

Wilson Area School District Planned Course Guide

Title of planned course: 7th Grade Language Arts

Subject Area: ELA

Grade level: 7

Course Description: This course is designed to provide students with a multitude of strategies to further develop academic writing and higher level language skills. Particular emphasis will be placed on developing focus, content, and organization while targeting and correcting misconceptions regarding structure, conventions, and mechanics in composition.

Course Introduction: The 7th grade English Language Arts course curriculum was developed collaboratively with close attention to the Pennsylvania Department of Education Standards Aligned System. The subsequent skills presented in this curricula stand to develop students' written ability as well as core communication skills. The indicated assignments per unit serve as suggestions based upon instructor; however, the specific skills are the singular most important facet of the curriculum, and so, approved supplemental texts and/or assignments may be incorporated as needed. This curriculum seeks to develop the written and oral communication skills of all seventh grade students.

Time/Credit for this Course: One Full Academic Year

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Wilson Area School District Planned Course Materials

Textbooks:

Elements of Language First Course
Holt, Rinehart, and Winston
2004
<http://go.hrw.com/eolang/>

Sadlier Vocabulary Workshop
William H. Sadlier, Inc.
2013
<http://vocabularyworkshop.com>

Teacher Resources:

Grammar Rules!
Garlic Press
2002
www.garlicpress.com

Scholastic Scope
Scholastic, Inc.
Monthly Periodical
Scopeonline.com

NewsELA
Study Island
Moby Max Software

Curriculum Map

August/September:

- **Unit**
 - Writing Process
 - Types of Writing
 - Paragraph Structure
 - Review Simple Grammatical Skills
- **Suggested Topics**
 - Types of sentences
 - Capitalization

October:

- **Unit**
 - Effective Communication and Expression of Ideas
 - Basic Grammatical Skills
- **Suggested Topics**
 - Descriptive/Narrative Essay(s)
 - Run-on Sentences/Fragments

November:

- **Unit**
 - Intermediate Grammatical Skills
 - 5 Paragraph Essay Structure
- **Suggested Topics**
 - Commas
 - Vocabulary

December:

- **Unit**
 - 5 Paragraph Essay Structure
- **Suggested Topics**
 - 5 Paragraph Essay Assignment

January:

- **Unit**
 - Analysis of Reliable Evidence in Composition (Argumentative Essay Elements)
- **Suggested Topics**
 - Argumentative Essay/Project

February:

- **Unit**
 - Effective Communication and Expression of Ideas
 - Essay Structure
- **Suggested Topics**
 - “Annabel Lee,” Edgar Allan Poe

March:

- **Unit**
 - Essay Structure
- **Suggested Topics**
 - TDA style Essay

April:

- **Unit**
 - Crucial Concept Review
 - Analysis of Reliable Evidence in Composition (Informative Writing)
- **Suggested Topics**
 - [Skill review](#) (based on results of Benchmark)

May/June:

- **Unit**
 - Analysis of Reliable Evidence in Composition (Informative Writing)
 - Analysis of Reliable Evidence in Composition (Explanatory Writing)
- **Suggested Topics**
 - Informative Project/Group Presentation
 - How-To Essay/Presentation

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Introduction to 5 Stages of Writing Process/ 4 Types of Writing

Time Frame: 2 weeks initially; Foundational Spiraling Unit (majority of skills taught in this unit will be revisited for duration of school year)

Common Core Standards Addressed:

- CC.1.4.7.T: 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.
- CC.1.4.7.B: Identify and introduce the topic clearly, including a preview of what is to follow.
- CC.1.4.7.H: Introduce and state an opinion on a topic.
- CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

Assessment Anchors: E07.C.1.1; E07.C.1.2; E07.C.1.3

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify five stages of the writing process; Explain significance of each stage
- Implement all steps of writing process into each writing assignment throughout the year
- Identify characteristics of descriptive, narrative, informative, and argumentative writing. Read and analyze texts to determine mode of writing
- Practice each mode of writing or combination of modes (by year's end)

Core Activities: Students will engage in the following:

- Review and explain necessity of Writing Process
- Identify and define each stage of the Writing Process
- Practice individual stages of Writing Process and create piece of composition using entire Writing Process - will occur multiple times per year
- Practice and refine editing and proofreading skills
- Define characteristics of each mode of writing
- Read published and student examples and identify writing types
- Write brief original examples of each type - by year's end

