

**7TH GRADE LANGUAGE ARTS
1ST NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Reading Plot Elements Informational Text Conflict Logic	Time Frame: 1st Nine Weeks
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Academic Vocabulary: Currently under revision and will be available at a later date.

Grade/Course Level Expectations (GLE/CLE)	Checks for Understanding (CFU)	Essential Question	Common Experience	Resources	Integrations/Connections
<p>GLE 0701.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>*All spelling and vocabulary skills are to be utilized throughout the year.</p>	<p>✓ *0701.1.5 Spell correctly high-frequency, misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary.</p> <p>✓ *0701.1.13 Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.</p>	<p><i>Why do we need an extensive functional vocabulary?</i></p> <p><i>How do we expand our vocabulary?</i></p> <p><i>How do we enhance our understanding of word meaning?</i></p> <p><i>How do audience and purpose impact vocabulary usage?</i></p> <p><i>To what extent does our understanding of the structure of language impact our reading and comprehension?</i></p>	<p style="text-align: center;">Foreign Phrases</p> <p>http://www.factmonster.com/ipka/A0001619.html</p>	<p style="text-align: center;">Thesaurus</p> <p>http://www.wordsmyth.net</p> <p>www.voycabulary.com/</p> <p style="text-align: center;">Word Pronunciation</p> <p>http://forvo.com/</p> <p style="text-align: center;">County Funded Resources</p> <p>Brainpop</p> <p>United Streaming</p> <p>Nettrekker</p> <p>Thinkfinity</p> <p>ThinkLink</p> <p style="text-align: center;">Reading Comprehension</p> <p>http://www.readingquest.org/strat/</p> <p>http://www.literacy.uconn.edu/78less.htm</p>	

- ✓ ***0701.1.14** Define and recognize word synonyms, antonyms, and homonyms.
- ✓ ***0701.1.15** Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, malus) and recognize English words that are based on them (e.g., audible, autobiography, malice).
- ✓ ***0701.1.16** Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words.
- ✓ ***0701.1.17** Continue to use previously learned strategies to distinguish among multi-meaning words and determine the meaning of unfamiliar words.
- ✓ ***0701.1.18** Recognize and appreciate cultural and regional differences signaled by word usage

Reading PowerPoints
<http://languagearts.pppst.com/readingcomprehension.html>

Airliner/Notebook Activities
[Smart Language Arts](#)

[Smart Lessons](#)

	<p>and vocabulary.</p> <ul style="list-style-type: none"> ✓ *0701.1.19 Use textual structure (e.g., examples of cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multi-meaning words. ✓ *0701.1.20 Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, <i>déjà vu</i>, <i>faux pas</i>, <i>du jour</i>, <i>bon voyage</i>). ✓ *0701.5.3 Construct and complete analogies using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, and verb forms. 				
<p>GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0701.8.3 Recognize the conventions of various literary genres.</p>		<p><i>What internal/external conflicts did the characters experience?</i></p> <p><i>How does the conflict in a selection move the plot to the climax</i></p>	<p>Elements of Literature First Course (suggested stories to teach the skills)</p> <p>"Amigo Brothers" TE p. 484-495 Audio CD Disc 8 T: 2 Rikki-tilli-tavi" TE p.</p>	<p>Elements of Literature First Course Holt Reading Solutions (Vocabulary Worksheet correlates with stories)</p> <p>TE p. 183 TE p. 37 TE p. 45</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> ▪ History ▪ Economics ▪ Geography ▪ Governance & Civics ▪ Individuals, groups, and individuals

<p>GLE 0701.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE 0701.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p> <p>GLE 0701.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p> <p>GLE 0701.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions</p>		<p><i>and end resolution?</i></p> <p><i>How can we be sure our inferences and conclusions are valid?</i></p>	<p>14-31 Audio CD Disc 1 T: 2</p> <p>"Three Skeleton Key" TE p. 38-51 Audio CD Disc 2 T: 2</p> <p>"Song of the Trees" TE p. 508-525 Audio CD Disc 9 T: 2</p> <p>"A Mason-Dixon Memory" TE p. 533-542 Audio CD Disc 9 T: 4</p> <p>"King Arthur The Sword in the Stone" TE p. 793-806 Audio CD Disc 13 T: 2</p> <p>"Names/Nombres" TE p. 394-397 Audio CD Disc 7 T: 3</p> <p>"The Origin of the Seasons" TE p. 654-663 Audio CD Disc 11 T: 2</p>	<p>TE p. 197-198 TE p. 209 TE p. 321-322 TE p. 159-160 TE p. 267 TE p. 47 TE p. 55 TE p. 75 TE p. 119</p> <p>Plot ppt</p> <p>Conflict</p> <p>Conflict Nbk</p>	<p>Science:</p> <ul style="list-style-type: none"> ▪ Life Science ▪ Earth and Space
<p>GLE 0701.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.</p>		<p><i>How does comprehension of informational text contribute to lifelong learning?</i></p> <p><i>How would you write a summary to</i></p>	<p>Elements of Literature First Course</p> <p>"Eeking Out a Life" TE p. 53 Audio CD Disc 2 T:3</p> <p>"Cellular Telephone</p>	<p>http://www.literacy.uconn.edu/78less.htm</p>	

