

Wilson Area School District Planned Course Guide

Title of planned course: Language Arts

Grade level: Seven

Course Description: This course is designed to provide students with a multitude of strategies to further develop independent writing skills. Particular emphasis will be placed on developing focus, content, and style while targeting and correcting errors in organization, conventions, and mechanics.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Connie Kirsch, Jennifer Korin

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

Curriculum Map

<u>August / September:</u>	Introduction to the Writing Process/Types of Writing
<u>September / October:</u>	Narrative Writing
<u>October:</u>	Descriptive Writing
<u>November:</u>	Argumentative Writing
<u>December:</u>	Evidence Based Analysis - Fiction
<u>January:</u>	Argumentative Writing (Mythology Research Simulation Task)
<u>February:</u>	Evidence Based Analysis – Non-Fiction
<u>March:</u>	Poetry
<u>April:</u>	Informative Writing
<u>May:</u>	Explanatory Writing

Year Round Recursive Instruction:

- Conventional use of language (grammar, usage, punctuation)
- Vocabulary instruction
- Utilization of the writing process through the five domains of writing
- Response to literature

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Introduction to Writing Process/Types of Writing

Time Frame: Two weeks

Common Core Standards and Related Anchors: CC.1.4.7.A-D, CC.1.4.7.G-J, CC.1.4.7.M-P, CC.1.5.7.A, CC.1.4.7.X, E07.A-C.2.1, E07.B-C.2.1

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

- Identify characteristics of descriptive, narrative, informative, and argumentative writing.
- Identify and practice the five stages of the writing process.

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

- Define characteristics of each type of writing
- Read published and student examples and identify writing types
- Write brief original examples of each type
- Model stages of writing
- Practice editing and proofreading

Extensions and Remediation:

- Differentiated writing assignments
- Modified examples

Instructional Methods:

- Direct instruction
- Guided and silent reading
- Large and small group discussion
- Modeling, writing, independent practice

Materials and Resources:

- Teacher-generated worksheets

Assessments:

- **Diagnostic:** large and small group discussion, differentiated writing prompts
- **Formative:** observation, multi-leveled questioning, observation and review of student work
- **Summative:** quiz on stages of writing process

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Narrative Writing

Time Frame: Four weeks

Common Core Standards and Related Anchors: C.C. 1.4.7.M-R, C.C.1.4.7.T, CC.1.5.7.A, E.07.C.1.3

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

- Utilize characteristics of narrative writing to compose an original personal narrative.
- Develop a writing voice and demonstrate it in their work.
- Take narrative writing through all stages of the writing process.

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

- Read published and student examples and identify narrative characteristics
- Brainstorm using a timeline format
- Draft, proofread, edit, and publish a personal narrative

Extensions:

- Compose persona poem
- Act as peer editor

Remediation:

- Modified instruction and examples
- Tutoring
- Teacher editing

Instructional Methods:

- Direct instruction
- Guided reading
- Large and small group discussion
- Independent drafting
- Personal and group revision and editing

Materials and Resources:

- Teacher-generated worksheets and rubrics
- *Scope Magazine*

Assessments:

- **Diagnostic:** large and small group discussion
- **Formative:** observation, multi-leveled questioning, differentiated writing prompts, teacher editing/proofreading
- **Summative:** published writing piece

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Descriptive Writing

Time Frame: Three weeks

Common Core Standards and Related Anchors: CC.1.4.7.A-F, CC.1.4.7.T, CC.1.4.7.X, CC.1.5.7.A, E.07.C.1.3.2, E.07.C.1.3.4

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

- 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:

- Read published and student examples and identify characteristics of descriptive writing
- Describe provided materials using sensory language
- Brainstorm using a sensory web
- Organize writing using spatial order
- Draft, proofread, edit, and publish descriptive piece

Extension:

- Additional production of selected descriptive media

Remediation:

- Modified instruction and rubric, tutoring, extended time

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Modeling
- Independent drafting
- Personal and group revision and editing
- Small group discussion

Materials and Resources:

- Teacher-generated worksheets and rubrics/quizzes
- Examples of description from various public media

Assessments:

