

Subject	Grade	Unit	
Communication Arts	7 th	Literature Unit 1: Conflicts	View
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Communication Arts	7 th	English Unit 1: 6 + 1 Traits of Writing	View
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Communication
Arts

7th

English Unit 9: Descriptive Essay

[View](#)

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Reading / Language Arts
Unit: 1 - Conflicts	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading - 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 2-A, and 2-C Writing: 2-F and 3-C Listening and Speaking: 1-A and 1-B Information Literacy: 2-A	
Benchmarks: <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times.</p> <p>Write effectively in various forms and types of writing.</p> <p>Develop and apply effective listening skills and strategies.</p> <p>Compose well-developed text using standard English conventions.</p> <p>Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.</p>	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To improve reading proficiency 2. To identify external and internal conflicts 3. To identify suspense 4. To identify foreshadowing 5. To increase awareness of vocabulary and word choice 6. To respond to stories in written expression 7. To use reading to stimulate creative writing skills 8. To identify and explain techniques used to convey messages in artwork 9. To use the following critical thinking skills: <ol style="list-style-type: none"> a. Comparing and contrasting characters b. Making inferences c. Describing a character d. Analyzing a character
<p style="text-align: center;">Activities and Assessments:</p> <p>Suggested reading assignments, activities, and homework exercises may include:</p> <p>***Before reading each selection, preview the story and discuss the various works of art. Include in the discussions the techniques that are used to convey certain messages.</p> <ul style="list-style-type: none"> ▪ Technical: includes camera techniques, framing, depth of field, lighting, exposure, and juxtaposition. ▪ Symbolic: refers to objects, setting, body language, clothing, color, etc. ▪ Written: refers to headlines, captions, speech bubbles, language style, etc. 	

1. Preview the anthology by using the textbook's table of contents and "Review and Response" pages 5-10.
2. Read "Introduction: Conflicts" by John Leggett (pages 2-5) and assessment includes 10 multiple choice questions from "Test" pages 13-14.
3. Develop vocabulary by writing original sentences ("Vocabulary Activity" pages 17-18) and read "Three Skeleton Keys" by George G. Toudouze (pages 6-16).
4. Identify external and internal conflict using "Review and Response" pages 19-20 and "Reader's Response Journal" page 1.
5. Write about a real or imagined terrifying conflict in one or two paragraphs. Describe the opposing forces, include details and tell who wins the struggle.
6. Assessment includes recognizing elements of plot, interpreting meaning, writing a paragraph, and developing vocabulary from "Test" pages 25-26.
7. Develop vocabulary by writing original sentences ("Vocabulary Activity" pages 41-42) and read "Princess" by Nicholasa Mohr (pages 28-38).
8. Identify character versus character conflict using "Review and Response" pages 43-44.
9. Complete writing assignment from "Reader's Response Journal" page 3 using a word processor.
10. Assessment includes recognizing elements of plot, interpreting meanings, writing a paragraph, and developing vocabulary from "Tests" pages 49-50.
11. Develop vocabulary by writing original sentences ("Vocabulary Activity" pages 53-54) and read "Rikki-Tikki-Tavi" by Rudyard Kipling (pages 39-51).
12. Identify suspense using "Review and Response" pages 55-56.
13. Write a paragraph describing another adventure the mongoose might have in the garden or the bungalow using a word processor.
14. Assessment includes understanding what happened, recognizing elements of plot, and developing vocabulary from "Tests" pages 61-62.
15. Develop vocabulary by writing original sentences ("Vocabulary Activity" pages 65-66) and read "A Christmas Wish" by Betty Smith (pages 52-56).
16. Identify character versus society conflict by using Review and Response pages 67-68.
17. Write a paragraph describing what special sights, sounds, smells, and tastes change a town where you live, or someone you know lives, during your favorite holiday on a word processor.
18. Assess using "Tests" pages 77-78.
19. Read a book from the unit's reading list and assess using the Scholastic Reading Counts computer quiz.
20. Final assessment includes reading a short story, analyzing the story, writing about the story, and developing vocabulary (use "Tests" pages 95-98 and teacher made vocabulary test).

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program.

