

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 1: Reading Strategies and Writing Process**

Grade Level: 7

Grading Period: 1st Six Weeks

Enduring understanding: Good readers employ a variety of strategies to decode and comprehend text. Good writers use a process involving editing and revisions in order to improve their written products.

| Concept | Learning Target | CSO | Essential Questions | Instructional Academic Vocabulary | Assessment Options | 21 st Century Resources |
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| Reading Strategies | <p>I can interpret vocabulary in multiple contexts.</p> <p>I can apply a variety of comprehension strategies to understand text and make complex predictions.</p> <p>I can analyze literary elements.</p> | <p>7.1.01 7.1.02</p> <p>7.1.04 7.1.05</p> | <p>How can I use root words, prefixes and suffixes to determine word meaning?</p> <p>What do good readers do when they don't understand the text?</p> <p>How do authors use basic literary elements to tell a story?</p> | <p>Prefix Suffix Origin Root Compare/Contrast Denotation Self-questioning Previewing Prior Knowledge Scanning Skimming Prediction Caption Graphic Aides Visualization Paraphrasing Character Plot Setting Genre Theme Point of View Conflict Rising and Falling Action Climax Resolution Antagonist Protagonist Hero</p> | <p>Oral reading and discussion</p> <p>Criterion referenced quizzes and tests</p> <p>Mini-lessons</p> <p>Conferences</p> <p>Observations</p> <p>Retellings</p> <p>Summarizing</p> <p>Selection tests</p> <p>Benchmarks</p> <p>Concept maps</p> <p>Graphic organizers</p> | <p>Foldables</p> <p>Word-Identification Strategy (DISSECT)</p> <p>Paraphrasing Strategy (RAP)</p> <p>SP2R (Survey, Predict, Read, Review)</p> <p>KWL charts</p> <p>Tech Steps: Active Reading Lesson</p> <p>Websites related to English Language Arts CSO's-7th grade: <i>Words/Root</i> <i>Graphic Organizers</i> <i>Graphic Organizers 2</i></p> |

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| <p>Writing Process</p> | <p>I can employ the 5 step writing process to express a variety of written products.</p> <p>I can express a clearly written thesis statement, use a logical progression of ideas with transitions, and include precise word choice, correct mechanics, and complete and varied sentences.</p> | <p>7.2.05</p> <p>7.2.01 7.2.02 7.2.04 7.2.05</p> | <p>How do I select and use a pre-writing tool that will help me organize my thoughts?</p> <p>How do I use editing and revision techniques to improve my writing?</p> <p>How do introductory, detail, and concluding paragraphs make essays and themes easier to comprehend?</p> <p>How do I develop a composition for my intended audience?</p> | <p>Pre-write Draft Edit Revise Publish Composition Theme Outline Graphic Organizer Audience Relevance Complete Sentence Fragment Run-on Sentence</p> | <p>Evidence of: Pre-writing tool (outline and/ or graphic organizer)</p> <p>Copies of draft, revision, and final copy. Rubric for five paragraph theme / composition: written for an <i>intended audience</i> with <i>relevant details</i> and <i>complete sentences</i> throughout.</p> | <p>Error Monitoring Strategy (WRITER)</p> <p>Writing Workshop (Nancy Atwell)</p> <p>The Sentence Writing Strategy (PENS)</p> <p>The Paragraph Writing Strategy (SCRIBE)</p> <p>Websites related to English Language Arts CSO's-7th grade: <i>Writing Process</i> <i>Proofreading Makes Perfect</i></p> <p><u>25 Mini-Lessons for Teaching Writing</u>, by Adele Fiderer</p> |
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Students with spelling difficulties may benefit from a word bank / spell checker / or word processor. This suggestion should be used throughout the year.

Suggested Readings: Lexile=L Display recommended readings for each unit to encourage the students to read them. Some suggested titles are: The Clay Marble, by Minfong Ho-860L; Time Magazine's "Facing the Blank Page"; Dandelion Wine, by Ray Bradbury-880L, and Water Sky, by Jean Craighead George-730L.