Materials and Resources:

- Teacher-generated [Slides presentation](#) for note-taking
- [Writing Process Activity](#) Example
- Writing Process [Quiz](#)

Assessments:

- **Formative:**
 - Identification Activities
 - Daily Bellringers/Warm-ups
 - Review of student work (independent, peer, and teacher)
- **Summative:**
 - Quiz on stages of Writing Process
 - Identification Activity on Modes of Writing
 - All written compositions throughout the duration of the year

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Effective Communication and Expression of Ideas

Time frame: Six Weeks: This unit can be divided into three mini-units:

- Effective communication in narrative/descriptive writing - see *following example unit*
- Effective communication and expression of ideas in formal writing
- Effective communication in speaking

State Standards:

- CC.1.4.7.E, CC.1.4.7.K, CC.1.4.7.Q: Write with an awareness of the stylistic aspects of composition ... Establish and maintain a formal style ... Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use sentences of varying lengths and complexities... Develop and maintain a consistent voice.
- CC.1.4.7.O: Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- CC.1.5.7.A: Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CC.1.5.7.D: 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.
- CC.1.5.7.E: Adapt speech to a variety of contexts and tasks.
- CC.1.5.7.F: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Anchor(s) or adopted anchor:

- A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [*figures of speech, connotation, denotation*]
- D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.
- D.2.1.3 Maintain consistency in style and tone.
- D.2.1.4 Choose punctuation for effect.
- D.2.1.5 Choose words and phrases for effect.

Essential Content/Objectives: At end of the unit, students will be able to in both written and spoken communication:

- Use precise words and phrases, including domain specific vocabulary
- Eliminate redundancy of words and phrases; eliminate overused words
- Use varying sentence structures/types
- “Show not tell” in descriptive writing and speaking
- Effectively use literary devices to increase reader engagement and convey deeper meaning
- Adapt writing and speaking to audience
- Utilize characteristics of descriptive writing to compose a descriptive piece
- Develop voice and use organizational strategies
- Take descriptive writing through all stages of the writing process

Core Activities: Students will complete/participate in the following:

- Take notes on precise words/phrases and sentence structures
- Large and small group revision of sample writing pieces
- Revise and republish individual writing pieces for elevated vocabulary and sentence structure
- Take notes on literary devices
- Revise and republish individual writing pieces for effective use of literary devices

Extensions:

- Create a visual centered on elimination of overused words and incorporation of precise vocabulary
- Revise and republish additional writing pieces
- Present on the WAIS morning news or in other clubs
- Write and publish an original poem, song, or other narrative/descriptive piece

Remediation:

- Teacher guided revisions
- Make one type of revision on each essay
- Extended time
- Group or partner collaboration
- Differentiated rubrics

Instructional Methods:

- Explicit instruction with smartboard and document camera
- Gradual Release Model (I do - We do - You do)
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Teacher/student conferencing

Materials & Resources:

- Writing samples from Commonlit.org, Scope Magazine, and *Collections*
- Teacher-generated handouts
- Slideshow presentations on precise words/phrases and sentence structure, literary devices, and effective speaking

Assessments:

- Prior student work
- Small and large group discussion
- Circulate during small group work and individual work
- Quick-checks of writing revision
- Quizzes on word choice, sentence structure, and literary devices
- Republished writing pieces
- Formal speaking presentation

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Narrative/ Descriptive Writing (sub-unit of Effective Communication and Expression of Ideas)

Time Frame: Approx. 2-3 weeks

Common Core Standards:

- CC.1.4.7.E: Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.
- CC.1.4.7.M: Write narratives to develop real or imagined experiences or events.
- CC.1.4.7.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- CC.1.4.7.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

Assessment Anchors: E07.C.1.2.4; E07.C.1.3.1; E07.C.1.3.2; E07.C.1.3.4; E07.C.1.3.5

Essential Content/Objectives: By the end of the unit, students will be able to:

- Utilize characteristics of narrative writing to compose an original narrative.
- Develop a writing voice and demonstrate it in subsequent work.
- Take narrative/descriptive writing through all stages of the writing process.
- Identify and include all elements of descriptive writing into an original composition.