- **Diagnostic:** large and small group discussion, journaling
- **Formative:** observation, multi-leveled questioning, differentiated rubrics, teacher editing/proofreading
- **Summative:** published writing piece, quizzes

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Argumentative Writing

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC.1.4.7.G-L, CC.1.4.7.T, CC.1.4.7.V, CC.1.5.7.A-B, CC.1.5.7.D-E, E07.C.1.1

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 published and student examples and identify argumentative characteristics
- Brainstorm using a fishbone diagram
- Analyze and synthesize factual support for thesis
- Draft, proofread, edit, and publish argumentative piece
- Participate in a debate on a topic of current significance

Extension:

- Differentiation of topics

Remediation:

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

Instructional Methods:

- Direct instruction
- Guided reading
- Large and small group discussion
- Modeling
- Independent drafting
- Personal and group revision and editing
- Student presentations

Materials and Resources:

- Teacher-generated worksheets and rubrics/quizzes
- *Scope* and *Jr. Scholastic* Magazines – Paired Texts

Assessments:

- **Diagnostic:** large and small group discussion
- **Formative:** observation, multi-leveled questioning, differentiated writing prompts
teacher editing/proofreading
- **Summative:** published writing piece, formal presentation, quizzes

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Evidence Based Analysis - Fiction

Time Frame: Three weeks

Common Core Standards and Related Anchors: CC.1.4.7.G-L, CC.1.4.7.S, CC.1.4.7.T, CC.1.4.7.V-W, CC.1.5.7.A, CC.1.5.7.C, E07.E.1.1

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

- Write an analysis of one or more texts using specific evidence to support claims and opinions
- Take this writing piece through all stages of the writing process

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

- Read examples and identify characteristics of evidence based analysis
- Take notes while reading selected literary works and/or viewing films
- Draft, proofread, edit, and publish literary review

Extensions:

- Read additional novel and create literary review
- Publish review online

Remediation:

- Modified instruction and rubric
- Modified note-taking outline
- Peer tutoring
- Extended time

Instructional Methods:

- Guided and independent reading of novel
- Film viewing
- Small group discussion
- Modeling
- Independent drafting
- Personal and group revision and editing

Materials and Resources:

- Teacher-generated worksheets and rubrics
- *A Christmas Carol*
- *The Princess Bride* (or selected film based on literary work)
- Access to www.rottentomatoes.com

Assessments:

- **Diagnostic:** group discussion, review of student notes
- **Formative:** observation, multi-leveled questioning, differentiated rubrics, teacher editing/proofreading
- **Summative:** published writing piece

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Argumentative Writing (Mythology Research Simulation Task)

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC1.4.7.G-L, CC1.4.7.S-T, CC.1.4.7.W-X, CC.1.5.7.A, CC.1.5.7.D, E07.E.1.1, E07.C.1.1

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

- Analyze a topic presented through informative and narrative sources
- Engage with the texts by synthesizing information from multiple sources to write an analytic essay

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

- Read selected works of mythology and related informative articles
- Model and practice analysis
- Pre-write, draft, revise, proofread and publish analysis

Extension:

- Create Greco-Roman myths using the conventions of the genre

Remediation:

- Create Greco-Roman myths using the conventions of the genre

Instructional Methods:

- Guided and independent reading
- Direct instruction
- Group discussion
- Modeling
- Independent drafting
- Group work
- Public presentation and performance

Materials and Resources:

- Selections from the *Mythology Around the World* and Prentice Hall *Literature*
- Teacher-generated worksheets and rubrics
- *Scope Magazine*

Assessments:

- **Diagnostic:** large and small group discussion
- **Formative:** observation, multi-leveled questioning, differentiated myths
- **Summative:** Group performance of interview, individual PowerPoint presentation

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Evidence Based Analysis – Non-fiction

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC.1.4.7.G-L, CC.1.4.7.T, CC.1.4.7.V-W, CC.1.5.7.A, CC.1.5.7.C, E07.E.1.1

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

- Create a project analyzing a variety of informative texts about a non-fiction topic, such as a notable historic figure.

