

**English Language Arts Curriculum – Grade Seven
Diocese of Cleveland
2013**

Language: Handwriting

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

DOC: English Language Arts, DOC: Grade 7, III: Writing Conventions
A. Handwriting

- 1. Write legibly in cursive; space letters and sentences appropriately.

Essential Questions

1. Why do we write in cursive?
2. Why is cursive handwriting important in this age of technology?
3. What role does handwriting play in communication?
4. How does my choice of topics for writing demonstrate my Catholic faith and values?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

<p>Content The students will know</p>	<p>Skills Bloom's Taxonomy DOK Links The students will be able to</p>
<ol style="list-style-type: none"> 1. Cursive 2. Strokes 3. Undercurve 4. Downcurve 5. Overcurve 6. Slant 7. Legibility 	<p>Throughout the year and in all writing activities, students will write using the cursive style. They will:</p> <ol style="list-style-type: none"> 1. Space letters, words, and sentences appropriately. 2. Use correct strokes to form letters including undercurve, downcurve, overcurve, and slant. 3. Position papers properly, sit in a good writing position, and hold pencil with correct slant. 4. Write uppercase and lowercase cursive alphabet legibly. 5. Write fluidly and legibly in cursive handwriting.
<p>Common Core Vocabulary</p> <ol style="list-style-type: none"> 1. Cursive 2. Strokes 3. Under curve 4. Down curve 5. Over curve 6. Slant 7. Legibility 	<p>Additional Vocabulary</p>
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>

<p>1. Throughout the year, have students write using the cursive style and giving attention to:</p> <ol style="list-style-type: none"> positioning papers properly sitting in a good writing position holding pencil with correct slant spacing letters and sentences appropriately writing legibly 	<p>Using Cursive Handwriting Formative: Written Assessment Throughout the year, students will write using the cursive style and giving attention to:</p> <ol style="list-style-type: none"> positioning papers properly sitting in a good writing position holding pencil with correct slant spacing letters and sentences appropriately writing legibly
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>
<ol style="list-style-type: none"> iPad Resources Internet Resources Zaner-Bloser Handwriting 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum – Grade Seven
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2013

Language: Spelling

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2b. Spell correctly.

Essential Questions

- Why is it important to use correct spelling?
- How can usage of spelling rules and patterns improve written communication?
- What are the benefits of using resources to improve my spelling?

Content

The students will know

1. Standard spelling rules
2. Exceptions
3. Spelling patterns
4. Reference materials (print and electronic)
5. Mnemonic devices
6. Multiple intelligences
7. Commonly misspelled words
8. Pronunciation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Utilize standard spelling rules and recognize exceptions to each rule.
2. Recognize spelling patterns in words that have similar sounds (e.g. enough/tough)
3. Use phonics to sound out the spelling of words.
4. Utilize reference materials (print and electronic) to verify spelling in writing.
5. Utilize mnemonic devices to spell commonly misspelled or troublesome words.
6. Use multiple intelligences (oral, visual, kinesthetic, musical, etc.) to remember correct spelling of words.
7. Recite correct pronunciation of words to assist in correct spelling.
8. Use homonyms/homophones correctly in writing.
9. Write fluidly and legibly in cursive handwriting.

Common Core Vocabulary

1. Conventions of standard English
2. Utilize
3. Recognize
4. Correct
5. Verify
6. Use
7. Recite

Additional Vocabulary

1. Standard spelling rules
2. Exceptions
3. Spelling patterns
4. Reference materials (print and electronic)
5. Mnemonic devices
6. Multiple intelligences
7. Commonly misspelled words
8. Pronunciation

Learning Experiences (Suggested)	Assessment (Suggested)
<p>1. Cooperative Group Work. Working in a cooperative group, have students draw a circle and divide it into fourths. In the sections, write a spelling word, write its definition, write its part of speech, and draw a sketch to show what it means. Repeat for each spelling word.</p> <p>2. Independent Activity. Have the students write each spelling word and the numbers they would press to text it to a friend. (Use the traditional 12 key pad.) The numbers should be written beneath the corresponding letters. Then have the students write only the numbers they would use to spell the word. Exchange with a partner and have the partner determine the word.</p> <p>3. Independent Activity. Have students create one Wordle (see Links) for the ten most challenging words. Include the spelling word and five or more synonyms. Have them print the word clouds they make and bring them to school to share with their classmates.</p> <p>4. Partner Activity. Have students create a word search puzzle using the Puzzle Maker. (See Links) Have them go beyond the spelling list to include five more words that demonstrate the spelling rule highlighted in the spelling unit (but are not on the list this week).</p> <p>Puzzle Maker Wordle</p>	<p>Spelling Circle Formative: Cooperative Group Work Working in a cooperative group, students will draw a circle and divide it into fourths. In the sections, they will write a spelling word, write its definition, write its part of speech, and draw a sketch to show what it means. Repeat for each spelling word.</p> <p>Texting Our Spelling Words Formative: Writing Assignment Students will write each spelling word and the numbers they would press to text it to a friend. (Use the traditional 12 key pad.) The numbers should be written beneath the corresponding letters. Students will then write only the numbers they would use to text the word and exchange with a partner who will determine the word.</p> <p>Wordle Formative: Homework Students will create one Wordle for the ten most challenging words. They will include the spelling word and five or more synonyms. They will print the word clouds they make and bring them to school to share with their classmates.</p> <p>Creating a Word Puzzle Formative: Writing Assignment Students will create a word search puzzle using the Puzzle Maker. They will go beyond the spelling list to include five more words that demonstrate the spelling rule highlighted in the spelling unit (but are not on the list this week).</p>
Resources (Suggested)	Catholic Identity
<p>1. iPad Resources</p> <p>2. Internet Resources Wordle Puzzle Maker Spelling City Jefferson County School-Language Arts Presentations</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

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Language: Vocabulary Acquisition and Use

