

Language Arts Instructional Objectives Outline

GRADE 7 First Marking Period

- I. Getting Acquainted
- II. Listening & Speaking Skills
- III. Study Skills
- IV. Library Skills
- V. Dictionary Skills
- VI. Dictation Skills (including penmanship)
- VII. Writing Samples
 - Biopoem
 - Creative Writing
 - Journal Writing (weekly)
- VIII. Test-taking Skills
- VIII. The Short Story – “Lather and Nothing Else”
 - Character
 - Plot
 - Setting
 - Theme
 - Point of view
- X. Vocabulary

GRADE 7
Second Marking Period

- I. Focus on Plot
 - “Rikki-tikki-tavi”
 - “The Ransom of Red Chief”
- II. Focus on Character
 - “The Luckiest Time of All”
 - “Amigo Brothers”
- III. Focus on Setting
 - “All Summer in a Day”
- IV. Focus on Theme
 - “Utzel and His Daughter, Poverty”
 - “Hallucination”
 - “Home”
- V. Putting the Elements Together
 - “A Day’s Wait”
- VI. Dictation Skills
- VII. Grammar
 - Parts of Speech
 - Simple and Compound Sentences
 - Compound Subjects and Compound Predicates
 - Prepositional Phrases
 - Usage and Mechanics
- VIII. Vocabulary
- IX. Writing
 - Friendly Letters
 - Social Notes
 - Journal Writing
 - Character Sketches
 - Comparison and Contrast

GRADE 7
Third Marking Period

- I. Drama “The Monsters are Due on Maple Street”
“Flying Tortilla Man”
Dialogue Theme
Staging Plot
Foreshadowing Conflict
- II. Listening and Speaking
Dictation
- III. The Novel *Bearstone*
Character Analysis
Predictions about plot
Appreciation of setting details
Evaluating a novel
Identifying Various Sentence Openers
- IV. Writing
The Writing Process
Dialogue
Descriptive (sensory details)
Expository writing
Paragraph Development
Main Ideas in Paragraphs
Topic Sentences
Supporting Sentences
The Conclusion
Transitions
Outlining
Journal Writing
- V. Grammar
Mechanics and Word Usage
Punctuation: quotation marks, and commas
Action and Linking verbs
Infinitives
Transitive and Intransitive Verbs
Principal Parts of Verbs
Simple and Perfect Tenses
Vivid Adjectives, Adverbs, and Verbs
Prepositional Phrases
- VI. Vocabulary

GRADE 7
Fourth Marking Period

- I. Fables, Folktales, Myths, and Legends
- Fables “The Town Mouse and the Country Mouse”
“The Fox and The Crow”
 - Folktales “All Stories Are Anansi’s”
“The Pointing Finger”
 - Myths “Phaeton, Son of Apollo”
“Icarus and Daedulus”
 - Legends “Ojeeg, the Hunter, and the Ice Man”
“The Legend of the Hummingbird”
 - Skills Context Clues
Word Analogies
- II. Nonfiction (Autobiographies, Biographies, and Essays)
- Autobiography “*from* Barrio Boy”
 - Biography “I am a Native of North America”
 - Essay “The Night the Bed Fell
 - Essay “Cat on the Go”
 - Skills Inference
Hubris
Personification
Metamorphosis
Satire
Generalizations
- III. Skills (Nonfiction)
- Writing
 - Outlining Essay Development Journal Writing
 - Dictation Thesis Statement
 - Grammar
 - Subject and Verb Agreement
 - Pronoun Review
 - Identifying Infinitive Phrases
 - Contractions
- IV. Poetry
- Narrative Poems “The Village Blacksmith”
“The Highwayman”
“The Cremation of Sam McGee”

“Sarah Cynthia Sylvia Stout...”
“Annabel Lee”
“Oranges”

Lyric Poems “Washed in Silver”
 “Feelings About Words”

Figurative Language and Imagery
 “Fog”
 “The Pasture”
 “Sugarfields”
 “Seal”
 “The Bat”

Haiku “Three Haiku”

Poems in
 Their Variety “Mother to Son”
 “Stopping by Woods on a Snowing Evening”
 “Father William”

