

## Key Information about the Language Arts Course of Study – Seventh Grade

### **Course of Study:**

The seventh grade language arts course of study is aligned with the Ohio academic content standards. Each standard includes 4-7 benchmarks for reading and 5-7 for writing, research, and communication, as well as grade level indicators. Information in the “Teaching Resources” column and the “Connections” section are referenced below:

### **Teaching Resources:**

Write Source 2000 (Great Source Education Group/Houghton Mifflin)\*

Teacher’s Manuals: Program Guide, Teacher’s Guide, Skillsbook poetry

Reader’s Handbook (Great Source Education Group/Houghton Mifflin)\*

Teacher’s Manuals: Lesson Plan Book, Student Application Book, Student Application Book/Teacher’s Edition, Teacher’s Guide, Reader’s Handbook Overheads

\*These two are *reference* as well as instructional texts to be used in conjunction with teacher-chosen novels, texts, etc.

Literature and the Language Arts/Experiencing Literature (EMC Paradigm)

Numerous teacher and student resources available.

This is a comprehensive anthology of reading, writing and grammar.

*Also included:*

- Model Year for Seventh Grade Language Arts
- Model Year Calendar for Seventh Grade Language Arts (sample for teachers new to the district)
- Seventh Grade Supplemental Resources (resources available by building)

## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### **Phonemic Awareness, Word Recognition, and Fluency Standard**

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

### **Grades Four – Eight**

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources	
A) Use context clues and text structures to determine the meaning of new vocabulary.	<p><b>By the end of Grade 7, the student will:</b></p> <p><b><i>Contextual Understanding</i></b></p> <p>1. Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example.</p>	RH* 606-620, 627-630 WS* 324 EMC* 60 (Fan Club), 196 (Serial Garden), 340 (The 11:59), R872-873, R890-1** EWSR* 54-69	
	<p><b><i>Conceptual Understanding</i></b></p> <p>3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.</p> <p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p> <p>5. Recognize and use words from other languages that have been adopted into the English language.</p> <p>6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.</p>	RH 616, 634, 637-639 RR 40-41  Poetry, RH 426-428, 455, 464  RH 689-692 WS 332-339  RH 620-625 RR 42-43, 47	EMC 60 (Fan Club), 196 (Serial Garden), 340 (The 11:59), R872-873, R890-891       EWSR 13-18, 72-88

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<p>C) Apply knowledge of connotation and denotation to learn the meaning of words.</p> <p>D) Use knowledge of symbols, acronyms, word origins and derivations to determine the meaning of unknown words.</p>	<p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p> <p><b>Structural Understanding</b></p> <p>7. Use knowledge of symbols and acronyms to identify whole words.</p>	<p>Novels, short stories RH 279 WS 136</p> <p>RH 404 WS 140, 387, 409.5</p>	<p>EMC 60 (Fan Club), 196 (Serial Garden), 340 (The 11:59) R872-873, R890-891 EWSR 101-105</p>
<p>E) Use knowledge of roots and affixes to determine the meaning of complex words.</p> <p>F) Use multiple resources to enhance comprehension of vocabulary.</p>	<p><b>Tools and Resources</b></p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.</p>	<p>RH 155-169, 626-630 WS 325-327 RR 34-37</p>	<p>EWSR 27-28, 95-100</p>

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<p><b>Related Proficiency Outcomes/ Related Assessments</b></p>	<p><b>Teacher Notes:</b></p>
Empty space for related proficiency outcomes and assessments	Empty space for teacher notes

## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources	
A) Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	<p><b>By the end of Grade 7, the student will:</b></p> <p><b><i>Comprehension Strategies</i></b></p> <p>1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.</p>	RH 24-37	EMC 7-20 (Zebra), 29-38 (Be-ers & Doers), 44-46 (Name Giveaway), 90 (Inner City), 106-108 (Under Harvest), 114-120 (Green Mamba), 176-191 (Serial Garden), 198-204 (Unforg. Journey), 210-223 (Inn of Lost Time), 277-294 (Off the Court), 371-379 (Foghorn), 406-408 (Hummingbird)
	<p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</p> <p>3. Make critical comparisons across text, noting author’s style as well as literal and implied content of text.</p> <p>4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.</p>	<p>RH 40-45, 113</p> <p>RH 185, 240, 334, 403, 386-387, 652-653</p> <p>RH 53-54, 179-183, 249-253, 262, 289-290, 652-655, 658-659</p>	
B) Apply effective reading comprehension strategies, including summarizing, and making predictions and comparisons using information in text, between text and across subject areas.			

