

# SEVENTH GRADE LANGUAGE ARTS

## CURRICULUM OVERVIEW

### Reading: Literature

#### **Key Ideas and Details**

- Support analysis of text by citing quotes and drawing inferences.
- Identify theme and determine its development throughout text; write summary of text.
- Identify elements (theme, setting, plot, characters, conflict and resolution, foreshadowing, point of view and character analysis) of a story and how they affect one another.
- Identify author's purpose, main idea and supporting details, sequence of events and fact vs. fiction in a text.
- Show ability to summarize, generalize and evaluate a text selection.

#### **Craft and Structure**

- Review elements of figurative language.
- Interpret the meaning of text/poetry from figurative and connotative language, and inference.
- Determine meaning by context.

#### **Range of Reading and Level of Text Complexity**

- Read a variety of text including biography, fiction, non-fiction, journalism articles, poetry, myths, fables, folktales and legends.

### Reading: Informational Text

#### **Key Ideas and Details**

- Support analysis of text by citing quotes and drawing inferences.
- Determine the main idea of a text and write a summary.
- Determine how the ideas or actions of an individual affect events.
- Use SQ3R to understand and remember what was read.

#### **Craft and Structure**

- Review elements of figurative language.
- Determine the meaning of text when using figurative and connotative language and inference.
- Determine meaning by context.
- Identify an author's point of view or purpose in a text.

#### **Range of Reading**

- Read and comprehend literary non-fiction.

### Writing

#### **Text Types and Purposes**

- Recognize the differences between writing to inform, persuade or entertain.
- Understand the differences among persuasive, narrative and informational writing and be able to produce examples of each.

#### **Persuasive/Argumentative Writing**

- Create persuasive/argumentative writing with clear reasons and relevant evidence.
- Acknowledge opposing view and logically organize evidence.
- Show understanding of topic by using information from credible sources.
- Use words, phrases and clauses to demonstrate relationships between claims and evidence.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the argument presented.

#### **Explanatory /Informative Writing**

- Demonstrate ability to use strategies to organize information prior to writing (mapping, graphing, etc.).
- Demonstrate ability to develop a topic with facts, definitions, details and examples.
- Use strategies such as cause/effect and compare/contrast to inform.
- Use transition words to maintain cohesion and clarity among ideas and concepts.
- Use relevant vocabulary to support topic.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the information/explanation presented.

## *Curriculum (continued)*

### **Narrative Writing**

- Create narrative to develop fictional or real experiences or events. Employ use of relevant, descriptive details.
- Establish a point of view and narrator for the story. Organize the sequence of the story so that it unfolds logically.
- Demonstrate the use of techniques such as dialogue, foreshadowing and description to develop characters and the story.
- Use transition words to maintain cohesion and clarity.
- Use words and phrases that contribute to the action and convey experiences and events.
- Create a conclusion in keeping with the narrative experiences or events.

### **Production and Distribution of Writing**

- Create clear, coherent writing demonstrating style appropriate to the task, purpose and audience.
- Demonstrate ability to prewrite, draft, revise and edit.
- Demonstrate ability to write using main idea, supporting details, topic sentence and conclusion.
- Recognize and avoid run-on sentences and fragments.
- Recognize and avoid idioms and clichés when writing.
- Expand, reduce and combine sentences to improve readability.
- Demonstrate use of paragraph logic.

### **Range of Writing**

- Write for a variety of purposes (business letter, journaling, journalism, poetry).

## **Language**

### **Conventions of Standard English**

- Demonstrate proper use of English grammar when writing or speaking.
- Review and correctly use the eight parts of speech.
- Show knowledge of: subject, predicate (verb), regular verbs, irregular verbs, active and passive voice, verb/noun agreement, adjective and adverb clauses, direct and indirect objects, prepositional phrases, pronoun case, participles, gerunds and infinitives.
- Demonstrate ability to differentiate: simple, compound, complex and compound-complex sentences.
- Identify difference between phrases and clauses and their function in specific sentences.
- Demonstrate proper use of punctuation, including: commas, colons, semi-colons, direct and indirect quotations and apostrophes.
- Demonstrate proper use of capitalization.
- Differentiate between common possessive pronouns and contractions.
- Show ability to express ideas without reliance on repetition or redundancy.

### **Vocabulary Acquisition and Use**

- Determine unknown word meaning by context.
- Understand nuances of vocabulary through the use of connotation and denotation in reading and writing.
- Use and understand common Greek or Latin affixes and roots as a tool to decipher word meaning.
- Show knowledge about the use of resources (dictionary, thesaurus) to determine word meaning, pronunciation and part of speech.
- Use synonyms and antonyms to help clarify word meaning.
- Read and use grade-appropriate vocabulary.

### **Research and Study Skills**

- Review study skills and test preparation.
- Review note taking, summarizing and organizing.
- Show knowledge of visual aids for gathering information (charts, graphs, outlines, timelines).

## *Instructions to Parents/Students*

- For optimal outcome complete one lesson three times a week for ten weeks.
- An answer key is located at the back of the book.
- The following icons indicate that a particular aspect of language arts is being presented:



Reading



Writing



Grammar



Punctuation



General Language Tools



Additional Enrichment



“For Your Information”

Snippets of information that do not require student input.