Core Activities: Students will complete / participate in the following:

- Read published and student examples and identify narrative/descriptive characteristics
- Brainstorm a plot sequence and revise for clarity/continuity
- Utilize all steps of writing process to compose a descriptive narrative
- Incorporate elements of descriptive writing into a narrative piece

Remediation:

- Reteaching/Reviewing key concepts
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts
- Item Analysis

Extensions:

- Alternative enriched activities
- Differentiated texts

Instructional Methods:

- Explicit instruction
- Teacher modeled questioning and guided practice
- Gradual Release Model (I do - We do - You do)
- Whole class and small group discussion
- Independent writing
- Peer/Self Editing workshops

Materials:

- Teacher-generated items (Google Suite - including digital sources, slideshows, forms, etc)
- Rubrics and assessments
- Textbook(s)
- Supplemental texts

Assessments:

- **Formative**
 - Daily Bellringers/Warm-ups
 - Class Discussions
 - Elements of Narrative and Descriptive Elements
 - Guided Notes
 - Group Projects
- **Summative**
 - Descriptive and/or Narrative Essay
 - Multiple choice, quiz-style questions
 - Structured Written Responses to Literature
 - Study Island Modules/Posttests
 - Study Island Benchmark Exam - TDA Section Results

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Introduction to Structure of a Thesis-Driven Essay (Structure/Organization)

Time Frame: 2-3 weeks initially; Foundational Spiraling Unit (majority of skills taught in this unit will be revisited for duration of school year)

Common Core Standards Addressed:

- CC.1.4.7.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.7.T: 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.
- CC.1.4.7.E: Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.
- CC.1.4.7.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

Assessment Anchors: E07.C.1.2.1; E07.C.1.2.2; E07.C.1.2.3; E07.C.1.2.4; E07.C.1.2.5; E07.C.1.2.6

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify all major parts of an essay, including: thesis statement, introduction, body paragraphs, conclusion, transitions; Students will be able to explain their utility in terms of organization and structure.
- Craft a formal, structured thesis statement utilizing language from an existing prompt or directions of an assignment.
- Express themselves coherently and succinctly in writing
- Gather and organize their background knowledge, thoughts, and ideas in a logical manner, choosing supporting details with care; Students may utilize a graphic organizer to achieve this
- Implement all stages of the Writing Process which will culminate in their ability to create a multi-paragraph essay which adheres to standard minimum expectations of length

Core Activities: Students will engage in the following:

- Review and explain structure of a paragraph
 - Topic Sentence
 - Details
 - Closing Sentence
- Identify and define each part of a standard essay
- Write a multi- paragraph, thesis driven essay
- Practice individual stages of Writing Process and create piece of composition using entire Writing Process - will occur multiple times per year
- Practice and refine editing and proofreading skills

Materials and Resources (EXAMPLES of assignments included):

- Teacher-generated [Slides presentation](#) for note-taking
- [Franken Essay Activity](#) - Example
- 5 Paragraph Essay [Element Identification Activity](#)
- 5 Paragraph [Essay Assignment](#)

Assessments:

- **Formative:**
 - Identification Activities
 - Daily Bellringers/Warm-ups
 - Review of student work (independent, peer, and teacher)
- **Summative:**
 - 5 Paragraph, Thesis-Driven Essay Assignment

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Analysis of Reliable Evidence in Composition

Time Frame: 2-3 weeks initially; Foundational Spiraling Unit (majority of skills taught in this unit will be revisited for duration of school year)

Common Core Standards Addressed:

- CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.D: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CC.1.4.7.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.7.I: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- CC.1.4.7.W: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Essential Content and Objectives: By the end of the unit, students will be able to:

- Express themselves coherently and succinctly in writing
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
- Determine the impact of a specific word choice (particularly connotative meanings) on meaning and tone
- Cite reliable evidence to support claims, inferences, opinions, and counter arguments in writing

Core Activities: Students will engage in the following:

- Read and analyze model texts from two or more authors writing on the same topic
- Identify bias and generalizations in model texts
- Analyze word choice and author's tone in model texts
- Write multi-paragraph informational texts citing reliable evidence
- Write multi-paragraph advantage/disadvantage essays citing evidence from multiple authors with varying viewpoints

Materials and Resources (EXAMPLES of assignments included):

- Model Texts (Elements of Language - “For Girls Only”; Elements of Literature “Veteran Returns; Becomes Symbol” vs. “Wrong Orbit”; “What Forests Offer Us” by Ricardo Alvarado and “Save the World’s Forests” by Karen Nguyen)
- 5 Paragraph Essay - [Benefits and Drawbacks of Deforestation](#)
- [Balanced Writing PSSA Style Quiz](#)