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C) Make meaning through asking and responding to a variety of questions related to text.	<p>5. Select, create and use graphic organizers to interpret textual information.</p> <p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p>	<p>WS 56, 112-113, 309, 313-319 RH Teacher's Guide Reading Tools Inde 662-663</p> <p>RH 40, 52, 653, 660-661, 665, 672</p>	<p>EMC 7-20 (Zebra), 29-38 (Be-ers &amp; Doers), 44-46 (Name Giveaway), 90 (Inner City), 106-108 (Under Harvest), 114-120 (Green Mamba), 176-191 (Serial Garden), 198-204 (Unforg. Journey), 210-223 (Inn of Lost Time), 242-258 (How She Played Game), 277-294 (Off the Court), 371-379 (Foghorn), 406-408 (Hummingbird)</p>
D) Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.	<p><b><i>Self-Monitoring Strategies</i></b></p> <p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>RH 656-657, 486-489, 98-99, 129-131, 80-83, 114-116, 577-578, 646-649 WS 320-322, 362-368</p>	
	<p><b><i>Independent Reading</i></b></p> <p>8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>RH 396</p>	

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<p><b>*Related Proficiency Outcomes/ Related Assessments</b></p>	<p><b>Teacher Notes:</b></p>
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## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources	
A) Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	<p><b>By the end of Grade 7, the student will:</b></p> <p>1. Use text features such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents; and online tools (search engines) to locate information.</p> <p>5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p>	RH155-169, 533-555 Science 101-106, 132-136 S.S. 67-72, 77-78, 85-90, 94-96 Math 119-122, 126-128 WS 266, 268, 270-72 RH 157, 159, 163, 600-605 WS 301-306	EMC 5 (Zebra), 41 (Be- ers & Doers), 89 (Inner City), 105 (Harvest Moon), 147, 155 (Compare Essay), 175 (Serial Garden), 207 (Unforg. Journey), 227 (Inn of Lost Time), 231 (Letter Writing), 237 (Graphic Organizer)
B) Recognize the difference between cause and effect and fact and opinion to analyze text.	2. Analyze examples of cause and effect and fact and opinion.	RH 275, 281, 644-645 EMC 195 (Serial Garden), 261 (How She Played), 339, (11:59) 445 (Flying), 467 (Research Paper) R925-927 SR 5	
C) Explain how main ideas connect to each other in a variety of sources.	3. Compare and contrast different sources of information including books, magazines, newspapers and online resources to draw conclusions about a topic.	RH 383-388, 660-661 WS 261-264 EMC 49 (Name Giveaway), 58 (Fan Club)	EMC 5 (Zebra), 41 (Be- ers & Doers), 89 (Inner City), 105 (Harvest Moon), 147, 155 (Compare Essay), 175 (Serial Garden), 207 (Unforg. Journey), 227 (Inn of Lost Time), 231 (Letter Writing), 237 (Graphic Organizer)

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D) Identify arguments and persuasive techniques used in informational text.	6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.  7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.	RH 247-255, 263-364, 287-288  RH274, 280-281, 291, 391, 652-655
E) Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.	8. Compare the treatment, scope and organization of ideas from different texts on the same topic.	RH 661 EMC 261 (How She Played), 339 11:59), 445 (Flying)
F) Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.	4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.	WS 215 EMC 445 (Flying)

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## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
	<b>By the end of Grade 7, the student will:</b>	
A) Describe and analyze the elements of character development.	1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.	RH 340-350, 392-393, 508 EMC 27, 41 (Be-ers & Doers), 113, 125 (Green Mamba)
B) Analyze the importance of setting.	2. Analyze the features of the setting and their importance in a text.	RH 351-359 EMC 89, 93 (Inner City), 195 (Serial Garden), 405, 415 (Hummingbird)
C) Identify the elements of plot, and establish a connection between an element and a future event.	3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	RH 365, 368-375 EMC 5, 24 (Zebra), 27, 41 (Be-ers & Doers), 175, 194 (Serial Garden), 209, 227 & 327, 338 (Inn of Lost Time)
D) Differentiate between the points of view in narrative text.	4. Identify and compare subjective and objective points of view and how they affect the overall body of work.	RH 397, 398-399, 403, 405, 489 EMC 197 (Unforg. Journey), 385, 392 (Tell-Tale Heart), 405, 415 (Hummingbird)
E) Demonstrate comprehension by inferring themes, patterns and symbols.	5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	RH 376-382, 404-405, 490, 347-348, 489-493, 333 EMC 49, 58 (Fan Club)