Standards Assessed

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- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. What is the purpose of communication?
2. Where do words or phrases come from?
3. How does word choice affect meaning?
4. Why do I need to learn new words?
5. How can the meaning of unfamiliar words be derived from context clues?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Allusion 2. Synonym 3. Antonym 4. Analogy 5. Multiple meaning words 6. Context clues 7. Meaningful word parts 8. Greek and Latin affixes (prefixes, suffixes) 9. Root 10. Reference materials 11. Range of strategies 12. Context 13. Inferred meaning 14. Word relationships (cause/effect, part/whole) 15. Nuances 16. Figures of speech 17. Connotation (association) 18. Denotation (definition) 19. Domain specific words 20. College and career readiness level 	<ol style="list-style-type: none"> 1. Clarify the meaning of unknown and multiple-meaning words and phrases by using context clues. 2. Analyze meaningful word parts to determine the definition. 3. Utilize general and specialized reference materials. 4. Use the overall meaning of a sentence or paragraph as a clue to the meaning of a word or phrase. 5. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. 6. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. 7. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8. Interpret figures of speech (literary, Biblical, and mythological allusions) in context. 9. Utilize the relationship between particular words (synonym, antonym, analogy) to better understand each of the words. 10. Distinguish among connotations of words with similar denotations. 11. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. 12. Write fluidly and legibly in cursive handwriting.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Allusion 2. Synonym 3. Antonym 4. Analogy 5. Multiple meaning words 6. Context clues 7. Meaningful word parts 8. Greek and Latin affixes (prefixes, suffixes) 9. Root 10. Reference materials 11. Range of strategies 12. Context 13. Inferred meaning 14. Word relationships (cause/effect, part/whole) 15. Nuances 16. Figures of speech 17. Connotation (association) 18. Denotation (definition) 19. Domain specific words 20. College and career readiness level 	<ol style="list-style-type: none"> 1. Grade-appropriate vocabulary
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Independent Activity. Have students create one Wordle (see Links) for the ten most challenging vocabulary words in science, social studies, etc. Include the vocabulary word and five or more synonyms. Have them print the word clouds they make and bring them to school to share with their classmates. 2. Partner Activity. Have students create a word search puzzle using the Puzzle Maker. (See Links) Have them go beyond the vocabulary list to include five more words that are connected to the vocabulary word in some way (antonym, synonym, etc.). 3. Class Activity. Engage students in Marzano's Six Step Process for Teaching Academic Vocabulary. (See Links) Use this process to engage students in learning vocabulary in all content areas. 4. Independent Activity. Help students realize that it is not only important to know how to spell words, but also to understand their meaning. To do this, have students create a personal dictionary of terms found, learned, and used throughout a unit of study in religion, science, social studies, literature, math, etc. They will use this dictionary throughout the year to explore the meanings of words and their origins. <p> Six Step Process to Learn Vocabulary Strategies for Vocabulary Development Vocabulary Graphic Organizers Puzzle Maker Wordle </p>	<p>Vocabulary Wordle Formative: Homework Students will create one Wordle (see Links) for the ten most challenging vocabulary words in science, social studies, etc. They will include the vocabulary word and five or more synonyms. They will print the word clouds they make and bring them to school to share with their classmates.</p> <p>Vocabulary Word Puzzle Formative: Homework Students will create word search puzzles for their vocabulary words using the Puzzle Maker. They will go beyond the vocabulary list to include five more words that are connected to the vocabulary word in some way (antonym, synonym, etc.).</p> <p>Personal Dictionary Formative: Writing Assignment Students will create a personal dictionary of terms found, learned, and used throughout a unit of study in religion, science, social studies, literature, math, etc. They will use this dictionary throughout the year to explore the meanings of words and their origins.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>
<ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connections <i>Favorite Medieval Tales</i> by Mary Pope Osborne <i>Anna of Byzantium</i> by Tracy Barrett <i>Adam of the Road</i> by Elizabeth Janet Gray <i>Joan of Arc</i> by Diane Stanley <i>Personal Recollections of Joan of Arc</i> by Mark Twain <i>The Seeing Stone</i> by Kevin Crossley-Holland <i>The Voyage of Patience Goodspeed</i> by Heather Vogel Frederick <i>Jesse</i> by Gary Soto <i>The Miracle Worker</i> by William Gibson <i>The World at Her Fingertips: The Story of Helen Keller</i> by Joan Dash <i>Summer of My German Soldier</i> by Bette Greene <i>A Pocket Full of Seeds</i> by Marilyn Sachs 3. Internet Resources Graphic Organizers Middle School Vocabulary Activities Middle School Vocabulary Visualizing Vocabulary Learning Vocabulary Can Be Fun 7th Grade Vocabulary Games Jefferson County Schools-Language Arts Presentations 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Solidarity ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**English Language Arts Curriculum – Grade Seven
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Language: Conventions of Standard English

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Essential Questions

1. How do I approach writing?
2. How does each step in the writing process impact my writing?
3. How do I evaluate my writing?
4. How can I use evaluation and reflection to improve my writing?
5. What is the purpose of applying grammar and mechanics skills?
6. Am I always required to use formal English?
7. Why are conventions of Standard English necessary to language?
8. Is redundancy ever necessary to clarify or explain a topic, text, concept or issue more thoroughly?
9. How can I learn and recognize correct conventions of language by analyzing passages in text?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Conventions of Standard English 2. Phrase 3. Clause 4. Dependent (subordinate) clause 5. Independent (main) clause 6. Simple sentence 7. Compound verb 8. Compound sentence 9. Complex sentence 10. Compound-complex sentence 11. Subordinate conjunction 12. Relative pronoun 13. Noun clause 14. Adjective clause 15. Adverb clause 16. Misplaced modifier 17. Dangling modifier 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Explain the function of phrases and clauses in general and their function in specific sentences. 3. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 4. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers 5. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 6. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie, but not he wore an old [,] green shirt). 7. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 8. Distinguish between dependent (subordinate) and independent (main) clauses. 9. Punctuate correctly compound sentences joined by a conjunction and simple sentences with compound verbs. 10. Identify subordinating conjunctions and relative pronouns. 11. Explain the relationship between subordinate conjunctions and relative pronouns to dependent (subordinate) clauses. 12. Spell correctly. 13. Use knowledge of language and its conventions when writing, speaking, reading or listening. 14. Write fluidly and legibly in cursive handwriting. 15. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 16. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>

<ol style="list-style-type: none"> 1. Explain 2. Function 3. Phrase 4. Clause 5. Simple sentence 6. Compound sentence 7. Complex sentence 8. Compound-complex sentence 9. Subordinate conjunction 10. Relative pronoun 11. Adjective clause 12. Adverb clause 13. Noun clause 14. Relationship 15. Misplaced modifier 16. Dangling modifier 	
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in addressing Standards L7.1 and L7.2 using the Learn Zillion videos. (See Links) In using the videos, have students complete the activities. 2. Class Activity. Have students find at least five phrases and five clauses in a book they are reading in class and explain their function. Then have the students select a piece of their own writing and underline and label the phrases and clauses. Share their work with a partner to strengthen their understanding of the proper use of phrases and clauses. 3. Independent Work. Following a mini-lesson on using and to determine whether or not a comma is needed between two adjectives of equal importance, have students correctly place commas in five given sentences. Then have students choose a piece of their own writing, underline adjectives they have used and determine if commas are needed. 4. Class Activity. Engage students in a series of lessons addressing conventions of English grammar including: <ol style="list-style-type: none"> a. misplaced modifiers or dangling modifiers b. redundancies c. simple, compound, complex, compound-complex sentences d. subordinating conjunctions e. relative pronouns f. conjunctions g. compound verbs Follow each of the mini-lessons by having the students engage in activities designed to reinforce their learning. Provide them with sentences/paragraphs to analyze and correct. In addition, have them select a piece of their own writing and make necessary corrections. 5. Independent Activity. Have students write a poem or paragraph from the point of view of a noun. The piece of writing should contain information about what a noun does, how it is used, its relationship to other parts of speech, etc. When completed, have students read their piece to a partner and together analyze the piece of writing to determine any grammatical errors and make the corrections. <p>Learn Zillion Sentence Structure Rubric</p>	<p>Phrases and Clauses Formative: Writing Assignment Students will find at least five phrases and five clauses in a book they are reading in class and explain their function. Then they will select a piece of their own writing and underline and label the phrases and clauses. They will share their work with a partner to strengthen their understanding of the proper use of phrases and clauses.</p> <p>Do I Use a Comma? Formative: Writing Assignment Following a mini-lesson on using and to determine whether or not a comma is needed between two adjectives of equal importance, students will correctly place commas in five given sentences. They will then choose a piece of their own writing, underline adjectives they have used and determine if commas are needed.</p> <p>Knowing the Conventions of Standard English Formative: Writing Assignment Following each of the mini-lessons on the conventions of standard English, students will engage in activities designed to reinforce their learning. They will work with sentences/paragraphs provided them to analyze and correct. In addition, they will select a piece of their own writing and make necessary corrections.</p> <p>Working with Conventions of Standard English Formative: Class Work Students will write a poem or paragraph from the point of view of a noun. The piece of writing should contain information about what a noun does, how it is used, its relationship to other parts of speech, etc. When completed, they will read their piece to a partner and together they will analyze the piece of writing to determine any grammatical errors and make the corrections.</p>
Resources (Suggested)	Catholic Identity