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

- Read selected non-fiction works
- Draft, proofread, edit, and publish project

Extensions:

- Differentiated topic selection

Remediation:

- Modified instruction and rubric
- Modified note-taking outline
- Peer tutoring
- Extended time

Instructional Methods:

- Independent reading of texts
- Small group discussion
- Modeling
- Independent drafting
- Personal and group revision and editing

Materials and Resources:

- Teacher-generated worksheets and rubrics

Assessments:

- **Diagnostic:** group discussion, review of student notes
- **Formative:** observation, multi-leveled questioning, differentiated rubrics, teacher editing/proofreading
- **Summative:** published writing piece

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Poetry

Time Frame: Four weeks

Common Core and Related Anchors: CC.1.4.7.A-F, CC.1.4.7.G-L, CC.1.4.7.S, E07.C.1.3.4, E07.D.2.1.5, E07.A-V.4.1.2, E07.E.1.1

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

- Identify poetic forms
- Analyze and apply various literary devices
- Define and identify literary techniques as outlined in the common core
- Compose, publish, and present a variety of original poems using sensory language and choosing words for effect.

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

- Read a wide variety of poems
- Define poetic terms
- Take notes
- Compose a variety of poems
- Edit and publish independently selected personal poems

Extensions:

- Analyze provided sonnets
- Compose original sonnet using Shakespearean form

Remediation:

- Cloze poem activities
- Study guides

Instructional Methods:

- Guided reading
- Direct instruction
- Modeling
- Independent drafting
- Personal revision, editing and publishing

Materials and Resources:

- Supplemental poetry resources
- Prentice Hall *Literature*
- Teacher-generated poetry packet/tests/quizzes

Assessments:

- **Diagnostic:** large group discussion
- **Formative:** observation, multi-leveled questioning, teacher editing/proofreading
- **Summative:** published writing pieces, tests, quizzes

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Informative Writing

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC.1.4.7.A-F, CC.1.4.7.T, CC.1.4.7.W-X, CC.1.5.7.A, E07.C.1.2

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.

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

- Research content
- Develop topic with relevant facts, concrete details, quotations and other information and examples
- Draft, proofread, edit, and publish piece

Extension:

- Public presentation of published piece

Remediation:

- Writing outline

Instructional Methods:

- Direct instruction
- Modeling
- Small group revision
- Independent practice

Materials and Resources:

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

Assessments:

- **Diagnostic:** worksheets, journaling, group discussion
- **Formative:** observation, multi-leveled questioning, planning and research
- **Summative:** published writing piece, directions quiz

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Explanatory Writing

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC.1.4.7.A-F, CC.1.4.7.T, CC.1.4.7.W-X, CC.1.5.7.A, E07.C.1.2

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

- 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 provided
- Employ all stages of the writing process

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

- Participate in direction-following activities
- View sample instructional video
- Generate concept map
- Research background of selected topic
- Identify personal role, audience, format, and topic prior to drafting
- Draft, proofread, edit, and publish piece

Extension:

- Public presentation of published piece

Remediation:

- Writing outline

Instructional Methods:

- Large group discussion
- Film viewing
- Participation in demonstration
- Hands-on activities

Materials and Resources:

- Teacher-generated worksheets/quiz
- Sample instructional writing and video excerpt
- Access to Internet/research materials

Assessments:

- **Diagnostic:** worksheets, journaling, group discussion
- **Formative:** observation, multi-leveled questioning, planning and research
- **Summative:** published writing piece, directions quiz

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

Unit: Vocabulary

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.A-V.4, E07.B-V.4.1

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
- Use a variety of context clues, knowledge of root words, and glossaries to identify the origins and meanings of unfamiliar words
- Apply strategies while reading, speaking, or writing

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

- Read word lists in the context of a provided passage
- Model usage of target context-clue strategy to predict meanings of unfamiliar words in the text
- Check meanings using glossary
- 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

Extension:

- Vocabularyworkshop.com activities

Remediation:

- Vocabularyworkshop.com activities
- Modified word lists

Instructional Methods:

- Direct instruction
- Guided practice
- Guided and independent reading
- Independent practice
- Peer review

Materials and Resources:

- Sadlier *Vocabulary Workshop*
- Teacher-generated resources/assessments

Assessments:

- **Diagnostic:** pre-test
- **Formative:** observation, group discussion, chapter activities, related writing activities
- **Summative:** formal quiz or test

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade level: Seven

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