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F) Identify similarities and differences of various literary forms and genres.	6. Explain the defining characteristics of literary forms and genres including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.	RH 396 WS 342 EMC ongoing
G) Explain how figurative language expresses ideas and conveys mood.	7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.	RH 354-355, 366, 416-417, 426-427, 450, 456 WS 203 EMC 43 (Name Giveaway), 89, 94 (Inner City)

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## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources	
A) Generate writing topics and establish a purpose appropriate for the audience.	<p><b>By the end of Grade 7, the student will:</b></p> <p><i>Prewriting</i></p> <p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Conduct background reading, interviews or surveys when appropriate.</p>	<p>WS 10-11 EMCG 463-465</p> <p>WS 55, 170-171, 263</p>	
	B) Determine audience and purpose for self-selected and assigned writing tasks.	<p>3. Establish a thesis statement for informational writing or a plan for narrative writing.</p> <p>4. Determine a purpose and audience.</p>	<p>WR 221 EMCG 531</p> <p>WS 99, 107-111, 143, 155-157 WR 195-196 EMCG 466-467</p>
C) Clarify ideas for writing assignments by using graphic or other organizers.		<p>5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</p>	<p>WS 10, 56, 112-113, 119, 309, 313-319</p>

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	<p><b>Drafting</b></p> <p>6. Organize writing with an effective and engaging introduction and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>7. Vary simple, compound and complex sentence structures.</p> <p>8. Group related ideas into paragraphs, including topic sentences following paragraph form and maintaining a consistent focus across paragraphs.</p> <p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p>	<p>WS 63, 66, 120</p> <p>WS 92-96, 131, 133 WS 97-106</p> <p>WS 129-136</p>	<p>EMC 5 (Zebra), 41 (Bears &amp; Doers), 89 (Inner City), 105 (Harvest Moon), 147, 155 (Compare Essay), 175 (Serial Garden), 207 (Unforg. Journey), 227 (Inn of Lost Time), 237 (Letter Writing), 318 (Biography) R880 EMCG 423-428, 431-432 EMCG 438-449 EMCG 429-430</p>
<p>D. Use revision strategies to Improve the overall organization, the clarity and consistency of ideas within and among paragraphs, and the logic and effectiveness of word choices.</p> <p>E) Select more effective vocabulary when editing by using a variety of resources and reference materials.</p> <p>F) Edit to improve fluency, grammar and usage.</p>	<p><b>Revising and Editing</b></p> <p>11. Reread and analyze clarity of writing.</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p>WS 7, 16-17, 79-83, 86-92</p> <p>WR 240-243 R 874-889</p> <p>SR RR 35</p> <p>WS 325-328 EMCG 480-486</p>	
<p>G) Apply tools to judge the quality of writing.</p>	<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>WS 74, 83, 92 WR 238-239 EMCG 480-486</p>	

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<p>H) Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</p>	<p>10. Use available technology to compose text.</p> <p><b>Publishing</b></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>WS 25-30, 483-492</p> <p>WS 37-43</p>
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## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
	<b>By the end of Grade 7, the student will:</b>	
A) Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.	1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.	WS 123-127, 153-174, 188, 190-191 WR 59-73 EMCG 504-511
B) Write responses to literature that extend beyond the summary and support judgements through references to the text	2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.	WS 175-181 EMC 21 (Zebra), 38 (Be-ers & Doers), 47 (Name Giveaway), 92, 93 (Inner City), 108 (Harvest Moon), 120 (Green Mamba), 194 (Serial Garden), 205 (Unforg. Journey), 223 (Inn of Lost Time), 259 (How She Played), 272 (400 m Freesytile), 379 (Foghorn), 409 (Hummingbird)
C) Produce letters (business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.	3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.	WS 236-259 AE 1-5 EMC R939-943)

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D) Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.	4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.	WS 208-235 EMCG 513-518
E) Use persuasive strategies including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.	5. Write persuasive essays that establish a clear position and include relevant information to support ideas.	WS 115-127 EMCG 519-525 WR 160-174 EMC 817-823 (Letter to Editor)
	6. Produce informal writing (e.g., journals, notes, poems) for various purposes.	WS 145-152