<p>1. iPad Resources</p> <p>2. Literature Connections <i>Old English Riddles: From the Exeter Book</i> by Michael Alexander <i>Cathedral: The Story of Its Construction</i> by David Macaulay <i>Outrageous Women of the Middle Ages</i> by Vicki Leon <i>The Mostly True Adventures of Homer P. Figg</i> by Rodman Philbrick <i>I Rode a Horse of Milk White Jade</i> by Diane Lee Wilson <i>Treasure Island</i> by Robert Louis Stevenson <i>Ties That Bind, Ties That Break</i> by Lensey Namioka <i>Anne Frank: The Diary of a Young Girl</i> by Anne Frank <i>Four Perfect Pebbles</i> by Lila Perl <i>Number the Stars</i> by Lois Lowry <i>The Call of the Wild</i> by Jack London <i>The Higher Power of Lucky</i> by Susan Patron</p> <p>3. Internet Resources Willoughby Eastlake School Website Web 2.0 Tools More Web 2.0 Tools 7th Grade Language Arts 7th Grade Interactive Language Arts Skill Builders Classroom Jeopardy Jefferson County Schools-Language Arts Presentations</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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English Language Arts Curriculum – Grade Seven
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Developing Speaking and Listening Skills

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

1. How do I communicate effectively?
2. How is spoken language different from written language?
3. Why am I speaking? What am I trying to say?
4. How does my body language speak to my audience?
5. How do effective speakers express their thoughts and feelings? Why is a good speaker easy to follow and understand?
6. What is a focused discussion?
7. How will referring to text in a discussion improve my understanding of a topic?
8. Why are discussion rules valuable and necessary?
9. Will listening to others' perspectives help to gain a deeper understanding of a topic?

Content**The students will know****Skills**[Bloom's Taxonomy](#)[DOK Links](#)**The students will be able to**

1. Salient points	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
2. Coherence	2. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on the ideas under discussion.
3. Modification	3. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
4. Discussion	4. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring discussion back on topic as needed.
5. Rules for collegial discussion	5. Discuss effectively with diverse partners on appropriate topics, texts, and issues building on others' ideas and expressing their own clearly.
6. Topics, texts, issues	6. Acknowledge new information expressed by others and, when warranted, modify their own views.
7. Active listening skills	7. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
8. Collaboration	8. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.
9. Goals	9. Use their experiences and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
10. Deadlines	10. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
11. Argument	11. Analyze information presented in diverse media and formats and explain how it clarifies a topic.
12. Claims	12. Evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.
13. Evidence	13. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions.
14. Rhetoric	14. Use appropriate eye contact, adequate volume, and clear pronunciation.
15. Response	15. Include multimedia components and visual displays in presentations to clarify information and emphasize salient points.
16. Information	16. Adapt speech to a variety of contexts and tasks.
17. Elaboration	17. Demonstrate command of formal English when indicated or appropriate.
18. Key ideas	18. Write fluidly and legibly in cursive handwriting.
19. Organization	
20. Development	
21. Style	
22. Purpose	
23. Audience	
24. Theme	
25. Relevant ideas	
26. Sequence	
27. Multiple perspectives	
28. Reflection	
29. Paraphrasing skills	
30. Analysis	
31. Evaluation	
32. Formats	
33. Multimedia components	
34. Point of view	
35. Eye contact	
36. Adequate volume	
37. Clear pronunciation	
38. Formal English	
Common Core Vocabulary	Additional Vocabulary

<ol style="list-style-type: none"> 1. Salient points 2. Focus 3. Coherence 4. Modification 5. Evaluate 6. Elicit 7. Collaborate 8. Discuss 9. Collegial discussion 10. Goals 11. Deadlines 12. Pose 13. Respond 14. Reflect 15. Interpret 16. Media 17. Format 18. Explain 19. Elaborate 20. Employ 21. Delineate 22. Interpret 23. Develop 24. Adapt 25. Argument 26. Claims 27. Perspective 28. Refer 29. Probe 30. Reasons 31. Evidence 32. Audience 33. Purpose 34. Sequencing 35. Logic 36. Pertinent details 37. Multimedia components 38. Visual displays 39. Clarify 40. Appropriate 41. Paraphrasing 	<ol style="list-style-type: none"> 1. Active listening 2. Restate
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>

1. **Class Activity.** Have students write the instructions for doing a familiar activity, such as making a pizza, recording a favorite TV show, assembling a model car, etc. In class, have students read their instructions to the class without telling the class what activity the instructions describe. The class will listen carefully and try to guess what activity the instructions describe. As the class listens encourage them to:
 - a. listen for information and key words, mention of equipment needed, etc.
 - b. jot down a few words to capture important points
 - c. read over notes to see if they make sense
 - d. ask presenter to reread parts as needed
 - e. try to identify the activity

2. **Class Discussion.** Have students compare and contrast characters from various novels they have read. Ask them to discuss how fictional characters respond to a situation or problem similarly to and different from real people. As a follow-up to the class discussion, have students create a Venn diagram that outlines the similarities and differences between the responses of fictional characters and real people in a given situation or problem.

3. **Class Discussion.** Using the History site (see Links), have students listen to and take notes for the first inaugural address of Franklin Delano Roosevelt and the inaugural address of John F. Kennedy. After hearing the two speeches, have students compare and contrast the message of the two presidents.
 - a. What are the similarities and differences?
 - b. What social, political, and economic situations did the presidents reflect upon in their speeches?
 - c. What challenge did they set forth for the American people?
 - d. in what ways does style contribute to the theme of the speeches?
 Have students write their ideas on a T-chart or Venn diagram and share with a partner prior to the class discussion. Encourage students to cite specific examples of style from each of the speeches.

4. **Socratic Seminar.** Have four students sit in the middle of the room, circled by the rest of the class. Everyone in the class will have read the same text (story, article, editorial, chapter...) or undergone the same experience (such as a field trip or science lab). The four students in the middle are responsible for discussing a given set of questions about the experience for a given amount of time (7-10 minutes).
 NOTE: They are the only ones who speak; even you will not say a word once the discussion has begun.

The students in the outer circle (the observers) at the same time, select four other students in the outside circle to observe the four participants; the observers will complete a checklist and give feedback on their designated participant's performance. Everyone else in the class takes guided notes on the discussion.

After the discussion invite the observers to share a few positive comments, then provide your own specific constructive feedback so that everyone in the room will learn more about how to do well. As time permits, rotate the participants so that as many students as possible will engage in the discussion. (See the Links for materials needed for this seminar.)

5. **Jigsaw Activity.** Select a topic being studied in any of the content areas (religion, science, social studies, etc.) for students to discuss. Using the Jigsaw strategy form 4-5

Listening to Instructions

Formative: Class Work

Students will write the instructions for doing a familiar activity, such as making a pizza, recording a favorite TV show, assembling a model car, etc. In class, they will read their instructions to the class without telling the class what activity the instructions describe. The class, in turn, will listen carefully and try to guess what activity the instructions describe.