- A personal journal is located at the back of the book. Cut out the blue journal cover and pages on the dotted lines, then tie them together with string or ribbon. Instructions for use are located on the inside of the journal cover.
- A glossary of terms has been included on yellow paper at the back of the book.
- A supplemental reading list has been included on green paper at the back of the book.
- Parents, please read the information on the next page.

**LESSON 1****SQ3R**

Possible answers:

**Teenage Journalist**

How did B. Franklin become a journalist? What did he write? What was his job?

**Successful Business and Family Man**

What business did Ben open? When? What was his wife's name? Did they have children?

**Citizen Franklin**

What did B. Franklin do for the community? How?

**Step 3**

Answers will vary.

**CONTEXT CLUES**

Possible answers:

1. voraciously - consuming a lot, avidly
2. fictitious - not real, not true, made up
3. versatile - able to do many different things, talented
4. flourish - to succeed, do well, thrive
5. civic - relating to a city, community, public

**LESSON 2****SQ3R**

Possible answers:

**Scientist and Inventor**

What were his interests in science? What were his inventions? Are any of his inventions still used today?

**Franklin Works to Separate the Colonies from England**

What did Franklin do to help the colonies? Why did he want to separate from England? What happened in his family life during that time?

**Franklin Works at Home and Abroad**

What did he do to form a new nation? What was his mission abroad? Who helped him?

**Independence for All; Freedom for Some**

How did he help secure independence? Why was there only freedom for some? Who were they?

**End of Life for an American Hero**

When and where did B. Franklin die? Why is he considered a hero?

**CONTEXT CLUES**

Possible answers:

1. diverts - moves away in a different direction
2. meld - join together
3. militia - military
4. transpired - happened, occurred, took place
5. vehemently - very strongly, intensely, with great feeling
6. reconciled - made up with, made amends

**THE EPITAPH**

Possible answers:

1. a book; because his body was just a cover for the important content
2. God, the Creator
3. The first one: that B. Franklin wrote himself that shows his true personality and wit  
The second one: it shows that Franklin was a simple man



## Lesson #7 (continued)

### Interpreting Poetry

Read the following poems and excerpts of poems written by American poets. ( Be sure to check your dictionary for the meaning of any words that you do not know). Fill in the exercises that follow.

#### 1 *Four Ducks on a Pond* William Allingham

Four ducks on a pond,  
A grass-bank beyond,  
A blue sky of spring,  
White clouds on the wing;  
What a little thing  
To remember for years—  
To remember with tears!

#### 2 *The Train (excerpt)* Emily Dickinson

I like to see it lap the miles,  
And lick the valleys up,  
And stop to feed itself at tanks;  
And then prodigious, step  
Around a pile of mountains,  
And, supercilious, peer  
In shanties by the sides of roads.

#### 3 *There Is No Frigate Like A Book* Emily Dickinson

There is no frigate like a book  
To take us lands away,  
Nor any coursers like a page  
of prancing poetry.  
This traverse may the poorest take  
Without oppress of toll;  
How frugal is the chariot  
That bears a human soul!

#### 4 *Success (excerpt)* Emily Dickinson

Success is counted sweetest  
By those who ne'er succeed.  
To comprehend a nectar  
Requires sorest need.

#### 5 *Telling the Bees (excerpt)* John Greenleaf Whittier

Here is the place; right over the hill  
Runs the path I took;  
You can see the gap in the old wall still,  
And the stepping-stones in the shallow brook.  
There is the house, with the gate red-barred,  
And the poplars tall;  
And the barn's brown length, and the cattle-yard,  
And the white horns tossing above the wall.  
There are the beehives ranged in the sun;  
And down by the brink  
Of the brook are her poor flowers, weed-o'errun,  
Pansy and daffodil, rose and pink.

#### 6 *The Road Not Taken* Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,  
And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how weary leads on to way,  
I doubted if I should ever come back.  
I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I --  
I took the one less traveled by,  
And that has made all the difference.





## Lesson #9 (continued)

### Types of Writing

There are four forms of traditional writing: *expository*, *descriptive*, *narrative* and *persuasive*. These forms commonly overlap one another. For example, description is always part of any story. Read the definitions below.

- **Expository** writing gives information about a specific topic. The information is given through definition, examples, comparing and contrasting, reasoning, etc.
- **Descriptive** writing gives a verbal picture of a person, place or object.
- **Narrative** writing tells a story.
- **Persuasive** (or argumentative) writing attempts to prove or support a point of view.

See if you can identify the types of writing used in the following examples just by reading the introductory sentences. (There are two of each type.) Use the letter *E* to identify expository writing, *D* to identify descriptive, *N* for narrative and *P* for persuasive.