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## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use correct spelling conventions.	<p><b>By the end of Grade 7, the student will:</b></p> <p><i>Spelling</i></p> <ol style="list-style-type: none"> <li>1. Spell high-frequency words correctly.</li> </ol>	EMCG 372-390 EWSR 22-26, 29-33, 36-47 WS 411-433 R 912-913
B) Use conventions of punctuation and capitalization in written work.	<p><i>Punctuation and Capitalization</i></p> <ol style="list-style-type: none"> <li>2. Use commas, end marks, apostrophes and quotation marks correctly.</li> <li>3. Use semicolons, colons, hyphens, dashes and brackets correctly.</li> <li>4. Use correct capitalization.</li> </ol>	WS 387-403 EMCG 318-340, 348
C) Use grammatical structures to effectively communicate ideas in writing.	<p><i>Grammar and Usage</i></p> <ol style="list-style-type: none"> <li>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</li> <li>6. Use dependent and independent clauses.</li> <li>7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</li> <li>8. Conjugate regular and irregular verbs in all tenses correctly.</li> </ol>	WS 439-457 EMCG 46-53, 58-73, 80-99, 104-125, 130-139, 160-186, 194-207 EMC R890—913 EMCG 245-246  EMCG 144-155

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**Related Proficiency Outcomes/  
Related Assessments**

**Teacher Notes:**

## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
	<b>By the end of Grade 7, the student will:</b>	
A) Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.	1. Generate a topic (assigned or personal interest) and open-ended questions for research and develop a plan for gathering information.	WS 220-221, 224 EMC (on-going) EMCG 526-538
B) Locate and summarize important information from multiple sources.	2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	WS 221, 225 EMCG 526-538
	3. Identify and explain the importance of validity in sources including publication date, coverage, language, points of view and describe primary and secondary sources.	WS 229, 260-264 EMCG 526-538
C) Organize information in a systematic way.	4. Select an appropriate structure for organizing information in a systematic way (notes, outlines, charts, tables, graphic organizers).	WS 220-221, 224-226 EMCG 526-538
	5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.	WS 229, 260-264 EMCG 526-538
	6. Integrate quotations and citations into written text, maintaining a flow of ideas.	WS 229-230 EMCG 526-538
D) Acknowledge quoted and paraphrased information and document sources used.	7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	WS 229-232 EMCG 526-538

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E) Communicate findings orally, visually and in writing or through multimedia	8. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position with organized and relevant evidence about the topic or research question.	Debates
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<b>Related Proficiency Outcomes/ Related Assessments</b>	<b>Teacher Notes:</b>
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## Lakewood City Schools Language Arts Course of Study – Seventh Grade

### Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources		
A) Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.	<p><b>By the end of Grade 7, the student will:</b></p> <p><b><i>Listening and Viewing</i></b></p> <ol style="list-style-type: none"> <li>Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).</li> <li>Draw logical inferences from presentations and visual media.</li> </ol>	WS 355-360, 369-372	EMC 914-923	
	B) Explain the speaker’s point of view and use of persuasive techniques in presentations and visual media.			<ol style="list-style-type: none"> <li>Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).</li> <li>Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</li> </ol>
C) Vary language choice and use effective presentation techniques including voice modulation and enunciation.	<p><b><i>Speaking Skills and Strategies</i></b></p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</li> <li>Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</li> <li>Vary language choices as appropriate to the context of speech.</li> </ol>	WS 348-354		

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<p>D) Select an organizational structure appropriate to the topic, audience, setting, and purpose.</p>	<p><b><i>Speaking Applications</i></b></p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources and identify sources used.</li> </ul>	<p>WS 347-354</p>	<p>EMC 914-923</p>
<p>E) Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform the listener's understanding of key ideas.</p>	<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>WS 347-354</p>	
<p>F) Give presentations using a variety of delivery methods, visual materials and technology.</p>	<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support position and to address counter-arguments; and</li> <li>c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).</li> </ul>	<p>WS 347-354</p>	

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**Related Proficiency Outcomes/  
Related Assessments**

**Teacher Notes:**

## SEVENTH GRADE LANGUAGE ARTS CURRICULUM MAP –SPRING, 2003

MONTHS/WEEKS	THEMES	
August-October 10 <sup>th</sup> (1 <sup>st</sup> six weeks)	Theme: Finding Your Place in the World	
<p><b>Writing (on-going):</b></p> <p>a. Grammar Review: edit mark punctuation and capitalization</p> <p>b. Writing Skills: 1. narrative – story elements 2. expository – sequence p. 851 –EMC – “How to Chop an Onion” 3. note taking/skim &amp; scan 4. letters – invitation to Open House</p> <p>c. Reading Response Journal</p> <p>d. Vocabulary/Spelling</p>	<p><b>Reading Option:</b></p> <p>EMC short stories: *Zebra *Be-ers &amp; Do-ers *Name Giveaway *Fan Club</p> <p>Non-fiction: Appearances are Destructive</p> <p>Poetry EMC: *Name Giveaway Two People I Want to be Like</p> <p>Independent Reading: Book Report on Story Elements</p>	<p><b>Novel Options:</b></p> <p>Light in the Forest Roll of Thunder Homecoming Dicey’s Song</p>