Real or Fictional?

Formative: Class Discussion

Students will compare and contrast characters from various novels they have read. They will discuss how fictional characters respond to a situation or problem similarly to and different from real people. As a follow-up to the class discussion, students will create a Venn diagram that outlines the similarities and differences between the responses of fictional characters and real people in a given situation or problem.

Roosevelt and Kennedy

Formative: Class Discussion

Students will listen to and take notes on the first inaugural address of Franklin Delano Roosevelt and the inaugural address of John F. Kennedy. After hearing the two speeches, students will compare and contrast the message of the two presidents.

- a. What are the similarities and differences?
- b. What social, political, and economic situations did the presidents reflect upon in their speeches?
- c. What challenge did they set forth for the American people?
- d. In what ways does style contribute to the theme of the speeches?

Students will write their ideas on a T-chart or Venn diagram and share with a partner prior to the class discussion. Encourage students to cite specific examples of style from each of the speeches.

Doing the Socratic Seminar

Formative: Class Discussion

Students will engage in a Socratic Seminar several times during the year. In preparation for the seminar, everyone in the class will have read the same text (story, article, editorial, chapter...) or undergone the same experience (such as a field trip or science lab).

Materials and resources listed in the Links will be used to guide and evaluate this learning experience.

Resources (Suggested)	Catholic Identity
<p>1. iPad Resources</p> <p>2. Literature Connections <i>Dare to Dream! 25 Extraordinary Lives</i> by Sandra McLeod Humphrey <i>The World At Her Fingertips: The Story of Helen Keller</i> by Joan Dash <i>The Civil Rights Movement in America</i> by Elaine Landau <i>True Stories of D-Day</i> by Henry Brook <i>Fighting for Honor: Japanese Americans and World War II</i> by Michael L. Cooper <i>The Making of the Atomic Bomb</i> by Richard Rhodes <i>Night</i> by Elie Wiesel <i>Four Perfect Pebbles</i> by Lila Perl <i>Into the Ice: The Story of Arctic Exploration</i> by Lynn Curlee <i>Will Hobbs</i> by Megan Lappi <i>A Wrinkle in Time</i> by Madeleine L'Engle <i>The Invisible Man</i> by H. G. Wells <i>Journey to the Center of the Earth</i> by Jules Verne</p> <p>3. Internet Resources Jigsaw Learning Activity Socratic Seminars Guidelines for Socratic Seminar Web 2.0 Tools More Web 2.0 Tools Rubric Maker Jefferson County Schools-Language Arts Presentations</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ The Dignity of Work and the Rights of Workers ❖ Solidarity ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ 8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Seven
Diocese of Cleveland
2013

Writing: Presentation of Knowledge and Ideas

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I write?
2. How do writers express their thoughts and feelings?
3. How do writers use the writing process to improve text?
4. How do I communicate effectively?
5. How will I discern the quality of a presentation?
6. How will listening to others' perspectives help me to gain a deeper understanding of a topic?

Content

The students will know

1. Figurative language (similes, metaphors, personification, hyperbole, idioms, etc.)
2. Description
3. Sensory details
4. Poetry
5. Stanza
6. Rhyme scheme
7. Journals
8. Essays
9. Letters
10. E-mails
11. Thank you notes
12. Job applications
13. Web sites
14. Writing process (pre-writing, drafting, editing, revising, publishing)
15. Purpose
16. Audience
17. Style
18. Transition
19. Writing conventions
20. Relevant facts
21. Introduction
22. Topic sentence
23. Thesis statement
24. Development of topic
25. Conclusion
26. Relationship among ideas and concepts
27. Format
28. Organization

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples.
2. Use appropriate eye contact, adequate volume and clear pronunciation.
3. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
4. Adopt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
5. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
6. Generate ideas appropriate for the audience and purpose of self-selected or assigned writing topics.
7. Develop graphic or other organizers to clarify ideas of writing when appropriate.
8. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences or stanzas.
9. Apply the concepts of figurative language to poetry and prose when appropriate.
10. Interact and collaborate with others to edit and revise writing.
11. Illustrate consistency of ideas, clarity of structure and/or format, and effectiveness of word choice through revision.
12. Exhibit command of the conventions of standard English capitalization, punctuation, and spelling when writing.
13. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style.
14. Use accurately grade-appropriate general academic and domain-specific words and phrases.
15. Produce text (print or non-print) that explores a variety of cultures and perspectives.
16. Use technology, including the Internet, to produce and publish writing and to link and cite sources as well as to

interact and collaborate with others.
17. Write fluidly and legibly in cursive handwriting.

Common Core Vocabulary

1. Conventions of language
2. Reflection
3. Figurative language
4. Sensory details
5. Audience
6. Purpose
7. Analyze
8. Develop
9. Organize
10. Classify
11. Compare/Contrast
12. Cause/Effect
13. Introduction
14. Conclusion
15. Details
16. Transition
17. Formal/Informal style
18. Writing process: pre-writing, drafting, revising, editing
19. Sentence patterns
20. Writing conventions
21. Generate
22. Interact
23. Collaborate
24. Connotation
25. Denotation

Additional Vocabulary

1. Prose
2. Poetry
3. Rhyme scheme
4. End rhyme
5. Eye rhyme
6. Internal rhyme
7. Journal
8. Similes
9. Metaphor
10. Personification
11. Hyperbole
12. Idiom
13. Clichés
14. Imagery
15. Alliteration
16. Onomatopoeia
17. Stanza
18. Essay
19. Letters: business/friendly
20. Salutation
21. Closing
22. Return address
23. Job applications
24. Writing prompt

Learning Experiences (Suggested)

1. Independent Activity. Use daily journal writing to generate lists of sensory experiences to be used as pre-writing exercises. Have students write a poem modeled on Whitman's "Song of Myself" that includes sensory details. (See links) Have students create a visual presentation or podcast of their poem.
2. Literature Circles. Have students collaborate in literature circles, conduct research, and prepare a summary of the activity using a digital tool. First, have students choose from high-interest award winning novels to conduct their own literature circle novel study. Second, have them prepare a comprehensive summary of their literature circle learning. Third, have the students conduct research about the author and prepare a PowerPoint Presentation to share their learning with the class. Finally, have students create author interview questions and answers, which will be used as part of their script for their culminating podcast presentation.
3. Independent Activity. Have students conduct an interview of a grandparent or another relative about a historical event they may have lived through. Events such as:
 - a. bombing of Pearl Harbor (1941)
 - b. assassination of John F. Kennedy (1963) or Martin Luther King (1968)
 - c. explosion of the Challenger (1986)
 - d. landing on the moon (1969)
 - e. experience with immigration to the United States

Assessment (Suggested)

Creating a Poem
Formative: Writing Assignment
 Students will write a poem modeled on Whitman's "Song of Myself" that includes sensory details. When the poem is complete, they will create a visual presentation or podcast of their poem and present it to the class.

Literature Circle
Formative: Cooperative Group Work
 Students will collaborate in literature circles, conduct research, and prepare a summary of the activity using a digital tool. First, they will choose from high-interest award winning novels to conduct their own literature circle novel study. Second, they will prepare a comprehensive summary of their literature circle learning. Third, the students will conduct research about the author and prepare a PowerPoint Presentation to share their learning with the class. Finally, they will create author interview questions and answers, which will be used as part of their script for their culminating podcast presentation.