support the main ideas in this selection?

Owner's Manual" TE p. 82

"Here Be Dragons" TE p. 165
Audio CD Disc 3 T:4

"It Just Keeps Going and Going" TE p. 285
Audio CD Disc 3 T:7

**7TH GRADE LANGUAGE ARTS
2ND NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Reading Point of View Theme Informational Text					Time Frame: 2nd Nine Weeks
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Checks for Understanding (CFU)	Essential Question	Common Experience	Resources	Integrations/Connections
<p>GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0701.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0701.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p> <p>GLE 0701.6.2 Analyze the organizational structures of informational texts.</p>	<p>✓ 0701.8.11 Identify the narration and point of view (e.g., first person, third person, third-person limited, third-person omniscient) in literary texts.</p> <p>✓ 0701.8.15 Identify and explain the stated or implied theme of a literary text.</p> <p>✓ 0701.8.16 Identify and explain the development of similar themes across two or more literary texts.</p> <p>✓ 0701.8.17 Identify the historical period in which a literary text was written and explain the text in</p>	<p><i>How does the author illustrate the theme throughout the selection?</i></p> <p><i>How does understanding literary elements affect your ability to understand various genres of literature?</i></p> <p><i>How does reading help us become fluent in our use of language?</i></p> <p><i>Why does literature assume a variety of forms or genres?</i></p>	<p>Elements of Literature First Course (suggested stories to teach the skills)</p> <p>"User Friendly" TE p. 271-283 (Disc 5 T:6)</p> <p>"Echo and Narcissus" TE p. 289-295 (Disc 3 T:8)</p> <p>"Sir Gawain and the Loathly Lady" TE p. 833-844 (Disc 14 T:3)</p> <p>"Comparing Literature" TE p. 428-444</p> <p>"After Twenty Years" TE p. 356-363</p>	<p>Elements of Literature First Course Holt Reading Solutions (Vocabulary Worksheet correlates with stories)</p> <p>TE p. 117 TE p. 125-126 TE p. 338-339 TE p. 175-176 TE p. 137 TE p. 145-146 TE p. 165 TE p. 171-172</p> <p style="text-align: center;">Thesaurus www.wordsmyth.net</p> <p style="text-align: center;">Word Pronunciation http://forvo.com/</p> <p style="text-align: center;">County Funded Resources</p>	<p>Science:</p> <ul style="list-style-type: none"> ▪ Life Science <p>Social Studies:</p> <ul style="list-style-type: none"> ▪ History ▪ Culture (in the Western territories) ▪ Governance & Civics

