLAYS**

- Textbook: Act 1 & Act 2 Christmas Carol p600-655 (selections)

**PERFORMANCE INDICATORS**

**READING LITERATURE**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. DOK 1, 2, 3 E

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. DOK 1, 2, 3 E

Analyze how particular elements of a story or drama interact. DOK 2, 3 E

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. DOK 1, 2, 3 E

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium. DOK 3, 4

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. DOK 2, 3, 4

## **WRITING**

Write arguments to support claims with clear reasons and relevant evidence. DOK 3, 4 E

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. DOK 3, 4 E

Write narratives to develop real or imagined experiences or events using, relevant descriptive details, and event sequences. DOK 3, 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. DOK 3, 4 E

## **SPEAKING AND LISTENING**

Explain the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. DOK 2, 3, 4

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. DOK 2, 3, 4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. DOK 1, 2, 3 E

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. DOK 1, 2

## **LANGUAGE**

Demonstrate acquisition of the conventions of standard English grammar and usage when writing or speaking. DOK 1, 2 E

Demonstrate acquisition of the conventions of standard English capitalization, punctuation, and spelling when writing. DOK 1 E

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. DOK 1, 2