Interview
Formative: Writing Assignment
 Students will conduct an interview of a grandparent or another relative about a historical event they may have lived through. Students will prepare for the interview by researching the topic and taking notes from at least three sources. Using these notes, they will prepare questions for the interview and then conduct the

f. another significant national or international historic event
 Have students prepare for the interview by researching the topic and taking notes from at least three sources. Using these notes, have students prepare questions for the interview and then conduct the interview. Finally, using the notes from the interview, students will write an article for publication in the class newspaper. Have students peer edit and prepare the final copy of the article in newspaper format on a word processor.

 [Journal Writing as Prewriting for Song of Myself Poem](#)

 [Sample of a Song of Myself Poem](#)

 [Song of Myself Sample and Assignment](#)

 [Rubric Maker](#)

 [Web 2.0 Tools](#)

 [Literature Circle Activity](#)

interview. Finally, using the notes from the interview students will write an article for publication in the class newspaper. They will peer edit and prepare the final copy of the article in newspaper format on a word processor.

 [Rubrics—4—Teachers - Creating Rubrics](#)

 [Inner-Voice Sheet](#)

 [Rubric for "Song of Myself" Poem](#)

Resources (Suggested)

1. iPad Resources
2. Literature Connections
Dare to Dream! 25 Extraordinary Lives by Sandra McLeod Humphrey
Dare to Dream: Coretta Scott King and the Civil Rights Movement by Angela Shelf Medearis
Geronimo by Joseph Bruchac
True Stories of D-Day by Henry Brook
Hiroshima by John Hersey
The Making of the Atomic Bomb by Richard Rhodes
Zlata's Diary: A Child's Life in Wartime Sarajevo by Zlata Filipovic
3. Internet Resources

 [Plagiarism Checker](#)

 [Willoughby-Eastlake School website](#)

 [Web 2.0 Tools](#)

 [Oral Presentation Rubric](#)

 [Ohio's PreK-12 Video Library](#)

 [Jefferson County Schools-Language Arts Presentations](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Solidarity
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts–Grade Seven
Diocese of Cleveland
2013

Writing: Narrative

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I write?
2. How is my style of writing influenced by purpose?
3. What is the importance of sharing my writing?
4. How do I approach writing?
5. How does each step in the writing process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?

<p>Content The students will know</p>	<p>Skills Bloom's Taxonomy DOK Links The students will be able to</p>
<ol style="list-style-type: none"> 1. Narrative 2. Elements of a story (plot, setting, characters, point of view, conflict, theme) 3. Literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution) 4. Description 5. Dialogue 6. Writing process (pre-writing, drafting, editing, revising, publishing) 7. Purpose 8. Audience 9. Style (formal/informal) 10. Transition 11. Writing conventions 12. Relevant facts 13. Plot development 14. Conclusion 15. Format 16. Organization 	<ol style="list-style-type: none"> 1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. 2. Engage and orient the reader by establishing a context and introducing a narrator and /or characters. 3. Organize an event sequence that unfolds naturally and logically. 4. Create a narrative with appropriately developed plot, characters, setting, conflict, point of view, theme. 5. Develop a plot that incorporates the elements of the literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution). 6. Sequence the action appropriately in order to keep readers/listeners engaged. 7. Develop graphic or other organizers to clarify ideas of writing. 8. Generate an effective initial draft by grouping related ideas into paragraphs including topic sentences. 9. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 10. Prepare a legible cursive draft for publication. 11. Interact and collaborate with others to edit and revise writing. 12. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice. 13. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 14. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

	<p>writing.</p> <ol style="list-style-type: none"> Use accurately grade-appropriate general academic and domain-specific words and phrases. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. Incorporate appropriate transitions in writing. Write fluidly and legibly in cursive handwriting. Produce and publish writing using technology including the Internet.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> Narrative Sequence Dialogue Describe Figurative language Allusion Writing process (pre-writing, drafting, editing, revising, publishing) Purpose Audience Style Transition Writing conventions Relevant facts Development of story Organization 	<ol style="list-style-type: none"> Elements of narrative (plot, characters, conflict, point of view, theme) Elements of plot / literary pyramid (exposition, catalyst, rising action, climax, falling action, resolution) Simile Metaphor Personification Hyperbole Idiom Cliché Literary, Biblical, mythological allusion Explanatory phrases (she said, he whispered, etc.)
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> Partner Activity. Working with a partner, have students write their own science fiction story that answers the question, What if...? Have them create a rough draft and work with peers to edit and strengthen the story taking care to edit the story for grammatical conventions. Finally, have the students publish their story in a multimedia format and present it to the class. Independent Activity. After finishing the reading of a novel, have the students create and publish a comic book (see Links) that highlights the plot, characters, and setting of the story with text and pictures. Share with the class. Independent Activity. Have students write an alternate ending to a story read in class. Have them create a rough draft and work with peers to edit and strengthen the ending taking care to edit the story for grammatical conventions. Finally, have the students publish their ending to the story and share with the class. Independent Activity. Have students use a writing prompt to write a personal narrative. Sample writing prompts might include: <ol style="list-style-type: none"> Think about a time you did something special with a brother, sister, family member, or friend. Write about what made this time special. You have been on many field trips while at school. Choose one and tell a story about what happened on that trip. (Or other prompts provided by the teacher.) Have students create a rough draft and work with peers to edit and strengthen their story, taking care to edit it for grammatical conventions. Finally, have students publish 	<p>My What if...? Story Formative: Writing Assignment Working with a partner, students will write their own science fiction story that answers the question, What if...? They will create a rough draft and work with peers to edit and strengthen the story, taking care to edit the story for grammatical conventions. Finally, the students will publish their story in a multimedia format and present it to the class.</p> <p>Creating a Comic Book Formative: Writing Assignment After finishing the reading of a novel, students will create and publish a comic book that highlights the plot, characters, and setting of the story with text and pictures.</p> <p>A Different Ending! Formative: Writing Assignment Students will write an alternate ending to a story read in class. They will create a rough draft and work with peers to edit and strengthen the ending taking care to edit the story for grammatical conventions. Finally, the students will publish their ending to the story and share it with the class.</p> <p>Personal Narrative Formative: Writing Assignment Students will use a writing prompt to write a personal narrative. They will create a rough draft and work with peers to edit and strengthen their story, taking care to edit it for grammatical conventions. Finally, students will publish their story and share with</p>

<p>their story and share with the class.</p> <p> Create a Comic!</p> <p> Web 2.0 Tools!</p>	<p>the class.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>
<p>1. iPad Resources</p> <p>2. Literature Connections</p> <p><i>Joan of Arc</i> by Diane Stanley</p> <p><i>Outrageous Women of the Middle Ages</i> by Marsha Groves</p> <p><i>The World at Her Fingertips: The Story of Helen Keller</i> by Joan Dash</p> <p><i>Never to Forget: The Jews of the Holocaust</i> by Milton Meltzer</p> <p><i>The Journal of Scott Pendleton Collins: A World War II Soldier</i> by Walter Dean Myers</p> <p><i>Four Perfect Pebbles</i> by Lila Perl</p> <p><i>Will Hobbs</i> by Megan Lappi</p> <p><i>Guts</i> by Gary Paulsen</p> <p><i>Wave of Destruction: The Stories of Four Families and History's Deadliest Tsunami</i> by Erich Krauss</p> <p><i>The Glass Castle</i> by Jeannette Walls</p> <p>3. Internet Resources</p> <p> Read Write Think!</p> <p> Jefferson County Schools Website!</p> <p> Willoughby-Eastlake School Website!</p> <p> Web 2.0 Tools!</p> <p> Graphic Organizers!</p> <p> Popular Seventh Grade Creative Writing Printables!</p> <p> Jefferson County Schools-Language Arts Presentations!</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Option for the Poor and Vulnerable ❖ The Dignity of Work and the Rights of Workers ❖ Solidarity ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Seven
Diocese of Cleveland
2013