MONTHS/WEEKS	THEMES	
October 13 <sup>th</sup> -November 30 <sup>th</sup> (2 <sup>nd</sup> six weeks)	Theme: Chills and Thrills	
<p><b>Writing (on-going):</b></p> <p>a. Grammar Review: sentence structure, fragments/ run-ons, sentence combining prepositions, conjunctions, interjections</p> <p>b. Writing Skills: 1. narrative-figurative language 2. expository – EMC Writing Source p. 74 – descriptive-setting 3. note taking/skim &amp; scan/main idea/details</p> <p>c. Reading Response Journal</p> <p>d. Vocabulary/Spelling</p>	<p><b>Reading Options:</b></p> <p>EMC short stories: *11:59 Pets *The Foghorn *Telltale Heart (CD)</p> <p>Non-fiction: Price of Freedom</p> <p>Poetry EMC: Supplement</p> <p>Independent Reading: mystery book report on plot pyramid</p>	<p><b>Novel Options:</b></p> <p>Ransom Flight 116 is Down</p>

\*EMC stories are referenced next to appropriate benchmarks/indicators. Novels have not been referenced.

MONTHS/WEEKS	THEMES	
December 1 <sup>st</sup> -January 23 <sup>rd</sup> (3 <sup>rd</sup> six weeks)	Theme: The World Around Us	
<p><b><u>Writing (on-going):</u></b></p> <ul style="list-style-type: none"> <li>a. Grammar Review:               <ul style="list-style-type: none"> <li>verbs</li> </ul> </li> <li>b. Writing Skills:               <ul style="list-style-type: none"> <li>1. narrative/dialogue</li> <li>2. expository – compare/contrast</li> <li>3. note taking/skim &amp; scan/main idea &amp; details</li> </ul> </li> <li>c. Letters               <ul style="list-style-type: none"> <li>1. to editor</li> <li>2. job application</li> </ul> </li> <li>d. Reading Response Journal</li> <li>e. Vocabulary/Spelling</li> </ul>	<p><b><u>Reading Options:</u></b></p> <p>Drama:</p> <ul style="list-style-type: none"> <li>Christmas Carol</li> </ul> <p>EMC:</p> <ul style="list-style-type: none"> <li>Jed’s Grandfather</li> <li>*The Green Mamba</li> </ul> <p>Non-fiction:</p> <ul style="list-style-type: none"> <li>The Size of Things</li> <li>Historical Photographs</li> </ul> <p>Poetry EMC:</p> <ul style="list-style-type: none"> <li>*In the Inner City (CD)</li> <li>*The City So Big</li> <li>*Under the Harvest Moon</li> </ul> <p>Independent Reading:</p> <ul style="list-style-type: none"> <li>drama/movie (review)</li> <li>EMC Writing Resource p. 147</li> <li>book report on drama/movie review</li> </ul>	<p><b><u>Novel Options:</u></b></p> <ul style="list-style-type: none"> <li>Day No Pigs Would Die</li> <li>The Giver</li> </ul>

MONTHS/WEEKS	THEMES	
<b>January 26<sup>th</sup>-March 5<sup>th</sup></b> <b>(4<sup>th</sup> six weeks)</b>	<b>Theme: Sporting Life</b>	
<p><b><u>Writing (on-going):</u></b></p> <ul style="list-style-type: none"> <li>a. Grammar Review: subject/verb agreement</li> <li>b. Writing Skills: <ul style="list-style-type: none"> <li>1. narrative – personal essay (problem/solution) overcoming obstacles</li> <li>2. expository – persuasive</li> <li>3. note taking/skim &amp; scan</li> </ul> </li> <li>c. Letters: business</li> <li>d. Reading Response Journals</li> <li>e. Vocabulary/Spelling</li> <li>f. Advertising Unit</li> </ul>	<p><b><u>Reading Options:</u></b></p> <p>Non-fiction: Off the Court Bittersweet Memoir</p> <p>Poetry EMC: Tennis in the City *400 Meter Freestyle Point Guard</p> <p>Essay: A Black Athlete Looks at Education</p> <p>Independent Reading: magazine article skill focus fact/opinion</p>	<p><b><u>Novel Options:</u></b></p> <p>Island Keeper</p>