	<p>light of this understanding.</p> <ul style="list-style-type: none"> ✓ 0701.6.6 Summarize, paraphrase, and critique texts (informational and literary). ✓ 0701.6.7 Identify the organizational structures of informational texts (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution). ✓ 0701.6.8 Recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks). ✓ 0701.6.9 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of content, footnotes, illustrations). 		<p>(Disc 6 T:2)</p> <p>"Bargain" TE p. 368-381 (Disc 6 T:4)</p> <p>"An Unforgettable Journey" TE p. 402-409 (Disc 7 T:4)</p> <p>"Elizabeth I" TE p. 414-427 (Disc 7 T:6)</p>	<p>Brainpop United Streaming Nettrekker Thinkfinity ThinkLink</p> <p>Reading Comprehension http://www.readingquest.org/strat/</p> <p>http://www.literacy.uconn.edu/78less.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.pppst.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts Smart Lessons</p>	
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**7TH GRADE LANGUAGE ARTS
3RD NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Reading Poetry Informational Text Propaganda Media					Time Frame: 3rd Nine Weeks
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Checks for Understanding (CFU)	Essential Question	Common Experience	Resources	Integrations/Connections
<p>GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0701.8.3 Recognize the conventions of various literary genres.</p>	<p>✓ 0701.8.1 Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, identify the writer’s purpose).</p> <p>✓ 0701.8.12 Consider how forms and conventions within genres (poetry, drama, essays, short stories) affect meaning.</p> <p>✓ 0701.8.13 Identify sound patterns (e.g.,</p>	<p><i>How does the use of literary elements contribute to the dynamics of poetry?</i></p> <p><i>What value does poetry have in developing thoughts and feelings?</i></p> <p><i>How does an author’s use of literary devices, figurative language, and literary structures influence the impact of the selection?</i></p> <p><i>What makes a poem a poem?</i></p> <p><i>Why might a poet choose particular literary devices?</i></p>	<p>Elements of Literature First Course (suggested poems to teach the skills)</p> <p>Audio CD Disc 10 T: 2-17</p> <p>I’m Nobody; I Like to See it Lap the Miles TE p. 548-554</p> <p>I Am of the Earth TE p. 555-559</p> <p>Harlem Night Song; Winter Moon TE p. 563-567</p> <p>I Ask My Mother to Sing TE p. 568-571</p>	<p><u>Poetry Lesson Plans</u></p> <p>Elements of Literature First Course Holt Reading Solutions (Vocabulary Worksheet correlates with stories)</p> <p>TE p. 216 TE p. 219 TE p. 227 TE p. 231 TE p. 237-238 TE p. 240 TE p. 250 TE p. 109 TE p. 103</p> <p><u>Idioms</u></p> <p>Thesaurus <u>http://www.wordsmyth.net</u></p>	

	<p>alliteration, onomatopoeia, rhyme scheme), figurative language (e.g., metaphor, simile), and other conventions of verse (e.g., limerick, lyric, narrative, haiku) in poetry and explain how these contribute to the poem's meaning and to the poem's effect.</p> <p>✓ 0701.1.19 Determine the appropriate meaning of figurative words and phrases (e.g., idiom, metaphor, simile, personification, pun) in passages.</p>	<p><i>What should readers look at to critically interpret poem?</i></p> <p><i>How does the audience utilize complex vocabulary and critical analysis to respond to a poem?</i></p> <p><i>How do poets determine the form and content of their poem?</i></p> <p><i>Why does the poet choose specific literary devices and strategies to communicate theme, ideas, sensory impressions, and emotions?</i></p> <p><i>How does identifying the literary devices used by a poet help the audience interpret the meaning?</i></p> <p><i>How does poetry encourage us to broaden our understanding of ourselves, others, and other cultures?</i></p>	<p>Sounds of Poetry TE p. 576-577</p> <p>Father William; Sarah Cynthia Sylvia Stout Wound Not Take the Garbage Out TE p. 578-585</p> <p>The Runaway TE p. 586-588</p> <p>Maggie and milly and molly and may TE p. 598-600</p> <p>Annabel Lee TE p. 260-265</p> <p>Gentlemen of the Road TE p. 256-259</p>	<p>www.voycabulary.com/</p> <p>Word Pronunciation http://forvo.com/</p> <p>County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink</p> <p>Reading Comprehension http://www.readingquest.org/strat/</p> <p>http://www.literacy.uconn.edu/78less.htm http://www.rhlschool.com/reading.htm</p> <p>Reading PowerPoints http://languagearts.pppst.com/readingcomprehension.html</p> <p>Airliner/Notebook Activities Smart Language Arts Smart Lessons</p>	
<p>GLE 0701.5.3 Demonstrate an</p>		<p><i>How does one effectively plan, present, and</i></p>	<p>Elements of Language First Course</p>	<p>Connotation in Propaganda</p>	<p>Social Studies: ▪ History (World</p>

