

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** English 7

**Course Number:** 00005

**Suggested Educational Level(s):** Grade 7

**Suggested Periods Per Week:** 5 **Length of Period:** 40 minutes

**Suggested Length Of Course:** 180 days

**Units Of Credit (If Appropriate):**

**Date Written:** January 2005 **Date Approved:** June 13, 2005

**Date Reviewed:** December 2004 **Implementation Year:** 2005-2006

**Teacher Certification Required:** Secondary English, Comprehensive English

<b>Standards Addressed (code):</b>	1.1	1.2	1.3
	1.4	1.5	1.6
	1.7	1.8	

**Relationship to Other Planned Instruction:**

All teachers integrate all Reading, Writing, Speaking and Listening Standards.

**Prerequisites:** English 6

**Special Requirements:** Modifications for students with special needs

**Writing Team Members:**

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**Textbook Adoption:** Elements of Language (Holt, Reinhart, Winston; ISBN: 0-03-052663-9) 2001;  
Literature-Bronze (Prentice Hall; ISBN: 0-13-435294-7) 2000

**Standards addressed (code and description):**

1.1	Learning to Read Independently
1.3	Reading, Analyzing and Interpreting Literature
1.4	Types of Writing
1.5	Quality of Writing
1.6	Speaking and Listening

**Course Description**

Seventh grade students will learn to communicate in an effective manner.

Students will read and study various types of literature including fiction and nonfiction

Conventions will be taught and used correctly in composition (Refer to **Instructional Order for Conventions**).

Using the writing process, students will practice focusing on and supporting a main idea, editing, and writing dialogue. Writing will be evaluated using the PSSA Domain Scoring Guide (focus, content, organization, style and conventions).

The seventh grade English curriculum is designed to develop and build upon basic communication skills in the areas of reading, writing, speaking, and listening.

**Recommended Time:**

Although time has been allotted, these items will be integrated throughout the school year.

5 weeks	Use creative writing as a means of communication
6 weeks	Use writing as a thinking and learning tool
4 weeks	Develop in students an appreciation of the English language
4 weeks	Develop communication skills
4 weeks	Use of technology
11 weeks	Conventions and usage
3 weeks	Additional time needed at the discretion of the teacher

**Outline of Content**

Student writing in grade seven should be limited to no more than 600 words per assignment.

- I. Writing Instruction
  - A. Writing process
  - B. PSSA Domain Scoring Guide
  - C. Conventions (See attachment **Instructional Order for Conventions**)
  - D. Research Process
    1. narrow topic
    2. take notes
    3. organize information
    4. analyze information
    5. report information and respond to it

- II. Write various purposes
  - A. Narrate-short story
  - B. Inform-letter, essay, report
  - C. Persuade
- III. Read, analyze, and interpret literature
  - A. Fiction-stories, excerpts from, novels, legends, and poetry
    - 1. identify contextual vocabulary
    - 2. identify and describe how the author uses literary devices to convey meaning
  - B. Non-fiction-textbooks, print media (magazines, brochures, etc.), editorials, autobiography, biography, and speeches
    - 1. identify the meaning of vocabulary from various subject areas
    - 2. analyze organization-sequence, compare/contrast, cause/effect, problem/solution, headings, graphics, and charts
  - C. Formal and informal language
- IV. Develop communication skills of
  - A. Speaking
    - 1. classroom discussions
    - 2. small group discussions
    - 3. informal speeches
    - 4. oral presentations
    - 5. share writing
  - B. Listening
    - 1. conduct an interview
    - 2. work in groups
- V. Integrate Technology

**Specific Educational Objectives to Be Taught:**

**Underlined items reflect updates in 2004 PDE Reading Assessment Anchors**

**1.1 Learning to Read Independently (1.1B, 1.1D, 1.1E)**

- A. Preview selection and interpret graphics
- B. Set a purpose for reading
- C. Relate prior knowledge
- D. Make predictions
- D. Read to determine meaning of text
- E. Determine meanings of unfamiliar words while reading
  - 1. identify roots, prefixes, suffixes
  - 2. use context clues
  - 3. use dictionary as needed

### **1.3. Reading Analyzing and Interpreting Literature (1.3A, 1.3B, 1.3C, 1.3F)**

- A. Read and understand works of literature
- B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, and point of view
- C. Analyze the effect of various devices
  - 1. Figurative language (e.g., personification, simile, metaphor, hyperbole, illusion)
  - 2. Literary structures (e.g., foreshadowing, flashbacks)
- D. Read and respond to nonfiction and fiction, including short stories, legends, and poetry.