Writing: Informative/Explanatory

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e. Establish and maintain a formal style.
- W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.9a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships

among ideas.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[, green shirt).
- L.7.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I write?
2. How is my style of writing influenced by purpose?
3. What is the importance of sharing my writing?
4. How do I approach writing?
5. How does each step in the process impact my writing?
6. What details do I need to know to write and explain a topic?
7. How do I evaluate my writing?
8. How can I use evaluation and reflection to improve my writing?

Content

The students will know

1. Information
2. Explanation
3. Classification
4. Complex concepts
5. Analysis
6. Development
7. Organization
8. Classification
9. Cause/effect
10. Details
11. Transition
12. Formal/informal style
13. Writing process: pre-writing, drafting, revising, editing
14. Sentence patterns
15. Writing conventions

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selections, organization, and analysis of relevant content.
2. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension?
3. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
4. Use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts.
5. Develop graphic or other organizers to clarify ideas of writing.
6. Compose an effective initial draft with an introduction and

<ul style="list-style-type: none"> 16. Collaboration 17. Graphic organizer 18. Connotation 19. Denotation 20. Support 	<p>conclusion and group related ideas into paragraphs with topic sentences.</p> <ul style="list-style-type: none"> 7. Use precise language and domain-specific vocabulary to inform about or explain the topic. 8. Establish and maintain a formal style. 9. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice. 10. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 11. Use appropriate organizational structure (i.e. cause-effect, comparison-contrast, chronological, spatial, etc.) for informational/explanatory pieces. 12. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 13. Use accurately grade-appropriate general academic and domain-specific words and phrases. 14. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 15. Provide a concluding statement or section that follows from and supports the information or explanation presented. 16. Incorporate appropriate transitions in writing. 17. Prepare a legible cursive draft for publication. 18. Interact and collaborate with others to edit and revise writing. 19. Write fluidly and legibly in cursive handwriting. 20. Produce and publish writing using technology including the Internet.
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Common Core Vocabulary	Additional Vocabulary
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<ul style="list-style-type: none"> 1. Informative 2. Explanatory 3. Audience 4. Purpose 5. Analyze 6. Develop 7. Organize 8. Classify 9. Compare/contrast 10. Cause/effect 11. Introduction 12. Conclusion 13. Details 14. Transition 15. Formal/informal style 16. Writing process: pre-writing, drafting, revising, editing 17. Sentence patterns 18. Writing conventions 19. Generate 20. Interact 21. Collaborate 22. Graphic organizer 23. Organization 24. Connotation 25. Denotation 26. Support 	
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Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in mini-lessons designed to enhance their understanding and ability to write informative/explanatory essays using the Learn Zillion videos for Standards W.7.2a, W.7.2b, W.7.2c, W.7.2f, and W.7.5. With each video have students complete the activities and practice writing exercises. 2. Class Activity. As a follow-up to the introductory activity, have students write a piece in which they provide the instructions for doing a simple activity, such as tying shoes, making a toasted cheese sandwich, or another activity of their choice. Without telling their classmates what they have written about, have them read the directions to the class and see if anyone can guess the activity. Repeat the activity having several students read their directions to the class. 3. Independent Activity. Have students select and read the biography of a historical person. After reading the biography, have them write an informative/explanatory piece in which they respond to the following questions: <ol style="list-style-type: none"> a. What was the significance of the main character in this biography? b. How did the character use words and actions to demonstrate a strong personal quality, such as courage? Students should cite specific details from the text to support their statements. When completed, have students work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, have students prepare and digitally publish their final piece. 4. Partner Activity. Working with a partner, have students pretend that they are writers for a new history book. Have them choose an important historical event that has happened during their lifetime. Using primary and secondary resources, have them research the event, take notes, and cite specific details and information about the event. Then have them prepare and digitally publish an essay with illustrations, explaining the event and why it is important to history. 	<p>Giving Directions Formative: Class Work Students will write a piece in which they provide the instructions for doing a simple activity, such as tying shoes, making a toasted cheese sandwich, or another activity of their choice. Without telling their classmates what they have written about, they will read the directions to the class and see if anyone can guess the activity.</p> <p>Person of History Formative: Writing Assignment Students will select and read the biography of a historical person. After reading the biography, they will write an informative/explanatory piece in which they respond to the following questions: a. What was the significance of the main character in this biography? b. How did the character use words and actions to demonstrate a strong personal quality, such as courage? Students should cite specific details from the text to support their statements. When completed, they will work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, the students will prepare and digitally publish their final piece.</p> <p>Historical Event Formative: Cooperative Group Work Working with a partner, students will pretend that they are writers for a new history book. They will choose an important historical event that has happened during their lifetime. Using primary and secondary resources, they will research the event, take notes, and cite specific details and information about the event. Then they will prepare and digitally publish an essay with illustrations, explaining the event and why it is important to history.</p>
Resources (Suggested)	Catholic Identity
<ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connections <i>Across America on an Emigrant Train</i> by Jim Murphy <i>Alexander the Great</i> by Robert Green <i>Animals Under the Ground</i> by P. Perry and Phyllis Jean Perry <i>Around the World in a Flash: How the Modern World Communicates</i> by Mark Hanlin <i>Black Diamond</i> by Fredrick McKissack and Patricia McKissack <i>Bard of Avon: The Story of William Shakespeare</i> by Diane Stanley and Peter Vennema <i>The Planets in Our Solar System</i> by Franklyn M. Branley and Kevin O'Malley 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Solidarity ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT

3. Internet Resources



[Informative/Explanatory Writing Lesson](#)



[Informative/Explanatory Writing](#)



[Tell and Show: Writing With Words and Video](#)



[7th grade Informative/Explanatory Writing Rubric - Common Core](#)



[Web 2.0 Tools](#)



[Plagiarism Checker](#)



[Jefferson County Schools-Language Arts Presentations](#)

VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Seven
Diocese of Cleveland
2013

Writing: Opinion/Persuasive

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1d. Establish and maintain a formal style.
- W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why do I write?
2. How is my style of writing influenced by purpose?
3. What is the importance of sharing my writing?
4. How do I approach writing?
5. How does each step in the process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?