<p>understanding of deductive and inductive reasoning.</p> <p>GLE 0701.5.4 Analyze written and oral communication for persuasive devices.</p> <p>GLE 0701.5.5 Explore the concept of premises, including false premises.</p> <p>GLE 0701.5.6 Explore the concept of logical fallacies.</p>		<p><i>critique written information and persuasive arguments?</i></p> <p><i>In what ways does advertising influence my decisions?</i></p> <p><i>How can I compare information gained from different media sources?</i></p> <p><i>How can we analyze information and ideas effectively and objectively?</i></p> <p><i>Why is comparing a variety of sources necessary for us to understand the true meaning of events, ideas, and beliefs?</i></p>	<p>Persuasive Techniques TE p. 140-141; 146-149</p>	<p>http://teachingtoday.glencoe.com/lessonplans/connotation-in-propaganda</p> <p>Propaganda http://propaganda.mrdonn.org/index.html</p> <p>PBS Propaganda http://www.pbs.org/teachers/search/resources/?search=propaganda</p>	<p>War II)</p> <ul style="list-style-type: none"> ▪ Economics
<p>GLE 0701.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0701.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p>		<p><i>How do we know what reading strategies to use when viewing a variety of media?</i></p>	<p>Elements of Language First Course Communications</p> <p>"Interpreting Graphics and Web Sites" TE p. 49-52</p> <p>"Analyzing Visual Effects in Ads" TE p. 55-60</p>	<p>Visual Effects http://www.pbs.org/teachers/search/resources/?search=analyzing+visual+effects</p>	<p>Science:</p> <ul style="list-style-type: none"> ▪ Physical

**7TH GRADE LANGUAGE ARTS
4TH NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Reading Character Informational Text Research				Time Frame: 4th Nine Weeks	
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Checks for Understanding (CFU)	Essential Question	Common Experience	Resources	Integrations/Connections
<p>GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature. (used throughout the year)</p> <p>GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0701.8.3 Recognize the conventions of various literary genres.</p>	<p>✓ 0701.8.14 Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in plays that are read or viewed.</p> <p>✓ 0701.8.12 Consider how forms and conventions within genres (poetry, drama, essays, short stories) affect meaning.</p> <p>✓ 0701.8.18 Demonstrate understanding that an author's individual viewpoint may differ from the general</p>	<p><i>How do we use reading to achieve a variety of purposes and goals?</i></p> <p><i>To what extent does our understanding of the structure of language impact our reading and comprehension?</i></p> <p><i>To what extent can we improve our independent reading skills?</i></p> <p><i>How does the reader perceive the universal idea conveyed by the author in a prose fiction?</i></p>	<p>Elements of Literature First Course (suggested stories to teach the skills)</p> <p>"The Monsters are Due on Maple Street" TE p. 57-58 Audio CD Disc 2 T:4</p> <p>"Mother and Daughter" TE p. 136-145 Audio CD Disc 3 T:2</p> <p>"Smallest Dragonboy" TE p. 146-163 Audio CD Disc 3 T:4</p> <p>"Merlin and the Dragons" TE p. 820-832 Audio CD Disc 14 T:2</p> <p>"Antae us" TE p. 174-186</p>	<p>Elements of Literature First Course Holt Reading Solutions (Vocabulary Worksheet correlates with stories) TE p. 53 TE p. 67-68 TE p. 73 TE p. 232-233 TE p. 87 TE p. 363</p> <p>Thesaurus www.wordsmyth.net</p> <p>www.vocabulary.com/ Word Pronunciation http://forvo.com/</p> <p>County Funded Resources Brainpop United Streaming Nettrekker</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> ▪ History (Dark Ages) ▪ Culture ▪ Individuals, groups, & interactions <p>Science:</p> <ul style="list-style-type: none"> ▪ Life Science ▪ Physical

	<p>values, attitudes, and beliefs of the author's society and culture.</p> <ul style="list-style-type: none"> ✓ 0701.8.4 Identify and describe characters' (major/minor, antagonists and protagonists) features and relationships in literary texts. ✓ 0701.8.5 Identify moral dilemmas in works of literature, as revealed by characters' motivation and behavior. ✓ 0701.8.10 Explore how the author reveals character (e.g., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks). ✓ 0701.8.20 Explore the concept of allusions. 		<p>Audio CD Disc 4 T:2</p>	<p>Thinkfinity ThinkLink</p> <p>Reading Comprehension http://www.readingquest.org/strat/</p> <p>http://www.literacy.uconn.edu/78less.htm</p> <p>http://www.rhlschool.com/reading.htm</p> <p>Reading PowerPoints http://languagearts.pppst.com/readingcomprehension.html</p> <p>Airliner/Notebook Activities Smart Language Arts</p> <p>Smart Lessons</p>	
<p>0701.6.3 Read, interpret, and analyze text features</p>		<p><i>How is technical writing essential to daily life?</i></p>	<p>"Following Technical Directions" TE p. 905-908</p>		

that support informational text.					
0701.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.		<i>Why do the media use different approaches to communicate their message?</i>			