Social Studies Connections: Use the same pre-reading / reading strategies being taught in the reading / language arts class in your social studies courses to create generalization of skills. Use selected graphic organizers routinely until students have mastered them before introducing new organizers. When practicing strategies such as survey, preview, read, review (SP2R) and survey, question, read, review, recite (SQ3R), use social studies text books. They have many captions, pictures, headings, etc. making them perfect materials for practice in Surveying.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and the resources listed in the 21st Century column.

Tier 2 – Students who are reading at or above 4th grade level, but are not succeeding with the strategies presented, may require additional time to master them. Students having difficulty with the writing and editing strategies suggested at this grade level may require addition time in the controlled practice phases or simpler strategies such as COPS or Fundamentals of Sentence Writing.

Tier 3 - Students reading below the 4th grade level may require reading remediation before many strategies will be effective. This can be achieved by using research based programs, such as Corrective Reading, by SRA McGraw-Hill. Give a pre-test to all students so that accurate basic skill levels can be obtained. Some programs have their own pre-test, which helps with the selection of materials. Students requiring this instruction should receive it throughout the year, or until they have reached a 4th to 5th grade reading level, allowing them to be successful with other learning strategies.

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 2: Reading and Writing Descriptive Text**

Grade Level: 7

Grading Period: 2nd Six Weeks

Enduring understanding: Good readers employ a variety of strategies to decode and comprehend Descriptive text. Good writers know their purpose and audience and demonstrate effective use of figurative language and vocabulary when writing a descriptive essay / theme.

| Concept | Learning Target | CSO | Essential Questions | Instructional Academic Vocabulary | Assessment options | 21st Century Resources |
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| <p>Reading Strategies</p> | <p>I can interpret vocabulary in context using Greek and Latin root and word origins.</p> <p>I can apply a variety of comprehension strategies to understand descriptive text.</p> <p>I can interpret literary elements and figurative language to make complex predictions about text.</p> | <p>7.1.01 7.1.02</p> <p>7.1.03 7.1.08</p> <p>7.1.08</p> | <p>How can I use Greek and Latin word roots and origins to determine word meaning?</p> <p>Why does an author use figurative language?</p> <p>How do I use literary elements to determine meaning and make predictions?</p> | <p>Prefix Suffix Origin Root Compare/contrast Denotation Modifiers Adjectives Adverbs Vivid Imagery Figurative language Metaphor Simile Fiction Myth Fantasy Tall tale Supernatural tale Science fiction Sensory Visualization Stereotype Foreshadowing Flashback Idioms</p> | <p>Selection tests</p> <p>Discussion</p> <p>Summaries</p> <p>Affix games</p> <p>Prediction guides</p> <p>Anticipation/ reaction guides</p> | <p>Tech Steps: Fact or Fiction The Word Identification Strategy (DISSECT) Paraphrasing Strategy (RAP) SP2R (Survey, Predict, Read, Review) KWL charts</p> <p>Websites related to English Language Arts CSO's – 7th grade: <i>Read Write Think</i> <i>“Connotation, Character and Color Imagery in the Great Gatsby”</i> <i>Latin roots and affixes</i> <i>Figurative Language / The Phantom Tollbooth</i> <i>Foreshadowing</i></p> <p>Possible Sentences Activity – Students are shown a list of vocabulary (5-8 words). They are not given the definitions or asked to look them up. Class discussion about the words, if they are familiar, if anyone thinks they know the meaning, etc., occurs. The students are asked to compose “possible sentences”. These sentences are written based on how the students THINK the words would be used. Reading assignment is given. As the students locate the words in context they check their predictions against the true meanings.</p> <p>Fray Model for Vocabulary Study</p> |
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| Descriptive Writing | I can express a clearly written thesis statement, use a logical progression of ideas with transitions, and include precise word choice, correct mechanics, and complete and varied sentences. | 7.2.01 7.2.02 7.2.04 7.2.05 | How do I develop a composition for my intended audience? How do I edit to eliminate sentence fragments and run-on sentences? How do I edit to eliminate irrelevant details from my writing? | Audience Relevance Complete sentence Fragment Run-on sentence | Rubric for descriptive essay Oral presentations Graphic organizers Accompanying artwork Cartooning Computer graphics | The Sentence Writing Strategy (PENS), Error Monitoring Strategy (WRITER) Websites related to English Language Arts CSO's – 7 th grade: <i>Descriptive Writing</i> <i>Inspiration Software</i> Travel Brochures / Articles: Have students create travel brochures and / or articles about a foreign country or city. Their articles should include descriptions of distinctive cultural features such as clothing, music, foods, celebrations and music. Describing Art: Display an interesting art work in the classroom and have the students write descriptions of the art using as many sensory words as possible. Also have them include descriptions of the emotions they experience while viewing the art. Fantastic Creatures: After class discussion about the various fantasy books they have read / movies they have seen, have the students write a detailed description of their favorite fantastic setting or character. |
| <p>Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.</p> <p>Suggestions: Students with spelling difficulties may benefit from a word bank / spell checker / or word processor. Provide reference lists and / or classroom posters displaying prepositions. Memorize helping verbs through song.</p> <p>Suggested Reading: Lexile=L The fantasy genre often includes books with vivid descriptions. It is necessary for the reader to visualize the make-believe landscapes, cultures, and beings included in these books. One example is <u>Harry Potter and the Sorcerer's Stone</u>, by J.K. Rowling -880L. Additional suggestions include: <u>The Chronicles of Robin Hood</u>, by Rosemary Sutcliff; <u>Robin and His Merry Men</u>, by Ian Serailier; <u>The Joy Luck Club</u>, by Amy Tan 930L; <u>The Gathering</u>, by Virginia Hamilton -620L; <u>Mummies, Tombs and Treasures</u>, by Lila Perl, "The Magical Horse", by Laurence Yep, and <u>Island of the Blue Dolphins</u>, by Scott O'Dell -1000L.</p> | | | | | | |