Figurative language: simile, metaphor, personification
Poetic Devices: alliteration, assonance, rhythm, rhyme, onomatopoeia

- V. Writing
 - Poetry Booklet (writing different types of poems)
 - Paraphrasing poetry
 - Writing similes, metaphors, personification
 - Journal writing

- VI. Grammar Review
 - Prepositional Phrases
 - Details and Facts
 - Word Usage and Mechanics

- VII. Vocabulary

Grade Seven

Speaking and Listening

Goal: To evaluate the content of oral communications and deliver well organized, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

By the end of the seventh grade the student will:

1. Arrange details, reasons, descriptions, and examples effectively and persuasively in terms of the needs of a specific audience. **VIS #3**
2. Use nonverbal communication skills such as eye contact, posture, and gestures. **VIS #3**
3. Deliver narrative presentations that:
 - a. develop a standard plot line
 - b. develop major and minor characters
 - c. use a range of appropriate strategies such as dialogue, suspense, naming, and specific narrative actions, including movement, gestures, and expressions. **VIS #3**
4. Deliver oral summaries of articles and books that:
 - a. contain the main idea of the event/article as well as the most significant details
 - b. paraphrase the information as well as include direct quotation
 - c. reflect the underlying meaning of the source, not just the superficial details. **VIS #3**
5. Deliver research presentations that:
 - a. pose relevant and tightly drawn questions about the topic
 - b. convey a clear and accurate perspective on the subject
 - c. include evidence generated through the formal research process such as card catalogue, Reader's Guide, computer catalogue, magazines, newspapers, dictionaries, etc.
 - d. respond to research presentations with questions, challenges, or affirmations. **VIS #3**
6. Deliver persuasive presentations that:
 - a. state a clear position or perspective in support of a proposition or proposal
 - b. describe the points in support of the proposition, employing well articulated evidence. **VIS #3**
7. Compare and contrast a speaker's verbal and nonverbal messages. **VIS #3**

8. Ask probing questions designed to seek elaboration and clarification of ideas.
VIS #3
9. State the speaker's attitude toward the subject. **VIS #4**
10. Ask relevant questions concerning a speaker's content, delivery, and purpose.
VIS #4

Reading/Literature

Word Analysis

Goal: To use figurative language and other word patterns into spoken language, and to determine the meaning of new words encountered in reading materials.

1. Distinguish fact from opinion and probability, skimming and scanning for facts, determining cause and effect, inductive and deductive reasoning, generating inquiry, and making connections with real-life situations across texts.
VIS #1
2. Explain text features such as format, graphics, and sequence illustrations.
VIS #2
3. Infer word meanings through identification and analysis of analogies and other word relationships.
VIS #2
4. Articulate the expressed purposes and characteristics of different forms of prose such as the short story, novel, novella, and the essay.
VIS #2
5. Locate incidents that advance the plot and determine how each incident gives rise to the next event or foreshadows a future event.
VIS #2
6. Analyze characterization as seen through the characters thoughts, words, speech, deeds, what other characters think, say, and do as well as the narrator's description.
VIS #2

Literary Response

Goal: To read and respond to significant works of literature from a wide range of eras, perspectives, and cultures and produce evidence of comprehension by clarifying the ideas and connecting them to other sources and related works.

1. Compare recurring themes across works, distinguishing theme from topic.

VIS #2

2. Contrast points of view in narrative text and how they affect the overall body of work (first vs. third; limited vs. omniscient). **VIS #2**
3. Identify significant literary devices that define a writer's style such as metaphor, symbolism, dialect, and irony and show how those elements impact on the selection. **VIS #2**
4. Analyze how a literary selection reflects the heritage, traditions, attitude, and beliefs of its author (biographical/autobiographical approach). **VIS #2**

Comprehension

Goal: To read and respond to a range of grade level appropriate material and identify, describe, and connect the essential ideas, arguments, and perspectives of text by relating text structure, organization, and purpose.