1. \_\_\_\_\_ The storm left the trees encrusted in crystal clear ice that glistened in the sun.
2. \_\_\_\_\_ For successful, long-lasting annuals, you will need to begin with good soil.
3. \_\_\_\_\_ As I approached my new school, I knew my life was about to change.
4. \_\_\_\_\_ Alex Little is by far the most capable and intelligent candidate for class president.
5. \_\_\_\_\_ Headphones are one of the many reasons that young people are losing their hearing.
6. \_\_\_\_\_ Vegetarian food should be seriously considered by everyone who has an interest in good health.
7. \_\_\_\_\_ The scariest night of my life began with my mom's call from her office.
8. \_\_\_\_\_ Her brand new scarlet red hat bobbed up and down as each wave took it farther and farther from shore.

## Lesson 23 (continued)

### Journalistic Writing

In *journalistic writing* the author states only fact and does not provide his or her personal opinion. Journalistic writings usually appear in newspapers and magazines. The headline takes the reader to the first sentence. The first sentence can be a *lead sentence* that captures the reader's attention or a *topic sentence* that clearly states the purpose of the article.

Imagine that you are a reporter for a newspaper and that your boss assigns three articles she wants you to complete. First, identify in the margin whether the first sentence is a lead or topic sentence. Then finish the article using your own creativity.

#### A Ten Dollar Treasure

Who says that garage sales are a waste of time? Last Wednesday Carla Carroll found the childhood bracelet she had lost at the beach twenty-seven years earlier. The bracelet apparently . . . \_\_\_\_\_

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#### Right Time . . . Right Place

Darrell Washington doesn't know why he decided to take another route to work. Because he did, Markie Jones was saved from certain death as Darrell pulled her to safety after seeing her flounder in the rushing current of the Potawameme River . . . \_\_\_\_\_

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#### Two for the Price of One

Lena Simon gave birth to her third set of twins at Memorial Hospital on New Year's Day. Husband, Fred, said "Help! I'm running out of names . . . \_\_\_\_\_

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## Lesson 20 (continued)

### Possessive Pronouns and Contractions

One of the most common mistakes in spelling is confusing contractions with possessive pronouns. Let's take a look at these *homophones* (words that sound the same but are spelled differently and have different meanings).

Below are the most commonly confused:

Contractions	Possessives
who's	whose
there's	theirs
they're	their
it's	its
you're	your



Read the following passages and circle the correct words.

Mom questioned, “(Who’s, Whose) puppy is this sitting on our couch?”

“Oh, Mom,” answered Abbie, “( it’s, its) a stray that has been hanging around the neighborhood all weekend. (There’s, Theirs) no one who has claimed him so far. We’ve been canvassing the streets and we’ve called the Humane Society. The poor little fella has no collar or tag. I even asked the Gomez’s if it was (they’re, their) niece’s dog and Mrs. Gomez said ‘No.’ Can we keep him please, please, please? (It’s, its) the only thing I want for my birthday. I love him so much already.”

“(You’re, your) kidding? Don’t even ask! (There’s, Theirs) absolutely, positively no way, no chance that we can take in another dog! Forget it! (It’s, its) a madhouse here every day with the three we already have. And (who’s, whose) going to get stuck taking care of him? ME! That’s who! Good ol’ Mom. Plus, (you’re, your) father will have a fit if (there’s, theirs) one more four-footed, furry creature crying to be let out at two in the morning. (You’re, Your) the one who talked me into the last two puppies, although I do admit (they’re, their) as cute as they can be. And furthermore . . . aw, look at (it’s, its) sweet little face staring up at me with those big brown eyes. I could never turn him out into the cold night. He’s so small. I guess he wouldn’t be *that* much trouble. And probably one more dog wouldn’t make *that* much difference. (You’re, your) going to love the great idea I just had! Let’s call him *Baby!*”

## Lesson 24 (continued)

### Choosing the right word

Remember, a thesaurus will provide you with words that are similar in meaning. Because the English language is so large and rich in vocabulary, very few words mean exactly the same thing. Words have *connotations* (implied meanings) that can make word choice very important. For instance, look at the following sentence:

**Mary is excited about starting school.**

The *connotation* in the sentence above is that Mary is excited in a positive way or is looking forward to the start of school.

When using a thesaurus to find synonyms for the word *excited*, here are the choices: *eager*, *thrilled*, *keyed up*, *energized*, *agitated*, *wound up*. Replacing the word “excited” with the word “agitated” gives the sentence a very different meaning, so be careful when choosing a synonym.

**Mary is agitated about starting school.**

In this sentence the *connotation* is that Mary is excited in a negative way or is nervous to be starting school. What a difference that one word makes!

### Practice!

Use a thesaurus to find new words to replace all underlined words. Write the new words on the lines below.

- The girls walked through the park on the way to soccer practice. \_\_\_\_\_
- The snake moved slowly down the winding garden path. \_\_\_\_\_
- Shaun and Nick are very happy to hear that the Egyptian mummy exhibit has opened at the science museum. \_\_\_\_\_
- In the Old West, stagecoaches were often robbed for profit. The objective of the thieves was to take jewelry and supplies. \_\_\_\_\_
- In the last episode of my favorite reality TV show, the really bad character won the whole contest!  
\_\_\_\_\_
- Kaitlyn and Bethany began to laugh in class. \_\_\_\_\_