Assessments:

- **Formative:**
 - Class Discussion
 - Practice Activities
 - Writing Process: Teacher Conferences; Peer Edits; Small Group Discussion
- **Summative:**
 - 5 Paragraph Essay Assignment
 - PSSA Style Quiz and/or TDA Essay

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Argumentative Writing (sub-unit of Analysis of Reliable Evidence in Composition)

Time Frame: 2-3 weeks

Common Core Standards:

- CC.1.4.7.G: Write arguments to support claims
- CC.1.4.7.H: Introduce and state an opinion on a topic
- CC.1.4.7.I: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic
- CC.1.4.7.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented

Essential Content/Objectives: By the end of the unit, students will be able to:

- Utilize characteristics of argumentative writing to compose an original argumentative piece while writing with a sharp, distinct focus
- Use specific evidence to support a fully developed thesis statement
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically

Core Activities: Students will complete / participate in the following:

- Read and review published and student examples and identify argumentative characteristics
- Brainstorm supporting reasons using visual organizers
- Conduct research appropriately
- Analyze and synthesize factual support for thesis
- Draft, proofread, edit, and publish argumentative piece

Extension:

- Differentiation of topics
- Student choice of topic

Remediation:

- Modified instruction
- Tutoring
- Detailed writing/note-taking outlines

Instructional Methods:

- Explicit instruction
- Gradual Release Model (I do - We do - You do)
- Guided notes
- Large and small group discussion
- Modeling
- Independent drafting
- Personal and group revision and editing
- Student presentations

Materials and Resources:

- Teacher-generated materials (worksheets, slideshows, and rubrics/quizzes)
- *Scope and Jr. Scholastic* Magazines – Paired Texts

Assessments:

- **Formative:** peer/teacher editing workshops, multi-leveled questioning, one on one conferences, differentiated writing prompts teacher editing/proofreading/constructive feedback
 - [Argumentative Element Identification Practice](#)
 - [Argumentative Reconstructive Activity](#)
- **Summative:** published writing piece, formal presentation, quizzes on elements
 - [Argumentative Elements Quiz](#)
 - [Argumentative Essay Assignment](#)

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Informative/Explanatory Writing (sub-unit of Analysis of Reliable Evidence in Composition)

Time Frame: Approx. 3-4 weeks

Common Core Standards and Related Anchors:

- CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text
- CC.1.2.7.H: Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
- CC.1.2.7.I: Analyze how two or more authors present and interpret facts on the same topic
- CC.1.4.7.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly
- CC.1.4.7.B: Identify and introduce the topic clearly, including a preview of what is to follow
- CC.1.4.7.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension
- CC.1.4.7.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension
- CC.1.4.7.E: Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style

Essential Content/Objectives: By the end of the unit, students will be able to:

- Write an informative text through the selection, organization, and synthesis of relevant content.
- Utilize characteristics of informative writing to compose an original explanatory piece
- Focus on organization of content in logical, detailed, and progressive order
- Identify the role, audience, format, and topic of assigned piece
- Employ all stages of the writing process

Core Activities: Students will complete / participate in the following:

- Research content
- Develop topic with relevant facts, concrete details, quotations and other information and examples
- Gather and synthesize relevant information and provide explanation of inclusion
- Draft, proofread, edit, and publish piece

Extension:

- Public presentation of published piece

Remediation:

- Writing outline
- Notes provided

Instructional Methods:

- Explicit instruction
- Gradual Release Model (I do - We do - You do)
- Guided notes
- Large and small group discussion
- Modeling
- Independent drafting
- Personal and group revision and editing
- Student presentations

Materials and Resources:

- Teacher-generated materials
- Sample informative writing
- Access to Internet/research materials

Assessments:

- **Formative:** observation, group activities, multi-leveled questioning, planning and research
 - [Informative Element Identification Practice](#)
 - [Informative Writing Activity](#)
- **Summative:** published writing piece, quiz, presentation
 - [How-to Essay Assignment](#)
 - [Monsters Presentation Assignment](#)

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Grammar

Time Frame: Year-Round

State Standards:

- CC.1.4.7.F (CC.1.4.7.L, CC.1.4.7.R) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor(s) or adopted anchor:

- D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences
- D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.
- D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.
- D.1.2.1 Use a comma to separate coordinate adjectives
- D.1.2.2 Spell correctly
- D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.
- D.1.2.4 Use punctuation to separate items in a series.

