

# Mifflin County School District Planned Instruction

Title of Planned Instruction: Language Arts  
Subject Area: Reading, Writing, Speaking, and Listening  
Grade Level: 7  
Prerequisites: None

## Course Description:

Students will engage in a variety of activities promoting effective written and oral communication skills. Emphasis will focus on literary genres, writing, speaking, and listening. Student participation will be encouraged.

Required Time: One year

Course Credit: 1

## Major Text(s) and Resources:

The Language of Literature, McDougal Littell, 1997  
Literature and Integrated Studies, Scott Foresman, 1997  
Supplemental Reading List  
Holt Handbook, Holt, Rinehart and Winston, 2003

## Names of District Subject Area Curriculum Writing Committee:

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Date of Board Approval: April 28, 2005

Strand: Reading, Writing, Speaking, and Listening

Standard: 1.1 Learning to Read Independently

Grade: 7

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Before reading, examine and identify appropriate texts for a specific purpose (e.g., for literary enjoyment, for information, or to <u>perform a task</u> ).	Discuss the author's style, background, and purpose.	Teacher observation
B. Identify and use common organizational structures and graphic features to comprehend information.	Define and discuss literary elements.	Vocabulary quiz
C. During reading, use knowledge of decoding skills, structural analysis, context clues, and glossaries to understand vocabulary.	Develop a written list or notebook of vocabulary words.	Quiz Graphic organizer
D. Identify basic facts and ideas in texts, using various strategies.	<ul style="list-style-type: none"><li>• Relate prior knowledge and personal experience to text.</li><li>• Generate questions.</li><li>• Reexamine text to clarify understanding.</li></ul>	Oral or written summary
E. Enhance a reading vocabulary.	Use a word in context to demonstrate the correct <u>meaning</u> .	Written or oral activities
G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction texts.	<ul style="list-style-type: none"><li>• Respond critically to the major ideas and themes of the text.</li><li>• Form opinions relating to text.</li><li>• Support responses with evidence from the text.</li><li>• Use various graphic organizers.</li></ul>	Test Activities Written or oral response

	<ul style="list-style-type: none"> <li>• Explain connections to related ideas, topics, or information learned through additional reading and media.</li> </ul>	
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H. Demonstrate fluency in reading.	<ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter, and pronunciation.</li> <li>• Read a variety of genres/types of text.</li> </ul>	Teacher observation
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Strand: 1.2 Reading Critically in the Content Areas  
Grade/Course: Language Arts - Grade 7

Grade Level Objectives	Performance Indicators	Assessments
A. Read and understand essential content of informational texts.	<ul style="list-style-type: none"> <li>• Differentiate fact from opinion</li> <li>• Distinguish between essential and non-essential information.</li> <li>• Make inferences and draw conclusions.</li> <li>• Evaluate organization and content.</li> </ul>	Written and oral response

B. Use and understand a variety of media relating to subject material.	Compare how different media offer a unique perspective on the information presented.	Written and oral response Discussion
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Strand: 1.3 Reading, Analyzing, and Interpreting Literature  
Grade/Course: Language Arts - Grade 7

Grade Level Objectives	Performance Indicators	Assessments
A. Read and understand works of literature.	Respond to literature through writing and discussion.	Writing scoring guide Written and oral response

B. Identify literary elements.	Analyze characterization, setting, plot, theme, and point of view.	Graphic organizer Quiz Discussion
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C. Describe the use of various literary devices.	<ul style="list-style-type: none"> <li>Identify sound techniques.</li> <li>Identify figurative language.</li> </ul>	Checklist Quiz
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D. Compare and contrast various poetic forms.	Identify the characteristics of poetic forms.	Written and oral response
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E. Analyze drama as a source of information and entertainment.	Read and recognize the elements of drama	Teacher observation
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Strand: 1.4 Types of Writing  
Grade/Course: Language Arts - Grade 7

Grade Level Objectives	Performance Indicators	Assessments
A. Develop writing using organized thoughts and detailed descriptions which will include narrative, informational, and persuasive pieces.	<ul style="list-style-type: none"> <li>Produce work in at least one literary genre that follows the conventions of that genre.</li> <li>Write multi-paragraph descriptions, evaluations, essays, and persuasive pieces.</li> </ul>	Writing sample Writing scoring guide

Strand: 1.5 Quality of Writing  
Grade/Course: Language Arts - Grade 7

Grade Level Objectives	Performance Indicators	Assessments
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"> <li>Identify topic, task, and audience.</li> <li>Establish point of view.</li> </ul>	Writing sample Writing scoring guide Peer assessment