Content

The students will know

1. Arguments
2. Claims
3. Opposing claims
4. Reasons
5. Relevant evidence
6. Fact vs. opinion
7. Writing process (pre-writing, drafting, editing, revising, publishing)
8. Purpose
9. Audience
10. Style (formal and informal)
11. Transition
12. Writing conventions
13. Introduction
14. Topic sentence
15. Thesis statement
16. Development of topic
17. Citation
18. Conclusion
19. Relationship among ideas and concepts
20. Format
21. Organization

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Formulate an opinion on the topic.
3. Develop graphic or other organizers to clarify ideas of writing.
4. Weigh alternate or opposing claims or arguments.
5. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
6. Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text.
7. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
8. Compose an effective initial draft with an introduction and group related ideas into paragraphs with topic sentences.
9. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice through revision.
10. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
11. Describe and illustrate bias.
12. Distinguish between fact and opinion.
13. Exhibit command of the conventions of standard English capitalization, punctuation, and spelling when writing.
14. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style.
15. Use accurately grade-appropriate general academic and domain-specific words and phrases.
16. Establish and maintain a formal style.
17. Incorporate appropriate transitions in writing.
18. Provide a concluding statement or section that follows from and supports the argument presented.

	<p>19. Interact and collaborate with others to edit and revise writing.</p> <p>20. Write fluidly and legibly in cursive handwriting.</p> <p>21. Produce and publish writing using technology including the Internet.</p>
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Argument 2. Claims 3. Evidence 4. Reasons 5. Audience 6. Purpose 7. Analyze 8. Develop 9. Organize 10. Cohesion 11. Classify 12. Compare/contrast 13. Cause/effect 14. Introduction 15. Conclusion 16. Details 17. Transition 18. Formal/informal style 19. Writing process: pre-writing, drafting, revising, editing 20. Sentence patterns 21. Writing conventions 22. Generate 23. Interact 24. Collaborate 25. Graphic organizer 26. Connotation 27. Denotation 28. Support 	<ol style="list-style-type: none"> 1. Fact 2. Opinion 3. Bias 4. Persuasion techniques 5. Logical fallacies 6. Tone
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Introductory Activity. Using the Learn Zillion videos for Standards W7.1, W7.1a, W7.1b, W7.1c, W7.1d, and W7.1e., engage students in a series of mini-lessons designed to strengthen and expand their ability to produce opinion and persuasive writing. 2. Class Activity. As a follow-up to the introductory activity, have students write an opinion piece on the topic of whether or not they enjoy a particular food, a particular singer/singing group, or a particular time of the year. In writing the piece, have students state their position and give at least three reasons they are for or against the topic. Share their pieces in a cooperative group. 3. Partner Activity. Working with a partner, have students take a position on a current environmental issue. Have them use a graphic organizer to list and prioritize their thoughts, ideas, and resource material. (See link for possible graphic organizers.) Then have them write a draft of a persuasive writing piece in which they state their position and cite references to support their arguments for or against the issue. When the draft document is finished, have the students 	<p>For or Against? Formative: Writing Assignment Students will write an opinion piece on the topic of whether or not they enjoy a particular food, a particular singer/singing group, or a particular time of the year. In writing the piece, students will state their position and give at least three reasons they are for or against the topic. They will share their pieces in a cooperative group.</p> <p>Taking a Position on an Environmental Issue Formative: Cooperative Group Work Working with a partner, students will take a position on a current environmental issue and use a graphic organizer to list and prioritize their thoughts, ideas, and resource material. They will then write a draft of a persuasive writing piece in which they state their position and cite references to support their arguments for or against the issue. When the draft document is finished, students will work in small writing groups to read and edit each other's papers. Finally, the partners will revise their piece and prepare it for publication.</p>

work in small writing groups to read and edit each others' papers. Finally, have the partners revise their piece and prepare it for publication.

4. Cooperative Group Work. Working in groups of 4-5, have students create a commercial or public service announcement to persuade an audience to do or buy something. When completed, have students peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, have students prepare and digitally publish their final piece.
5. Independent Work. Have students write a persuasive letter to the editor of the local paper on a topic of the student's choice. When completed, have students work with a partner to peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, have students prepare and digitally publish their final piece in newspaper format.
6. Class Discussion. Have students engage in a debate in which they discuss a topic such as: Does it matter if we participate in representative government? Have students prepare for the debate by taking a position on the topic and finding research to support their position. During the debate, have students interact with one another following the rules for a debate. Following the debate, have them write a summary statement for their position on the question.



[Learn Zillion!](#)



[Persuasive Graphic Organizers from Great Source!](#)



[Strategy Guide for Socratic Seminars!](#)



[Socratic Seminars: Patience & Practice !](#)



[How to Prepare for a Socratic Seminar!](#)

Commercial/Public Service Announcement

Formative: Cooperative Group Work

Working in groups of 4-5, students will create a commercial or public service announcement to persuade an audience to do or buy something. When completed, students will peer edit the piece for sentence structure, spelling, and grammatical conventions. Finally, students will prepare and digitally publish their final piece.

Where Do you Stand?

Formative: Class Discussion

Students will engage in a debate in which they discuss a topic such as: Does it matter if we participate in representative government? They will prepare for the debate by taking a position on the topic and finding research to support their position. During the debate, students will interact with one another following the rules for a debate. Following the debate, they will write a summary statement for their position on the question.

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - Escape from the Slave Traders* by David Livingstone
 - Frederick Douglass Abolitionist and Reformer* by Rachael Phillips
 - From Slavery to Freedom with Harriet Tubman* by Deborah Hedstrom
 - The Kidnapped Prince: The Life of Olaudah Equiano* by Ann Cameron
 - In Search of Honor* by Donnalynn Hess
 - The Iron Peacock* by Mary Stetson Clarke
 - Only the Names Remain: The Cherokees and The Trail of Tears* by Alex W. Bealer and Kristina Rodanas
3. Internet Resources



[Student Writing Samples from Common Core!](#)



[Jefferson County Schools Website!](#)



[Plagiarism Checker!](#)



[Willoughby-Eastlake School Website!](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Option for the Poor and Vulnerable
- ❖ The Dignity of Work and the Rights of Workers
- ❖ Solidarity
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT



[Web 2.0 Tools](#)

VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum–Grade Seven
Diocese of Cleveland
2013

Writing: Research

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. How can I find out information I want to know?
2. How do I evaluate a source's reliability?
3. How can technology enhance understanding?
4. How is my style of writing influenced by purpose?
5. How does each step in the writing process impact my writing?
6. How do I evaluate my writing?
7. How can I use evaluation and reflection to improve my writing?
8. To what extent does my research include respect for cultural differences?

Content The students will know	Skills Bloom's Taxonomy DOK Links The students will be able to
<ol style="list-style-type: none"> 1. Topic sentence 2. Thesis statement 3. Sources 4. Citation 5. Plagiarism 6. Works cited/bibliography 7. Analysis 8. Research 9. Fact vs. opinion 10. Note-taking skills 11. Outlines 12. Writing process (pre-writing, drafting, editing, revising, publishing) 13. Purpose 14. Audience 15. Style (formal/informal) 16. Transition 17. Writing conventions 18. Relevant facts 19. Introduction 20. Development of topic 21. Conclusion 22. Relationship among ideas and concepts 23. Format 24. Organization 	<ol style="list-style-type: none"> 1. Generate a research question appropriate for the audience and purpose of self-selected or assigned writing topics from fiction and nonfiction. 2. Research the topic through various sources (print, electronic, visual media, etc.). 3. Use search terms effectively when using search engines. 4. Generate additional related, focused questions for further research and investigation. 5. Distinguish between fact and opinion. 6. Evaluate the validity and usefulness of sources. 7. Find and write notes from sources. 8. Organize and outline information from notes. 9. Compare and contrast a fictional portrayal of a time, place, or character to a historical account of the same period. 10. Draw conclusions about how authors use or alter history. 11. Compose an effective initial draft with an introduction and conclusion and group related ideas into paragraphs with topic sentences. 12. Compose writing that establishes a clear thesis supported by organized and relevant evidence. 13. Devise writing that includes a clear, defining introduction, supporting information, and effective conclusion. 14. Refine writing to eliminate wordiness and redundancy. 15. Prepare a legible cursive draft for publication. 16. Interact and collaborate with others to edit and revise writing. 17. Illustrate consistency of ideas, clarity of sentence structure, and effectiveness of word choice through revision. 18. Develop and strengthen writing as needed by planning,