Social Studies Connections: Discuss the similarities and differences between tales around the globe, and how their religion, geography and culture affected their literature. Writing descriptions of foreign landscapes, land formations, and fictional places (see social studies related activities on thewritingsite.org under descriptive prompts).

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and other resources listed in the 21st Century column.

Tier 2 – Students may be more successful with a more explicit method of vocabulary memorization such as the LINC strategy (KU-CRL). They may also benefit from instruction based on multi-sensory techniques (e.g. Karen Rooney, VAKT). Students having difficulty with the writing and editing strategies suggested at this grade level may require additional time in the controlled practice phases or simpler strategies such as COPS or Fundamentals of Sentence Writing.

Tier 3 - Students who continue to have difficulty formulating complete sentences may require additional time, extra controlled practices, and additional instruction and engaging activities related to the parts of speech.

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 3: Reading and Writing Narrative Text**

Grade Level: 7

Grading Period: 3rd Six Weeks

Enduring understanding: Good readers employ a variety of strategies to decode and comprehend Narrative text. Good writers know their purpose / audience and demonstrate effective use of vocabulary, figurative language, and literary elements when composing narrative text.

| Concept | Learning Target | CSO | Essential Questions | Instructional Academic Vocabulary | Assessment Options | 21 st Century Resources |
|---------------------------|---|--|--|---|---|---|
| Reading Strategies | <p>I can extend vocabulary by using connotation to determine intended meaning.</p> <p>I can apply a variety of comprehension strategies to understand narrative text.</p> <p>I can analyze literary elements to make complex predictions.</p> | <p>7.1.01 7.1.07</p> <p>7.1.03 7.1.04 7.1.12</p> <p>7.1.08</p> | <p>How can the way in which a word is used in context imply or suggest its intended meaning?</p> <p>How can dialogue enhance the telling of a story?</p> <p>How do I use character stereotypes and foreshadowing to make predictions about text?</p> | <p>Context Connotation Imply Infer Dialogue Sequence of Events Stereotype Foreshadowing Flashback Idioms</p> | <p>Selection tests</p> <p>Discussion</p> <p>Summaries</p> <p>Affix games</p> <p>Prediction guides</p> <p>Anticipation/ reaction guides</p> | <p>Tech Steps: Fact or Fiction</p> <p>The Word Identification Strategy (DISSECT)</p> <p>Paraphrasing Strategy (RAP)</p> <p>SP2R (Survey, Predict, Read, Review)</p> <p>KWL charts</p> |
| Narrative Writing | <p>I can express a clearly written thesis statement, use a logical progression of ideas with transitions, and include precise word choice, correct mechanics, and complete and varied sentences.</p> | <p>7.2.03 7.2.05 7.2.06</p> | <p>How can I use transitional words to enhance my writing?</p> <p>How can word choice affect the quality of my writing?</p> <p>How do I correctly compose and punctuate compound and complex sentences?</p> | <p>Organization Transition Words Cue Word Choice Concise Vivid Precise Adjective Adverb Descriptive Compound-Sentence Complex Sentence Coordinating</p> | <p>Rubric for narrative essay including: a clearly written thesis statement, a logical progression of ideas with transitions, and include precise word choice, correct mechanics,</p> | <p>Sentence / Paragraph Writing Strategies (PENS / SCRIBE)</p> <p>The Fundamentals of Theme Writing (TOWER)</p> <p>Round Robin Writing (Each child writes part of the story)</p> <p>Websites related to English Language Arts CSO's – 7th grade: <i>Inspiration Software</i></p> |