MONTHS/WEEKS	THEMES	
March 8 <sup>th</sup> -April 23 <sup>rd</sup> (5 <sup>th</sup> six weeks)	Theme: From One World to Another	
<p><b><u>Writing (on-going):</u></b></p> <p>a. Grammar Review: nouns/pronouns</p> <p>b. Writing Skills: 1. narrative – short stories from different points of view 2. expository– cause/effect 3. note taking - outlining</p> <p>c. Reading Response Journal</p> <p>d. Vocabulary/Spelling</p>	<p><b><u>Reading Options:</u></b></p> <p>Mythology/Fairy Tales: moral lesson explanation</p> <p>EMC Stories: *The Serial Garden (CD) *An Unforgettable Journey *The Inn of Lost Time</p> <p>Non-fiction: Caesar the Giant</p> <p>Independent Reading: traditional literature identify story elements that fit traditional literature book report</p>	<p><b><u>Novel Options:</u></b></p> <p>Caught in the Act Book of Three</p>

MONTHS/WEEKS	THEMES	
April 26 <sup>th</sup> -June 7 <sup>th</sup> (6 <sup>th</sup> six weeks)	Theme: Taking Flight	
<p><b><u>Writing (on-going):</u></b></p> <p>a. Grammar Review: adjectives/adverbs</p> <p>b. Writing Skills: 1. narrative - optional 2. expository – research paper 3. note taking</p> <p>c. Reading Response Journal</p> <p>d. Vocabulary/Spelling</p>	<p><b><u>Reading Options:</u></b></p> <p>EMC Short Stories: *Hummingbird That Lived Through Winter</p> <p>Non-fiction: Taking Flight</p> <p>Poetry EMC: Feel Like a Bird Sympathy Caged Bird</p>	<p><b><u>Novel Options:</u></b></p> <p>Wrinkle in Time</p>

**Seventh Grade  
Connections to English/Language Arts Content Standards**

<b>CONTENT</b>	<b>SKILLS</b> <b>*Benchmark Correlations (A) and Grade Level Indicators (1)</b>	<b>SUGGESTED RESOURCES</b>
Informational / technical reading	<ul style="list-style-type: none"> <li>• Identify text features. (Rdg. App./Linfo. A1-2)*</li> <li>• Read content area texts. (Rdg. Appl./Info. B3, D5-6)*</li> <li>• Develop comprehension skills. (Rdg. Proc. A1; Rdg. Appl. Lit. E5)*</li> <li>• Use context clues to determine meaning of unfamiliar words. (Acqu. Voc. A1)*</li> <li>• Draw inferences. (Rdq. Appl. Lit. E5, Rdg. Proc. C6)*</li> <li>• Summarize. (Rdg. Proc. B4, D7)*</li> <li>• Differentiate fact/opinion.* (Rdg. Appl. B3)*</li> </ul>	<p>Reading Content Texts</p> <p>Teen Newsweek</p> <p>Biographies/Autobiographies</p> <p>EMC Unit 12</p>

CONTENT	SKILLS *Benchmark Correlations (A) and Grade Level Indicators (1)	SUGGESTED RESOURCES
Grammar, Capitalization and Punctuation Review	<ul style="list-style-type: none"> <li>• Construct Sentences using proper sentence structure. (Writ. Conv. C5-8)*</li> <li>• Identify parts of speech. (Writ. Conv. C5-8)*</li> <li>• Apply capitalization and punctuation rules. (Writ. Conv. B2-4)*</li> <li>• Compose written samples that demonstrate complex sentence structure. (Writ. Conv. C5-8, Writ. Proc. <i>Drafting</i> 6-9)*</li> <li>• Evaluate text for grammatical errors. Writ. Proc. D/E/F 10-14)*</li> <li>• Generate five paragraph essay that demonstrates improvement in mechanics, usage, vocabulary, and punctuation. (Writ. Proc. – ALL)*</li> </ul>	EMCG
Vocabulary Study	<ul style="list-style-type: none"> <li>• Spell and define words correctly. (Writ. Conv. A1, B2-4)*</li> <li>• Identify parts of speech. (Writ. Conv. C5-8)*</li> <li>• Create a list of synonyms and antonyms from a thesaurus/dictionary. (Acq. Voc. B2, F8)*</li> <li>• Generate vocabulary list from novel study and content areas. (Acqu. Voc. F8)*</li> <li>• Transfer vocabulary to written work. (Writ. Conv. – ALL)*</li> </ul>	EWSR EMCG EMC