1. Describe the connection between historical and cultural influences and literary selections. **VIS #2**
2. Describe the history of the English language and the use of origins to determine the historical influences on English word meanings. **VIS #2**
3. Distinguish between reading for enjoyment, learning, research, and problem solving to achieve a variety of objectives. **VIS #1**
4. Discuss the elements of poetry and write original poems. **VIS #2**
5. Use figurative language correctly (idioms, similes, metaphors, etc.). **VIS #2**

Writing

Goal: To write clear, coherent, and focused essays that reflect awareness of audience and purpose. Their writing must contain formal introductions, supporting evidence, conclusions, and stages of the writing process.

1. Write friendly letters and social notes that:

- a. identify an audience
 - b. establish a purpose and content effectively
 - c. follow conventional format
 - d. ensure correct spelling, capitalization, and punctuation. **VIS #3**
2. Distinguish between friendly and business letter formats, and identify purposes for writing each kind. **VIS #3**
3. Create an organizing structure with coherence, unity, and effective transitions. **VIS #3**
4. Support all statements and claims with anecdotes, descriptions, facts, statistics, and/or specific examples. **VIS #3**
5. Write narratives that:
- a. develop a standard plot line (exposition, conflict, rising action, climax, falling action, denouement)
 - b. develop major and minor characters and a definite setting
 - c. use a range of appropriate strategies, such as dialogue, suspense, naming and specific narrative action including movement, gestures, and expression
 - d. establish a clear tone and a coherent thesis. **VIS #3**
6. Write persuasive presentations that:
- a. state a clear position or perspective in support of a proposition or proposal
 - b. describe the points in support of the proposition, employing clear evidence. **VIS #3**
7. Write journal entries as responses to texts and life experiences. **VIS #3**
8. Write summaries of articles and books that:
- a. contain the main idea of the event/article as well as significant details
 - b. paraphrase the information as well as include direct quotation from the source
 - c. reflect the underlying meaning of the source, not just the superficial details. **VIS #3**
9. Write research reports that:
- a. pose relevant and tightly drawn questions about the topic
 - b. convey a clear and accurate perspective on the subject
 - c. include evidence generated through the formal research process (card catalogue, Reader's Guide, computer catalogue, magazines, newspaper, dictionaries, etc.). **VIS #3**
10. Credit reference sources with footnotes and bibliography. **VIS #3**

11. Revise writing to improve organization, word choice, the logic of the ideas, subject/verb agreement, and the precision of the vocabulary. **VIS #3**
12. Compose documents with appropriate formatting, using word processing skills and principles of design such as margins, tabs, spacing, column, and page orientation, etc. **VIS #3**
13. Use print and electronic sources to locate books and materials. **VIS #3**

Grammar

Goal: To demonstrate the standard use of grammar in writing and speaking. To proofread and edit for errors in grammar and usage to create a final copy.

1. Review the parts of speech. **VIS # 1**
2. Write and punctuate different types of sentences correctly. **VIS #3**
3. Apply correct capitalization and punctuation. **VIS #1**
4. Identify and use correct pronouns and verb tense. **VIS #3**
5. Identify properly placed modifiers and the active voice. **VIS #3**
6. Identify and use quotations, commas, apostrophes, and semicolons effectively. **VIS #3**
7. Identify and correctly use hyphens, dashes, brackets, and semicolon between two clauses of a compound sentence not joined by a conjunction. **VIS #3**
8. Identify and write original prepositional phrases. **VIS #3**
9. Identify and use subject-verb agreement correctly. **VIS #3**
10. Identify and use simple and compound sentences. **VIS #3**
11. Spell derivatives correctly by applying the spelling of bases and affixes. **VIS #3**

Research/Technology

Goal: To use the computer to retrieve data, and create documents in standard manual script style.

1. Use print and electronic sources to locate books and articles. **VIS #3**
2. Use a thesaurus to select descriptive, specific, or effective vocabulary for writing. **VIS #1**
3. Use graphic organizers to organize information. **VIS #1**
4. Credit secondary sources. **VIS #3**
5. Use a word processor to plan, draft, revise, and publish writings. **VIS # 3**
6. Use available print and word processing tools to check spelling, grammar, and style. **VIS #3**