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| | | | | <p>Conjunction Subordinating Conjunction Comma Semi-colon Dependent Clause Independent Clause</p> | <p>and complete and varied sentences.</p> <p>Oral presentations</p> <p>Graphic organizers</p> <p>Accompanying artwork / photography</p> <p>Cartooning (see description at right)</p> <p>Computer graphics</p> | <p><i>Teach 21: Narrative Writing Project</i> <i>The Owl at Purdue:</i> <i>Transition Words</i> <i>Discovery Education:</i> <i>Compound / Complex Sentences and Colon / Semi Colon Videos</i></p> <p>Fractured Fairy Tales: Recycle your favorite bedtime story by rewriting with a change of time period, characters, or point of view.</p> <p>Think-Pair- Share: Provide a story opening on the board and put in students in pairs to brainstorm possible story lines for the completion of the story. Pairs will share their favorite story line with the class and then compose it together.</p> <p>Cartooning: After working with narrative text and dialogue for some time, display cartoon strips on the overhead. Pose the questions, "Are these narratives? Can the processes they just learned for writing narratives help them write their own cartoons?" Encourage students to bring in additional examples of cartoons that are narratives and research cartooning methods.</p> |
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Carefully select the learning strategies and graphic organizers to use with your students. One major strategy should be taught at a time and used routinely. Many techniques and strategies (Story Pyramids, Anticipation/Reaction Guides, etc.) should be used DURING the instructional process, as well as a monitoring / assessment tool. Mini-lessons designed to teach students how to read / write dialogue may be helpful when teaching Narratives.

Suggested Readings: Lexile=L Folktales from all over the world form narratives about heroes who use their wits to save the day. Select a few of your favorites to share with your students. Additional suggestions: Atlanta, by Betty Miles-1020L; A Wind in the Door, by Madeleine L'Engle-790L; The Adventures of Tom Sawyer, by Mark Twain -830L; The Glad Man, by Gloria Gonzalez; A String in the Harp, by Nancy Bond; The Pomegranate Trees, by William Saroyan, "The Third Level", by Jack Finney, and The Sun, He Dies, by Jamake Highwater.

Social Studies Connections: When selecting narrative passages and examples, incorporate diaries and novels written by people during times of historical significance. Write a fictional story about being an eye witness at an historical event. (see social studies related activities on thewritingsite.org under narrative prompts)

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and other resources listed in the 21st Century column.

Tier 2 – Students who are not successful with Theme Writing may require additional time and practice with The Paragraph Writing Strategy. Students having difficulty with the DISSECT strategy may require additional instruction and practice identifying and pronouncing common affixes. Students having difficulty with the RAP strategy may require additional instruction in Visualization techniques via The Visualization Strategy

Tier 3 - Students who are not successful with the Sentence Writing and Paragraph Writing Strategies may need remediation with the Fundamentals of Sentence Writing (MARK).