CONTENT	SKILLS <b>*Benchmark Correlations (A) and Grade Level Indicators (1)</b>	SUGGESTED RESOURCES
Novel Study  Short Stories  Essays  Poetry	<ul style="list-style-type: none"> <li>• Identify literary elements. (Rdg. Appl. Lit. A1, B2, C3, D4, E5, F6, G7)*</li> <li>• Develop listening skills. (Commun. A1)</li> <li>• Develop note-taking skills. (Research C4)*</li> <li>• Analyze character roles. (Rdg. Appl. Lit. A1)*</li> <li>• Develop comprehension skills. (Rdg. Proc. A1; Rdg. Appl. Lit. E5)*</li> <li>• Use context clues to determine meaning of unfamiliar words. (Acqu. Voc. A1)*</li> <li>• Draw inferences. (Rdq. Appl. Lit. E5, Rdg. Proc. C6)*</li> <li>• Summarize. (Rdg. Proc. B4, D7)*</li> <li>• Compare forms of literature. (Rdg. Appl. F6)*</li> </ul>	EMC (on-going)  Novels

CONTENT	SKILLS <b>*Benchmark Correlations (A) and Grade Level Indicators (1)</b>	SUGGESTED RESOURCES
Essays	<ul style="list-style-type: none"> <li>• Write 5 paragraph narrative essay. (Writ. Appl. A1)*</li> <li>• Write 5 paragraph expository essay. (Writ. Appl. D4)*</li> <li>• Write 5 paragraph persuasive essay. (Writ. Appl. E5)*</li> <li>• Write book reviews. (Writ. Appl. B2)*</li> <li>• Letter writing. (Writ. Appl. C3)*</li> <li>• Journal writing. (Writ. Appl. 6)*</li> <li>• All above: All “Writing Process” Benchmarks and Indicators.</li> </ul>	<p>Formula Writing</p> <p>Current event prompts Independent novels Teacher prompts</p> <p>Write Source 2000</p> <p>EMC Unit Essays</p> <p>EMC Writing Resource</p>

CONTENT	SKILLS *Benchmark Correlations (A) and Grade Level Indicators (1)	SUGGESTED RESOURCES
Drama Study <u>Christmas Carol</u>	<ul style="list-style-type: none"> <li>• Identify literary elements. (Rdg. Appl. Lit. A1, B2, C3, D4, E5, F6, G7)*</li> <li>• Develop listening skills. (Commun. A1)*</li> <li>• Develop note-taking skills. (Research C4)*</li> <li>• Analyze character roles. (Rdg. Appl. Lit. A1)*</li> <li>• Develop comprehension skills. (Rdg. Proc. A1; Rdg. Appl. Lit. E5)*</li> <li>• Acquire vocabulary. (Acqu. Voc. A1, B2-5, C6-7, E8)*</li> <li>• Draw inferences. (Rdq. Appl. Lit. E5, Rdg. Proc. C6)*</li> <li>• Summarize. (Rdg. Proc. B4, D7)*</li> </ul>	Introducing Literature “A Christmas Carol”
Research  Oral Presentations	<ul style="list-style-type: none"> <li>• Generate topics/questions for research. (Res A1, Writ. Proc. A1-2, B3-4)*</li> <li>• Gather and evaluate appropriate sources. (Res. B2-3)*</li> <li>• Select organizational method for note taking. (Res. C4, Writ. Proc. C5)*</li> <li>• Gather, analyze and integrate information. (Res. C4-6)*</li> <li>• Write outline, draft, edit/revise, produce final copy. (Res. Writ. Appl. D4, Writ. Conv. B2-4, Writ. Proc. <i>Drafting</i> 6-9, D/E/F 10-14, G15, H16-17)*</li> <li>• Present research information orally and visually. (Res. E8, Comm. C5-7, D8, E9, F10)*</li> </ul>	LRC Internet “How to Write a Research Paper,” Canter Teacher-created research interdisciplinary units (ex: Mythology, China, Early Explorers, Science Fair) Write Source 2000 EMCG EMC Speaking & Listening Resource EMC Study & Research Resource

CONTENT	SKILLS *Benchmark Correlations (A) and Grade Level Indicators (1)	SUGGESTED RESOURCES
Propaganda – Advertising Unit	<ul style="list-style-type: none"> <li>• Explore propaganda through advertising. (Rdg. Appl. D5-6, B3)</li> <li>• Define advertising terms. (Voc. Acqu. – ALL)</li> <li>• Identify and role-play various jobs associated with advertising. (Rdg. Appl. A1-2, D5-6)</li> <li>• Create advertising campaign for a hypothetical product. (Writ. Proc. A1-2, B3-4, C5, <i>Drafting</i> 6-9, D/E/F 10-14, G15, H16-17, Writ. Appl. E5-6)*</li> <li>• Presentation of formal advertising campaign. (Comm. A1-2, B3-4, C5-7, D8, E9, F10)*</li> </ul>	InterAct Advertising Program