### **1.4. Types of Writing (1.4A, 1.4B, 1.4C)**

- A. short story
- B. informational pieces (letters, essays, and report)
- C. persuasive

### **1.5. Quality of Writing (1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F, 1.5G)**

- A. Focus
  - 1. Identify topic, task and audience
  - 2. Establish a single point of view
  - 3. Write with a sharp, distinct focus
- B. Content
  - 1. Gather information
  - 2. Write using well-developed content appropriate for the topic
- C. Organization
  - 1. Sustain a logical order within sentences and between paragraphs using meaningful transitions
  - 2. Establish topic and purpose in the introduction
  - 3. Reiterate the topic in an effective conclusion
- D. Revise for style
  - 1. Variety of word choices
  - 2. Variety of sentence structures: kinds, types and lengths
  - 3. Use voice and tone
- E. Edit writing using the conventions of language
- F. Present written work for publication when appropriate

### **1.6 Speaking and Listening (1.6A, 1.6B, 1.6C, 1.6E, 1.6F)**

- A. Listen to others
  - 1. Analyze information, ideas and opinions to determine relevancy
  - 2. Take notes when prompted
- B. Listen to selections of literature (fiction and/or nonfiction)
  - 1. Summarize events and identify the significant points
  - 2. Identify and define new words and concepts
- C. Speak using skills appropriate to formal speech situations
  - 1. Use complete sentences

2. Pronounce words correctly
  3. Adjust volume to purpose and audience
  4. Adjust pace to convey meaning
  5. Add stress (emphasis) and inflection to enhance meaning
  6. Respond with relevant information, ideas or reasons in support of opinions expressed
- D. Contribute to discussions
  - E. Participate in small and large group discussions and presentations
  - F. Use media for learning purposes

**Formative Assessments:**

May include objective tests, essay tests, teacher prepared materials, activities, writing projects, and/or oral presentations.

**Summative Assessments:**

The students in seventh grade English will be able to exhibit writing and communication skills by:

- Expressing ideas using the writing process
- Demonstrating reading comprehension skills
- Developing oral communication skills
- Expanding editing and revising skills
- Using a variety of word choice and sentence patterns

The assessment will be produced using a combination of written and oral responses. Assessment may include objective tests, essay tests, paper, teacher prepared materials, activity, and/or project.

**Recommended Materials:**

1. Classroom set of accompanying workbooks for selected text
2. Dictionaries
3. Thesauruses
4. Short story anthology (or literature book containing classic short stories, i.e., O’Henry, Twain, and literary work listed below)
5. Novel: (i.e., *Where the Red Fern Grows*, by Johnny Tremain)
6. *PSSA Writing Coach 9*

Conventions and Usage Chart by Grade Level

<b>6<sup>th</sup> grade English</b>	<b>7<sup>th</sup> grade English</b>	<b>8<sup>th</sup> grade English</b>
Use of auxiliary verbs	Transitive and Intransitive verbs	Active and passive voice of verbs
Regular and Irregular verbs	Introduce Direct Objects	Cases and uses of pronouns
Conjugation of verbs	Pronouns and antecedents	Plurals and possessives
Subjects and Predicates	Letter Writing Review	Misplaced modifiers
Coordinating Conjunctions	Prepositional Phases - adjective and adverb phrases	Verb complements: D.O, I.O., P.M., P.A.
Introduce prepositional phrases	Diagram sentences with prepositional phrases	Simple sentences with compound parts
Underlining and quoting of titles	Fragments and run-ons	Compound sentences: commas and coordinate & correlative conjunctions
Plurals and possessives	Commas In compound sentences	Commas with appositives
Letter Writing	Quotations In dialogue	Commas with nouns of direct address and In Introductory phases
Diagrams of simple sentences	Subject and verb agreement	Tense shift
Fragments and run-ons	Comparison of adverbs and adjectives	Introduce sentence combining: Illustrate Introductory phrases and dependent clauses

## Language Arts Department Philosophy for Grades 6-12

1. Less is more. Teaching a few skills thoroughly is more effective than teaching numerous skills superficially.
2. Students must be held accountable for skills Identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
3. The Language Arts Department recognizes the need for record keeping that travels.
4. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed over the grades.
5. Writing, speaking, listening, researching, and reading are processes and must be treated as such In the Language Arts.
6. Skills will be Integrated not only across the curriculum, but also within the course content.
7. Skills should be practical to the demands of everyday communication.
8. For consistency, students and teachers need to use the published Warren County School District Student Guide for Grades 6-12