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 4: Reading and Writing Persuasive Text and Persuasive Speaking**

Grade Level: 7

Grading Period: 4th Six Weeks

Enduring understanding: Reading non-fiction connects me to the lives and minds of others and to the world around me. Good persuasive writers identify an issue, explain their position, and support their point of view.

| Concept | Learning Target | CSO | Essential Questions | Academic Instructional Vocabulary | Assessment Options | 21 st Century Resources |
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| Reading Persuasive Text | <p>I can construct new vocabulary in context.</p> <p>I can apply a variety of comprehension strategies to understand persuasive text.</p> <p>I can judge literary elements and make connections to self, text, and the world.</p> | <p>7.1.01 7.1.02 7.1.03 7.1.04 7.1.05 7.1.06 7.1.07 7.1.10 7.1.11 7.1.12</p> | <p>How can I use word roots, prefixes and suffixes to construct new words?</p> <p>How can I determine what is fact and what is the author's opinion?</p> <p>What techniques can an author use to sway a reader's opinion?</p> <p>How does my personal experience affect my response to a persuasive essay?</p> | <p>Thesis Statement Persuasive Evidence Fact Opinion Viewpoint Opposing Viewpoint Examples Statistics Compare and Contrast Anecdotes Main Idea Details Conclusion Note-taking Outline Prior Knowledge</p> | <p>Rubric for debates and panel discussions</p> <p>Selection tests</p> <p>Class Discussion</p> <p>Summaries</p> <p>Affix games</p> <p>Identification of persuasive elements</p> | <p>Debate Panel Discussion</p> <p>The Word Identification Strategy (DISSECT)</p> <p>Paraphrasing Strategy (RAP)</p> <p>SP2R (Survey, Predict, Read, Review)</p> <p>KWL charts Venn Diagrams 5-3-1 activity (Learning Focused)</p> <p>Circle Maps for Linking Concepts</p> <p>Concept Anchoring Table (Content Enhancement Series)</p> <p>Advertising: Point out that advertising is a form of persuasive writing and it usually targets one or more particular groups – teenagers, homemakers, etc. Have students name examples and describe</p> |

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| | | | | | | clues that indicate the target audience. |
| Persuasive Writing | I can express a clearly written thesis statement, use a logical progression of ideas with transitions, and include precise word choice, correct mechanics, and complete and varied sentences. | 7.2.01 7.2.02 7.2.04 7.2.06 7.2.07 | <p>What makes an effective thesis statement for a persuasive essay?</p> <p>How can separating fact from opinion help me support my thesis?</p> <p>How can graphic aides assist me in persuading my audience?</p> <p>How do authors draw comparisons between ideas effectively?</p> | <p>Thesis statement</p> <p>persuasive</p> <p>Concise</p> <p>Evidence</p> <p>Fact</p> <p>Opinion</p> <p>Viewpoint</p> <p>Opposing Viewpoint</p> <p>Examples</p> <p>Statistics</p> <p>Compare and Contrast</p> | <p>Rubric for persuasive essay including: a clearly written thesis statement, use a logical progression of ideas with transitions, and include precise word choice, correct mechanics, and complete and varied sentences.</p> <p>Oral presentations of persuasive arguments</p> <p>Graphic organizers</p> <p>Accompanying artwork / photography</p> <p>Rubric for brochures and leaflets</p> | <p>Have the class start a Blog about any topic(s) of interest to their peers group. They can practice persuasive writing skills while giving their opinion about these topics and receiving responses and additions to their blog(s).</p> <p>Digital Cameras can be used to take photos to enhance the persuasive argument made in written and oral presentations.</p> <p>Websites related to English Language Arts CSO's – 7th grade: <i>Teach 21: To the Extreme</i> <i>Discovery Education: Persuasive Writing Video</i></p> <p>Create a Leaflet: Use persuasive writing in a leaflet that informs as well as persuades your classmates to take action. Environmental concerns and school policy make good topics for this activity.</p> <p>Have students use persuasive writing techniques to write reviews of newly released movies. Afterwards use a class survey to determine the persuasiveness of their reviews.</p> |

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Use persuasive writing activities as a springboard for oral presentations and persuasive public speaking practice. Differentiate instruction by assigning students with difficulties tasks such as photography as their role in group projects.