	revising, editing, rewriting, or trying a new approach. 19. Exhibit command of the conventions of standard English capitalization, punctuation, and spelling when writing. 20. Describe and illustrate various sentence patterns for meaning, reader/listener interest, and style. 21. Use accurately grade-appropriate general academic and domain-specific words and phrases. 22. Create a works cited list / bibliography for all sources that adhere to MLA format. 23. Incorporate appropriate transitions in writing to show relationship of ideas. 24. Write fluidly and legibly in cursive handwriting. 25. Produce and publish writing using technology including the Internet.
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Common Core Vocabulary	Additional Vocabulary
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1. Digital sources 2. Plagiarism 3. Credibility 4. Evaluate 5. Relevant information 6. Outline 7. Paraphrase 8. Quote/quotation 9. Cite/citation 10. Argument 11. Claims 12. Evidence 13. Reasons 14. Support 15. Audience 16. Purpose 17. Analyze 18. Develop 19. Devise 20. Construct 21. Organize 22. Classify 23. Compare/contrast 24. Cause/effect 25. Introduction 26. Conclusion 27. Details 28. Transition 29. Formal/Informal style 30. Writing process: pre-writing, drafting, revising, editing 31. Sentence patterns 32. Writing conventions 33. Generate 34. Interact 35. Collaborate 36. Connotation 37. Denotation	1. Research question 2. Thesis statement 3. Note taking 4. Word count
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Learning Experiences (Suggested)	Assessment (Suggested)
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1. Cooperative Group Work. Working in cooperative groups, students will research one of the Catholic Social Justice	Catholic Social Justice Teachings Formative: Cooperative Group Work
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- Teachings. The research should focus on
- the historical development of the teaching
 - influence of Catholic Church leaders on the teaching
 - meaning of the teaching in today's world

As students do their research they should take notes, identify their sources, and clearly mark any direct quotations used to support their research. When their research is complete, have students prepare a PowerPoint to present the information to the class. At least one of the slides should contain a list of references used in doing the research.

- Independent Activity. After reading a historical novel, such as *Johnny Tremain* by Esther Hoskins Forbes, have the students research the time period, events and public people mentioned in the story and create a graphic comparing and contrasting the researched information with the information presented in the book.
- Partner Activity. Working with a partner, have students research a famous person in history and the era in which he/she lived. Have them prepare an oral presentation in the first person of the person researched and make a visual recording of an interview with this person on a modern-day talk show. Share the video interview with the class.
- Independent Activity. Have students select a topic in religion, science, social studies, the arts, or literature for a research project. Outline the expectations for their research work and the preparation of the research paper. These expectations should include: note cards, outline, rough draft, editing, works cited page, and final research paper. (See links for an information source, how to write a research paper, and plagiarism).
- Socratic Seminar. Have students engage in a Socratic Seminar in which they discuss a short article on a current environmental, scientific, political, or religious topic. Have students prepare for the seminar by reading and taking notes on the article and doing additional research. Using questions prepared by the teacher, students interact with one another following the rules for a Socratic seminar. Following the seminar, have students write a summary statement on their understanding of the material presented in the article.

 [Information Source](#)

 [How To Write a Research Paper](#)

 [Plagiarism](#)

 [Rubric Maker](#)

 [Web 2.0 Tools](#)

 [Graphic Organizers](#)

 [More Graphic Organizers](#)

- Working in cooperative groups, students will research one of the Catholic Social Justice Teachings. The research should focus on
- the historical development of the teaching
 - influence of Catholic Church leaders on the teaching
 - meaning of the teaching in today's world

As students do their research they will take notes, identify their sources, and clearly mark any direct quotations used to support their research. When their research is complete, they will prepare a PowerPoint to present the information to the class. At least one of the slides should contain a list of references used in doing the research.

Fact or Fiction?

Formative: Writing Assignment

After reading a historical novel, such as *Johnny Tremain* by Esther Hoskins Forbes, students will research the time period, events and public people mentioned in the story and create a graphic comparing and contrasting the researched information with the information presented in the book.

Historical Interview

Formative: Cooperative Group Work

Working with a partner, students will research a famous person in history and the era in which he/she lived. They will prepare an oral presentation in the first person of the person researched and make a visual recording of an interview with this person on a modern-day talk show. Share the video interview with the class.

Research Project/Paper

Summative: Writing Assignment

Students will research a topic in religion, science, social studies, the arts, or literature and write a research paper.

 [Video Rubric Sample](#)

 [Sample of a Research Paper Rubric](#)

 [Outline Rubric Sample](#)

 [Sample Notecard Rubric](#)

 [Sample Works Cited Rubric](#)

Resources (Suggested)

- iPad Resources
- Literature Connections

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person

Johnny Tremain by Esther Hoskins Forbes
God's Smuggler by Brother Andrew, John Sherrill, and Elizabeth Sherrill
The Heavenly Man: The Remarkable True Story of Chinese Christian Brother Yun by Brother Yun and Paul Hattaway
If I Perish by Esther Ahn Kim
The Voyage of Patience Goodspeed by Heather Vogel Frederick
Ties That Bind, Ties That Break by Lensey Namioka
Anne Frank: The Diary of a Young Girl by Anne Frank
Four Perfect Pebbles by Lila Perl
Daniel's Story by Carol Matas

3. Internet Resources

-  [OWL: Purdue Online Writing Lab](#)
-  [Plagiarism Checker](#)
-  [Willoughby-Eastlake School Website](#)
-  [Web 2.0 Tools](#)
-  [Jefferson County Schools-Language Arts Presentations](#)

- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Option for the Poor and Vulnerable
- ❖ The Dignity of Work and the Rights of Workers
- ❖ Solidarity
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

ENGLISH LANGUAGE ARTS CURRICULUM

GRADE SEVEN

CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

DATE TAUGHT	
CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Explain the function of phrases and clauses in general and their function in specific sentences.
	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie; but not, He wore an old[,] green shirt).
	Spell correctly.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	Distinguish among the connotations (associations) of words with similar denotations (definitions).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DATE TAUGHT	
WRITING	
TEXT TYPES AND PURPOSES	
	Write arguments to support claims with clear reasons and relevant evidence.
	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	Provide a conclusion that follows from and reflects on the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)
	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PARENT GUIDE

GRADE SEVEN ENGLISH LANGUAGE ARTS CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Seven.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Explain the function of phrases and clauses in general and their function in specific sentences.
	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie; but not, He wore an old[,] green shirt).
	Spell correctly.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	Distinguish among the connotations (associations) of words with similar denotations (definitions).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WRITING

TEXT TYPES AND PURPOSES

	Write arguments to support claims with clear reasons and relevant evidence.
	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	Provide a conclusion that follows from and reflects on the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING

	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)
	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

