

# Language Arts 7

## Course Syllabus

### Supervising Teacher

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### Course Description:

The main goal of this course is for students to enjoy reading! Of course, it is also helpful to develop written and oral communication skills. Emphasis is placed on reading comprehension and written and spoken language.

### Recommended Textbooks (it is only necessary to select one):

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| <p><b>EMC Masterpiece Series, Literature and the Language Arts</b><br/>7<sup>th</sup> Grade (SE and TE)<br/>This is a good curriculum for students who are advanced.</p>   |
| <p><b>PEARSON - PRENTICE HALL Literature, Penguin Edition</b><br/>Grade 7 (SE and TE)<br/>This is a good curriculum for students who are at or above grade level.</p>  |
| <p><b>MCGRAW-HILL - GLENCOE Literature: The Reader's Choice, Course 2</b><br/>Grade 7 (SE and TE)<br/>This is a good, all-around curriculum. It works well with students who are at or below grade level.</p>  |
| <p><b>EMC Write-In Reader</b><br/>Grade 7 (Se and TE)<br/>NOTE: A grammar component is needed in order to make this a full curriculum.<br/>A good one in <b>Easy Grammar Plus</b> (for grades 7-12), with about three years worth of curriculum.<br/>The Write-In Reader is a good curriculum for students of any level.</p> |

### Supplemental Materials:

**My Access!** on-line writing program (available by subscription for grades 4-8) – recommended to be done at least once a month.

### Novel Reading:

In addition to what you do in your English textbook each day, it is recommended that you are reading many novels on your own time—*not* as part of the regular English hour/day requirement.

Many novels may be acquired through the I-DEA Catalog (with, in some cases, an extremely helpful supplemental teacher's guide), from a public library, or may be purchased. There are also many websites that can assist you in your understanding of what you are reading. I have a list of websites that can assist you in your choices too (see my contact information above).

### End of Course Assessment:

#### *Portfolio Suggested Inclusions:*

- 1. Vocabulary Log:** This is the best way to cover **Standard One, Reading Process**. As you read, you could jot down words that you don't know, and look them up later as part of your class work.
- 2. Reading Log and Journal:** This is a great way to reflect on your learning, and it is a great way to cover **Standard Two, Comprehension and Interpretation**. In the log, you could make a chart with columns for title, date, pages read, etc., and in your **journal** you could write about what you think about the reading so far, letter to a character, a summarization, what you would do if you were in that situation, a different ending, dialog with the author and/or character, etc.

This reading log/journal may be as simple as a spiral notebook, divided into five columns per page, with headings for title, date, pages read, hourly commitment, and the largest space for journaling.

- 3. My Access!:** This is available for all grades 4-8 students by subscription only. It is *suggested* that all English 7 students complete one school-assigned My Access! prompt each month, and include the final essay in hard copy in your portfolio. These essays, when included in your portfolio, can cover Standard 3 (Writing Process), Standard 4 (Writing Application), and Standard 5 (Writing Components)—a separate, completed essay could be used in the portfolio for each standard.

### Class Requirement:

*Students will work one hour a day / subject.*

### *Standards-based Portfolio*

### I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code**:

***“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means that I will do my own work; I will not lie, cheat, steal, or claim another’s work as my own, including plagiarizing; and as a member of this academic community, I am committed to maintaining an environment of respect and mutual trust.”***

## **IDAHO CONTENT STANDARDS GRADE 7 LANGUAGE ARTS**

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### **Standard 1: Reading Process**

*Students apply Greek and Latin linguistic roots and affixes to decode and understand specialized vocabulary and to apply the precise meaning of those words across all content areas. Students apply rules of syllabication and spelling as well as context clues to decode new words and to interpret the meaning of those words in a variety of expository and literary text. Students expand reading vocabulary by correctly using idioms and words with literal and figurative meanings. Students are expected to read independently with fluency for different purposes and audiences.*

- **Goal 1.1: Acquire Concepts About Print**
- **Goal 1.2: Acquire Concepts About Text**
  - 7.LA.1.2.1 Apply knowledge of organizational structures to understand information in text.
  - 7.LA.1.2.2 Apply specific features of text to understand a selection including preface and appendix.
  - 7.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.
- **Goal 1.3: Acquire Phonological Awareness Skills**
- **Goal 1.4: Acquire Decoding Skills Using Word Parts**
  - 7.LA.1.4.1 Apply root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.
  - 7.LA.1.4.2 Read abbreviations appropriate to grade level.
- **Goal 1.5: Acquire Decoding Skills Using Syllabication**
  - 7.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.
- **Goal 1.6: Acquire Decoding Skills Using Context**
  - 7.LA.1.6.1 Use context clues to aid in decoding of new words.
- **Goal 1.7: Acquire Fluency**
  - 7.LA.1.7.1 Read grade-level- appropriate text with fluency and accuracy from at least 150 correct words per minute
- **Goal 1.8: Vocabulary and Concept Development**
  - 7.LA.1.8.1 Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words.
  - 7.LA.1.8.2 Explain relationships among words including connotation/denotation antonyms, synonyms, and words with multiple meanings.
  - 7.LA.1.8.3 Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
  - 7.LA.1.8.4 Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources.