Suggested Readings: Lexile=L Think Big, by Ben Carson; Not That You Asked....., by Andy Rooney; The Liberry, by Bel Kauffman. Brochures and articles published by animal protection groups, civil rights groups, etc. (i.e. The Dolphin Project, Earth Island Institute);

Social Studies Connections: Panel Discussion and persuasive writing topics such as: United States independence from Britain, affirmative action, causes of and solutions to inflation, the advantages / disadvantages of living during a selected period in history, a school policy they would like to change, and global warming. Show videos of historical figures giving speeches and have the students critique the persuasiveness of each.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Headsand other resources listed in the 21st Century column.

Tier 2 – For complex concepts, some students may require more explicit instruction than is provided with Venn diagrams or circle maps.

Students may use the Concept Mastery Diagram from the Content Enhancement Series for this purpose. Students who are not successful with Theme Writing may require additional time and practice with The Paragraph Writing Strategy.

Tier 3 - Students who are not successful with the Sentence Writing and Paragraph Writing Strategies may need remediation with the Fundamentals of Sentence Writing (MARK). Adapt assignments so that students can participate in panel discussions and debates without having to read or write the content independently. Provide accomodations such as text to talk converters that will allow students with reading problems to access information on the internet and from scanned text. (Kurzweil 3000) Peer scribes can also be used.

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 5: Reading Expository Text and Writing a Research Paper**

Grade Level: 7

Grading Period: 5th Six Weeks

Enduring understanding: Reading non-fiction connects me to the minds and lives of others and to the world around me. Informative writing requires researching, interpreting, and evaluating a variety of resources to produce a project.

| Concept | Learning Target | CSO | Essential Questions | Instructional Academic Vocabulary | Assessment Options | 21 st Century Resources |
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| Reading for Information | <p>I can apply a variety of comprehension strategies to read for information.</p> <p>I can judge literary elements and make connections to self, text, and the world.</p> | 7.1.01 7.1.02 7.1.03 7.1.04 7.1.05 7.1.06 7.1.07 7.1.10 7.1.11 7.1.12 | <p>How can I determine what is fact and what is the author's opinion?</p> <p>How does my personal experience affect my response to expository text?</p> <p>How can I determine if my source is reliable?</p> <p>How does an author's purpose affect the information presented in expository text?</p> | Evidence Fact Opinion Viewpoint Opposing Viewpoint Examples Statistics Compare and Contrast Anecdotes Main Idea Details Conclusion Note-taking Outline Prior Knowledge Reliable Source | <p>Rubric for panel discussions and project presentations/reports</p> <p>Selection tests</p> <p>Class discussion</p> <p>Summaries</p> <p>Outlines</p> | <p>Tech Tip 25 : Current Events</p> <p>Websites related to English Language Arts CSO's – 7th grade: <i>Beacon Learning Center : Main Idea/Supporting Details</i> <i>Scholastic.com: Cause/Effect</i></p> <p>Critique articles looking for opinions and unreliable sources, etc.</p> <p>Panel Discussions (also an oral communication skill) about topics related to social studies, current events, other expository text.</p> <p>Project presentations Reports</p> <p>Brochures – develop brochures from informational passages about other regions of the globe.</p> <p>Newspapers, periodicals, Class web site development Study, use, and development of Wiki's</p> |