<p>B. Write using well-developed content appropriate for the topic using specific focus areas.</p>	<ul style="list-style-type: none"> <li>• Establish audience and purpose.</li> <li>• Write paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul>	<p>Writing sample Writing scoring guide Peer assessment</p>
<p>C. Write with organization and fluency.</p>	<ul style="list-style-type: none"> <li>• Sustain a logical order within sentences and between paragraphs, using appropriate transitions.</li> <li>• Illustrate the topic and purpose in the introduction and conclusion.</li> <li>• Include an introduction, body, and conclusion.</li> </ul>	<p>Writing sample Writing scoring guide Peer assessment</p>
<p>D. Develop an understanding of the choice, use, and arrangement of words and sentence structures that create tone and voice.</p>	<ul style="list-style-type: none"> <li>• Vary types and lengths of sentences.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Use precise language and details that convey the writer's meaning.</li> </ul>	<p>Writing sample Writing scoring guide Peer assessment</p>
<p>E. Improve paragraph development.</p>	<p>Revise writing.</p>	<p>Writing sample Writing scoring guide Peer assessment</p>
<p>F. Edit and revise writing using the conventions of language according to the specific focus correction areas.</p>	<ul style="list-style-type: none"> <li>• Spell common, frequently used words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly</li> <li>• Use parts of speech correctly.</li> <li>• Use complete sentences.</li> </ul>	<p>Writing sample Writing scoring guide Peer assessment</p>

Strand: 1.6 Speaking and Listening  
 Grade/Course: Language Arts - Grade 7

Grade Level Objectives	Performance Indicators	Assessments
A. Listen to others.	<ul style="list-style-type: none"> <li>• Ask probing questions.</li> <li>• Differentiate between relevant and irrelevant information, ideas, and opinions.</li> <li>• Take notes when necessary.</li> </ul>	Teacher observation Oral presentation Peer assessment
B. Listen to selections of literature.	<ul style="list-style-type: none"> <li>• Relate selections to previous knowledge.</li> <li>• Predict content/events.</li> <li>• Summarize the events of the story.</li> <li>• Identify and define new <u>words and concepts</u>.</li> </ul>	Oral presentation Teacher observation
C. Speak using skills appropriate in formal speech situations.	<ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Adjust volume to purpose and audience.</li> <li>• Adjust pace to convey meaning.</li> <li>• Adjust content and style for different audiences.</li> </ul>	Oral presentation Teacher observation Rubric
D. Contribute to discussions.	<ul style="list-style-type: none"> <li>• Ask relevant, leading questions to gain information, clarify thinking, and understand others.</li> <li>• Respond to questions with relevant information, ideas, and opinions.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Support and explain responses when asked.</li> <li>• Paraphrase/summarize when prompted._____</li> </ul>	Teacher observation Peer assessment

E. Participate in classroom discussions.	<ul style="list-style-type: none"> <li>• Participate in everyday conversation.</li> <li>• Present an oral reading of assigned material.</li> <li>• Conduct purposeful interviews for a specific purpose.</li> <li>• Participate in informal debates.</li> </ul>	Teacher observation Peer assessment Group rubric/checklist
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F. Use media for learning purposes.	Locate, share, and discuss information gathered via different media (e.g., television, radio, newspaper, Internet).	Discussion
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Strand: 1.7 Characteristics and Function of the English Language  
Grade/Course: Language Arts - Grade 7

Grade Level Objectives	Performance Indicators	Assessments
B. Recognize the role and place of standard American English in speech, writing, and literature.	Discuss the differences between formal and informal usage.	Teacher observation

Strand: 1.8 Research  
Grade/Course: Language Arts - Grade 7

Grade Level	Performance Indicators	Assessments
A. Understand the research process.	<ul style="list-style-type: none"> <li>• Select a topic for research.</li> <li>• Locate information using appropriate sources and strategies.</li> <li>• Use primary and secondary sources.</li> <li>• Evaluate the importance and quality of sources.</li> <li>• Organize, summarize, and present the main ideas from the research.</li> <li>• Use standard method of documentation.</li> </ul>	Research product (required)

## District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities

- Whole group instruction
- Small group instruction
- Flexible groups
- Cooperative groups
- Peer revising and editing
- Writing workshop
- Teacher and peer conferencing
- Games
- Projects
- Creative activities
- Class discussion
- Modeling process
- Direct instruction
- Self-reflection
- Oral presentations
- Thematic units
- Individual Instruction
- Contract grading
- Role playing
- Dramatizations
- Independent study
- Research
- Literature Circles
- Graphic organizers (e.g., mapping, Venn diagrams)
- Read aloud
- Independent Reading
- Guest speakers
- Guided reading
- Directed reading-thinking activity
- K-W-L activities
- Before, during, and after reading activities
- Think-pair-share grouping