### **Standard 2: Comprehension/Interpretation**

*Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.*

- **Goal 2.1: Acquire Strategies and Skills for Comprehending Text**
  - 7.LA.2.1.1 Evaluate the purpose and use of various texts.
  - 7.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.
  - 7.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.
- **Goal 2.2: Acquire Skills to Comprehend Expository Text**
  - 7.LA.2.2.1 Analyze expository text structure to extend comprehension.
  - 7.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.
  - 7.LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text.
  - 7.LA.2.2.4 Follow multi-step written directions.
- **Goal 2.3: Acquire Skills for Comprehending Literary Text**
  - 7.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.
  - 7.LA.2.3.2 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.
  - 7.LA.2.3.3 Explain the influence of setting on mood, character and plot of the story.
  - 7.LA.2.3.4 Analyze plot development, including types of conflict.
  - 7.LA.2.3.5 Recognize points of view (e.g., first person, third person limited and omniscient).
  - 7.LA.2.3.6 Analyze the themes of various genres.
  - 7.LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension.
  - 7.LA.2.3.8 Orally respond to an author’s style of writing.

### **Standard 3: Writing Process**

*Students generate and organize writing ideas. Students use writing strategies appropriate to the format, audience, and purpose of the piece. Students apply elements of style, such as tone. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.*

- **Goal 3.1: Acquire Prewriting Skills**
  - 7.LA.3.1.1 Generate ideas using a variety of prewriting strategies.
  - 7.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.
  - 7.LA.3.1.3 Apply appropriate organizational strategies to plan writing.
  - 7.LA.3.1.4 Match appropriate writing format to purpose and audience.
  - 7.LA.3.1.5 Produce a written product within a set time period.
- **Goal 3.2: Acquire Skills for Writing a Draft**
  - 7.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.
  - 7.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.
- **Goal 3.3: Acquire Skills for Revising a Draft**
  - 7.LA.3.3.1 Revise draft for meaning, clarity and effective organization.
  - 7.LA.3.3.2 Add details and delete irrelevant or redundant information.
  - 7.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.
  - 7.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.
  - 7.LA.3.3.5 Apply literary models to refine writing style.
  - 7.LA.3.3.6 Conference with others to improve writing.
- **Goal 3.4: Acquire Skills for Editing a Draft**
  - 7.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.
- **Goal 3.5: Acquire Skills to Publish Writing**
  - 7.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.
  - 7.LA.3.5.3 Use appropriate technology to create a final draft.

- 7.LA.3.5.2 Use graphics, if applicable, to further convey meaning.

#### **Standard 4: Writing Applications**

*Students write in a variety of formats to generate, record, and reflect upon ideas. Students write developed narrative and expository texts. Students choose an appropriate format for a particular writing task.*

- **Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills**
  - 7.LA.4.1.1 Write narratives about personal events or situations.
  - 7.LA.4.1.2 Create original works that include descriptive strategies and figurative language.
- **Goal 4.2: Acquire Expository (Informational/Research) Writing Skills**
  - 7.LA.4.2.1 Write technical text that identifies a sequence of activities or processes.
  - 7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process.
- **Goal 4.3: Acquire Persuasive Writing Skills**
  - 7.LA.4.3.1 Write persuasive compositions that state a position and support with evidence and emotional appeals.
- **Goal 4.4: Acquire Skills for Literary Response**
  - 7.LA.4.4.1 Write responses to literature that identifies a text to self, text to world and/or text to text connection.
  - 7.LA.4.4.2 Write a summary of a literary selection.

#### **Standard 5: Writing Components**

*Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader's understanding of a text's intended meaning.*

- **Goal 5.1: Acquire Handwriting Skills**
  - 7.LA.5.1.1 Write fluently and legibly in print or cursive.
- **Goal 5.2: Acquire Spelling Skills**
  - 7.LA.5.2.1 Spell correctly Grade 7 high-frequency words and content area words.
  - 7.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.
  - 7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.
- **Goal 5.3: Acquire Skills for Sentence Structure**
  - 7.LA.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative).
  - 7.LA.5.3.2 Use correctly: (735.02.a) future verb tenses, adjectives, personal pronouns, conjunctions, adverbs
- **Goal 5.4: Acquire Skills for Using Conventions**
  - 7.LA.5.4.1 Apply capitalization correctly in writing.
  - 7.LA.5.4.2 Use commas, including in appositives. Use parentheses and semicolon in writing.

#### **Standard 6: Communication**

*Students develop listening skills to make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. Students plan and develop clear informative presentations and interpretations of literary material. Students apply knowledge gained from various forms of visually presented material and media.*

- **Goal 6.1: Acquire Listening Skills**
  - 7.LA.6.1.1 Develop appropriate interpersonal listening skills (e.g., eye contact, body language).
  - 7.LA.6.1.2 Listen critically to determine the speaker's attitude toward the subject.
  - 7.LA.6.1.3 Listen attentively to make informal decisions about purpose, content, organization, and delivery of verbal communication and nonverbal cues.
  - 7.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.
- **Goal 6.2: Acquire Speaking Skills**
  - 7.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.
  - 7.LA.6.2.2 Deliver informative presentations that: (737.02.a) Organize and deliver relevant information about a focused topic, Appeal to the background and interests of the audience, Use a range of appropriate strategies to make the presentation engaging
  - 7.LA.6.2.3 Organize oral presentations to maintain a clear focus
  - 7.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.
  - 7.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication.
  - 7.LA.6.2.6 Deliver oral response to literature that: (737.02.a) Interpret a reading and provide insight, Connect personal responses to the writer's techniques and to specific textual references.
- **Goal 6.3: Acquire Viewing Skills**
  - 7.LA.6.3.1 View media to analyze as source for information entertainment, and persuasion appropriate to grade level.
  - 7.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.
  - 7.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.
  - 7.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
  - 7.LA.6.3.5 Apply technical skills to produce visuals that communicate to the audience.