Essential content/objectives: At end of the unit, students will be able to:

- Identify phrases, independent clauses, and dependent clauses
- Identify sentence types/structures
- Identify and correct pronoun errors in number, person, clarity, and agreement
- Identify and correct fragment and run-on sentences
- Correctly use frequently confused words
- Target and correct problems in punctuation including commas, parentheses, dashes

Core Activities: Students will complete/participate in the following:

- Note-taking on targeted grammar concepts
- Guided daily practice of parts of speech and diagramming sentences
- Completion of teacher-generated handouts
- Instructional videos and online practice activities/quizzes
- Revision of sample essays and published writing pieces
- Peer proofreading

Extensions:

- Posters or multimedia presentations on specific concepts
- Student-generated quiz questions and activities

Remediation:

- Differentiated handouts and activities

Instructional Methods:

- Explicit instruction using smartboard and document camera
- Modeling
- Guided practice
- Group and individual practice
- Peer/student revision

Materials & Resources:

- Holt *Elements of Language First Course*
- Teacher generated handouts
- Khan Academy
- Study Island
- MobyMax Software

Assessments:

- Daily warm-ups
- Published writing pieces
- Quizzes on specific grammar concepts
- Unit test
- Review of teacher generated handouts

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Vocabulary

Time Frame: Year-Round

Common Core Standards and Related Anchors:

- CC.1.2.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
- CC.1.2.7.J: 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.
- CC.1.2.7.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.
- CC.1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.7.J: 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.

Essential Content/Objectives: By the end of the year, students will be able to:

- Develop strategies to recognize, spell, and interpret common words in the English Language
- Apply strategies while reading, speaking, or writing
- Use context as a clue to the meaning of a word or phrase
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- Determine the meaning of technical words and phrases used in a text

Core Activities: Students will complete / participate in the following:

- Identify the meaning of vocabulary words in the context of a provided passage
- Model usage of target context-clue strategy to predict meanings of unfamiliar words in the text
- Utilize appropriate resources (dictionaries, glossaries, etc.) to determine the meaning of unfamiliar words
- Categorize and classify words based on roots, affixes, and letter patterns
- Identify synonyms and antonyms of vocabulary words
- Complete sentences using the correct vocabulary word
- Use new vocabulary accurately when speaking and writing

Materials and Resources:

- *Sadlier Vocabulary Workshop*
- Teacher-generated resources/assessments ([Practice and Assess: Greek and Latin Roots, Suffixes and Prefixes](#))

Assessments:

- **Formative:**
 - Practice activities
 - Writing activities
 - Daily warm-ups
- **Summative:**
 - Formal quiz

Curriculum Scope & Sequence

Planned Course: 7th Grade Language Arts

Unit: Grammar

Time Frame: Year-Round

Common Core Standards and Related Anchors: CC.1.4.7.E-F, CC.1.4.7.K-L, CC.1.4.7.Q-R, E07.D.1.1, E07.D.1.2, E07.D.2.1

Essential Content/Objectives: By the end of the year, students will be able to:

- Use specific grammar skills while developing and refining writing style, conventions, and mechanics.

Core Activities: Students will complete / participate in the following:

- Guided daily practice of parts of speech and diagramming sentences
- Explain and identify phrases and clause in general
- Practice correct placement of phrases and clauses in sentences
- Incorporate a variety of sentence types in writing
- Recognize and correct subject-verb and pronoun-antecedent agreement errors
- Recognize and correct inappropriate shifts in verb tense
- Recognize and correct sentence fragments and run-ons
- Recognize and correct frequently confused words
- Employ strategies for peer proofreading

Extension:

- Develop public presentation of a target skill

Remediation:

- Teacher guided proofreading/editing
- Differentiated exercises and prompts

Instructional Methods:

- Direct instruction
- Independent practice
- Self-editing/proofreading
- Peer-editing/proofreading

Materials and Resources:

- Holt *Elements of Language First Course*
- *Grammar Rules!*
- Teacher-generated worksheets/quizzes/tests

Assessments:

- **Diagnostic**
 - Previous writing pieces
- **Formative**
 - Related and ongoing writing pieces
 - Daily grammar practice
- **Summative**
 - Published writing pieces
 - Formal quizzes/tests