## Seventh Grade – Supplemental Resources

What 7 <sup>th</sup> grade units do you teach?	Emerson	Harding	Horace Mann
Research Paper	√	√	√
Advertising	√	√	√
Mythology	√	√	
Christmas Carol	√	√	√
Perform Play	√		√
7 <sup>th</sup> Grade – Independent Literary Activities	Emerson	Harding	Horace Mann
Literature Circles			√
7 <sup>th</sup> Grade - Writing	Emerson	Harding	Horace Mann
Formula Writing	√	√	√
Write Source 2000	√ (8 <sup>th</sup> )	√	√
Building English Skills	√	√	√
7 <sup>th</sup> Grade – Vocabulary / Spelling	Emerson	Harding	Horace Mann
Building English Skills		√	√
Building Spelling Skills		√	√
Words Their Way		√	
Frank Schaeffer – Vocabulary Words	√		
7 <sup>th</sup> Grade – Literary Elements	Emerson	Harding	Horace Mann
Introducing Literature	√	√	√
Journeys		√	
Elements of Literature		√	

<b>7<sup>th</sup> Grade – Listening</b>	<b>Emerson</b>	<b>Harding</b>	<b>Horace Mann</b>
Red Dog (Novel)	√	√	
Into the Dream (Novel)	√		
Phantom Victory (Novel)	√		
Something Upstairs (Novel)	√		
What Child Is This?	√		
<b>7<sup>th</sup> Grade – Oral Speaking</b>	<b>Emerson</b>	<b>Harding</b>	<b>Horace Mann</b>
Write Source 2000		√	√
<b>7<sup>th</sup> Grade – Research Paper</b>	<b>Emerson</b>	<b>Harding</b>	<b>Horace Mann</b>
LRC – Bibliography Format	√	√	√
“How to Write a Research Paper” - Canter		√	
Teacher Created Research Units	√		√
<b>7<sup>th</sup> Grade – Grammar</b>	<b>Emerson</b>	<b>Harding</b>	<b>Horace Mann</b>
BES	√	√	√
Write Source 2000		√	√
Painless Grammar			√
<b>7<sup>th</sup> Grade – Supplemental Materials</b>	<b>Emerson</b>	<b>Harding</b>	<b>Horace Mann</b>
Teen Newsweek		√	
Read Magazine	√	√	
Junior Great Books			√
Interact (Advertising)	√		√

<b>7<sup>th</sup> Grade – Supplemental Novels (Classroom sets available through the LRC)</b>	<b>Emerson</b>	<b>Harding</b>	<b>Horace Mann</b>
A Day No Pigs Would Die	√	√	
A Family Apart	√		
Blue Jacket			
Book of Three	√		
Caught in the Act	√	√	
Christmas Carol	√		
Crazy Horse Electric Game			
Dacey's Song	√		
Don't Care High			
Don't Hurt Laurie			
Flight #116 is Down	√		
Holes	√		
Homecoming	√ (GT)		
Homesick: My Own Story			
Julie of the Wolves	√		
Legend of Sleepy Hollow			√
Memory			
More Two Minute Mysteries			
Mythology	√		
Nothing But the Truth	√		
Old Yeller			
Ransom	√		
Red Pony			
Roll of Thunder Hear My Cry	√	√	
Shane			
Sign of the Beaver			
Sink the Bismark			
Slake's Limbo			

7 <sup>th</sup> Grade – Supplemental Novels (Classroom sets available through the LRC)	Emerson	Harding	Horace Mann
Slave Dancer			
Souder			
Summer of My German Soldier			
The Egypt Game	√		
The Giver		√	
The Incredible Journey	√		
The Island Keeper			
The Pearl			
The River			
The Year Without Michael			
Waiting for the Rain			
When the Legends Die			
Where the Red Fern Grows			

**Suggested Professional Readings:**

In the Middle by Nancie Atwell

Into Focus: Understanding and Creating Middle School Readers by Kylee Beers and Barbara Samuels

Seeking Diversity by Linda Rief

Strategies That Work by Stephanie Harvey and Ann Goudvis

Yellow Brick Road by Janet Allen