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| Writing: Research Project | I can select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project with documented sources, using computer generated graphic aides. | 7.2.01 7.2.02 7.2.05 7.2.06 7.2.07 7.2.08 7.2.09 7.2.10 | What note taking strategies will help me gather information for a research project? What sources of information are available on my selected topic? How do I document sources of information appropriately? How do I avoid plagiarism? | Copyright Laws Plagiarism Resource Materials Documentation Format Source Quotation Paraphrase Media Graphics Periodical Interview Bibliography | Rubrics for research paper and project presentation Note card check Accompanying graphics | Microsoft Word, Excel, Power Point, and the Internet will be valuable tools for researching and developing the research project. Periodicals Reference materials Websites related to English Language Arts CSO's – 7 th grade: <i>Research Project Lesson Plans and activities: Teach 21</i> <i>Research and Citation: The Owl at Purdue</i> <i>Citation Maker: Palomar.edu</i> |
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Group projects provide the opportunity to differentiate instruction and products so that students' strengths can be maximized. Some students may be excellent public speakers, while others have artistic talent. Provide guidance to groups when roles are being assigned.

Suggested Readings: **Lexile=L** Living Treasure, by Laurence Pringle; Amelia Earhart: First Lady of Flight, by Peggy Mann-920L; Students should be reading articles and books related to the topic(s) selected for the research projects. These items will inherently be expository in nature. Examples should be used during instruction from a variety of sources including the internet.

Social Studies Connections: When reading examples of informational text, select passages from social studies texts. True / False exercises in content area texts lend themselves to ready-made anticipation / reaction guides.

Outlines and graphic organizers used to organize information for study of social studies material should be used to organize information for research papers. Research topics should be selected from the myriad of interesting subtopics related to material recently studied in social studies class. (different cultures from around the globe, geography of the Earth throughout history, historical figures from a variety of countries, etc.) These topics always hold great interest for this age group and make a perfect correlation at this grade level.

When teaching the concepts of author's purpose and writing for an intended audience, discuss demographics and how it affects the interests of people in every region. Consult an almanac to find out the ethnic and socioeconomic make-up of their state. Use this information to predict topics of high and low interest.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and other resources in the 21st Century column.

Tier 2 – Students may require additional guidance when attacking a multi-step project. Assign only one aspect of the project at a time (such as collecting references), providing corrective feedback before moving onto the next step.

Tier 3 - Provide accommodations such as text to talk converters that will allow students with reading problems to access information on the internet.
(Kurzweil 3000)

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 6: Reading, Writing, and Performing: Poetry and Drama**

Grade Level: 7

Grading Period: 6th Six weeks

Enduring understanding: Understanding poetry and drama can help me understand others and myself. Oral communication involves various skills including volume, rate, and standard English. Visual communication involves interesting, understandable graphic elements as well as carefully selected text.

| Concept | Learning Target | CSO | Essential Questions | Instructional Academic Vocabulary | Assessment | 21 st Century Resources |
|--|---|----------------------------|--|---|--|--|
| Reading: Poetry and Drama | I can judge literary elements, common themes and figurative language to make connections to myself, the text and the world. | 7.1.06 7.1.08 7.1.09 | How do I classify and understand the characteristics of poetry? How do cultural differences and common themes influence poetry and drama? How is figurative language used in poetry? How is a script different from dialogue? | Narrative Epic Ballad Lyric Lines Stanza Rhythm Meter Rhyme Denotation Connotation Symbolism Sensory Details Imagery Subject Speaker Idiom Infer Tone Script Play Theatre Cinema | Journal response Poetry skits Reader's Theatre | Tech Tip 26: April is Poetry Month Digital Storytelling Foldables of original poems Poetry "read alouds" Poetry Alive (skits) Illustrating poetry Lyrics as poetry activities (traditional and contemporary music) Websites related to English Language Arts CSO's – 7 th grade: <i>Cover to Cover:</i> <i>Comparing Books to Movies</i> <i>Several others have activities for simile, metaphor, and poetry</i> Scene It? Increase your students' awareness of movie culture and give them an authentic audience for their writing. Use movie clips and a word bank to teach |

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| | | | | | | description. Read online movie reviews to prepare students for writing their own movie reviews. |
| Listening, Speaking, and Media Literacy | <p>I can demonstrate effective oral communication skills through the presentation of compositions, reports, scripts and dramatizations.</p> <p>I can collaborate with a group to reach consensus.</p> <p>I can present to a variety of audiences an age appropriate media product that reflects effective use of visual aides, medium choice and purpose.</p> | <p>7.3.01</p> <p>7.3.02</p> <p>7.3.03</p> <p>7.3.04</p> <p>7.3.05</p> <p>7.3.06</p> | <p>What communication skills will help me perform as a valuable member of a group?</p> <p>How does the way I use my voice affect audience / group reaction?</p> <p>How does body language enhance oral/visual presentation?</p> | <p>Brainstorm</p> <p>Respect</p> <p>Defend</p> <p>Persuade</p> <p>Consensus</p> <p>Script</p> <p>Blocking</p> <p>Presentation</p> <p>Voice</p> <p>Inflection</p> <p>Emphasis</p> <p>Volume</p> <p>Rate</p> <p>Audience</p> <p>Etiquette</p> <p>Role</p> <p>Group</p> <p>Dynamics</p> | <p>Rubric for presentation of script / play/ poetry</p> <p>Self Assessment</p> <p>Criterion referenced tests on vocabulary related to topic</p> <p>Original scripts</p> <p>Critiques of plays, movies, etc.</p> | <p>Group Projects</p> <p>Johnson and Johnson Cooperative Education Materials</p> <p>Materials designed for Drama instruction</p> <p>Video tape student performances for self-assessment.</p> |

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Students will benefit from experiencing live performances and taped productions. Tape the class productions to be used for critiques and self-assessment.

Suggested Readings: **Lexile=L** The Pearl, by John Steinbeck; "Robert Frost: Visit to a Poet", by Octavio Paz. Students should be exposed to a variety of poetry and plays during this unit.

Social Studies Connections: Read and compare examples of poetry and plays from around the globe (classic and contemporary).

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and other resources listed in the 21st Century column.

Tier 2 – Students should have options for graded assignments. Some may be able to write a script to go along with their favorite TV show or movie, rather than an original piece. Use Readers Notebook for guided practice

Tier 3 - Some students may be graded on participation in productions rather than written work. Allow students to interpret lyrics as poetry, eliminating the need for them to read unfamiliar works.

Reading and English Language Arts / Social Studies, Grade 7
Suggested Reading List
Lexile=L or Readability Scores=R

| Title | Author/Publisher | Lexile |
|---------------------------------------|-------------------------|---------------|
| The Clay Marble | Minfong Ho | 860L |
| Facing the Blank Page | Time Magazine | NP |
| Dandelion Wine | Ray Bradbury | 880L |
| Water Sky | Jean Craighead George | 730L |
| Harry Potter and the Sorcerer's Stone | J.K. Rowlings | 880L |
| The Chronicles of Robin Hood | Rosemary Sutcliff | NP |
| Robin and His Merry Men | Ian Seraillier | NP |
| The Joy Luck Club | Amy Tan | 930L |
| The Gathering | Virginia Hamilton | 620L |
| Mummies, Tombs and Treasures | Lila Perl | NP |
| The Magical Horse | Laurence Yep | NP |
| Island of the Blue Dolphins | Scott O'Dell | 1000L |
| Think Big, | Ben Carson | NP |
| Not That You Asked | Andy Rooney | NP |
| The Liberry | Bel Kaufman | NP |
| Living Treasure | Laurence Pringle | NP |
| Amelia Earhart: First Lady of Flight | Peggy Mann | 920L |
| The Pearl | John Steinbeck; | NP |
| Robert Frost: Visit to a Poet | Octavio Paz. | NP |
| Atlanta | Betty Miles | 1020L |
| A Wind in the Door | Madeleine L"Engle | 790L |
| The Adventures of Tom Sawyer | Mark Twain | 830L |
| The Glad Man | Gloria Gonzalez | NP |
| A String in the Harp | Nancy Bond | NP |
| The Pomegranate Trees | William Saroyan | NP |
| The Third Level | Jack Finney | NP |
| The Sun, He Dies | Jamake Highwater | NP |

Brochures and articles published by animal protection groups, civil rights groups, etc. (i.e. The Dolphin Project, Earth Island Institute); Folktales from all over the world form narratives about heroes who use their wits to save the day. Select a few of your favorites to share with your students.