Selected books from the Library Media Center and 7th grade classroom library

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade - Reading
Unit: Two – Characters	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading: 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 2-A, and 2-C Writing: 2-F and 3-C Listening and Speaking: 1-A Information Literacy: 2-A	
Benchmarks: <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times.</p> <p>Write effectively in various forms and types of writing.</p> <p>Develop and apply effective listening skills and strategies.</p> <p>Compose well-developed text using standard English conventions.</p> <p>Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.</p>	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To improve reading proficiency and expand vocabulary. 2. To gain exposure to notable authors and their works. 3. To identify and analyze the approaches to characterization. 4. To understand the relationship between character and motivation, suspense, and conflict. 5. To distinguish between static and dynamic characters. 6. To interpret and respond to literature in writing by analyzing character. 7. To identify and explain techniques used to convey messages in artwork 8. To practice the following critical thinking and writing skills: <ol style="list-style-type: none"> a. Analyzing motive b. Analyzing a character
Activities and Assessments: Suggested reading assignments, activities, and homework exercises may include: ***Before reading each selection, preview the story and discuss the various works of art. Include in the discussions the techniques that are used to convey certain messages. <ul style="list-style-type: none"> ▪ Technical: includes camera techniques, framing, depth of field, lighting, exposure, and juxtaposition. ▪ Symbolic: refers to objects, setting, body language, clothing, color, etc. ▪ Written: refers to headlines, captions, speech bubbles, language style, etc. 	

1. Read “Introduction: Characters” by John Leggett (pages 70-75) and assess using 10 multiple choice questions from “Test” pages 103-104
2. Develop vocabulary by writing original sentences (Vocabulary Activity” pages 107-108) and read “Charles” by Shirley Jackson (pages 76-80).
3. Identify methods of developing character using “Review and Response” pages 109-110.
4. Complete writing assignment from “Reader’s Response Journal” page 9 using a word processor.
5. Assessment includes understanding what happened, recognizing elements of character, and developing vocabulary from “Test” pages 115-116.
6. Develop vocabulary by writing original sentences (Vocabulary Activity” pages 119-120) and read “A Day’s Wait” by Ernest Hemingway (pages 81-86).
7. Identify character and motivation and punctuation in dialogue using “Review and Response” pages 121-123.
8. Complete writing assignment from “Reader’s Response Journal” page 10 using a word processor.
9. Assessment includes understanding what happened, interpreting meanings, writing a paragraph, and developing from vocabulary from “Test” pages 127-128.
10. Develop vocabulary by writing original sentences (Vocabulary Activity” pages 139-140) and read “Song of the Trees” by Mildred D. Taylor (pages 104-116).
11. Identify dynamic and static characters and conflict using “Review and Response” pages 141-142.
12. Complete writing assignment from “Reader’s Response Journal” page 11 using a word processor.
13. Assessment includes understanding what happened, interpreting meaning, writing a paragraph, and developing vocabulary from “Tests” pages 147-148.
14. Develop vocabulary by writing original sentences (Vocabulary Activity” pages 151-152) and read “The Dog That Bit People” by James Thurber (pages 117-122).
15. Analyze characterization using “Review and Response” pages 153.
16. Pretend you are Muggs, write a paragraph explaining your motivation – exactly why is it that you bite people.
17. Assessment includes understanding what happened, recognizing elements of character, and developing vocabulary from “Tests” pages 155-156.
18. Read a book from the unit’s assigned reading list and assess using the Scholastic Reading Counts computer quiz.
19. Final unit assessment includes reading a short story, analyzing the story, writing about the story, and developing vocabulary (use “Tests” pages 161-164 and teacher made vocabulary test).

Relevant Links:

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program.

Selected books from the Library Media Center and 7th grade classroom library.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Language Arts
Unit: Three – <u>Roll of Thunder, Hear My Cry</u>	Duration: Approximately 25 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading: 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, and 2-C Writing: 2-F and 3-C Listening and Speaking: 1-A and 1-B Information Literacy: 2-A	
Benchmarks: <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times.</p> <p>Write effectively in various forms and types of writing.</p> <p>Develop and apply effective listening skills and strategies.</p> <p>Compose well-developed text using standard English conventions.</p> <p>Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.</p>	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To improve reading proficiency and expand vocabulary. 2. To gain exposure to a notable author and her work. 3. To identify examples of characterization. 4. To identify and explain techniques used to convey messages in a movie 5. To use the following critical thinking skills: <ol style="list-style-type: none"> a. Comparing and contrasting characters b. Observing c. Analyzing dialect and non-standard English d. Detecting gender and racial bias
<p style="text-align: center;">Activities and Assessments:</p> <p>Suggested reading assignments, activities, and homework exercises may include:</p> <ol style="list-style-type: none"> 1. Read about the author and the book using <u>A Guide for Using Roll of Thunder, Hear My Cry</u> pages 6-7 and/or <u>L-I-T Guide Roll of Thunder Hear My Cry</u> pages 3-5. 2. Develop vocabulary for chapters one and two using <u>L-I-T Guide</u> page 7. 3. Read chapters one and two and complete comprehension questions from <u>L-I-T Guide</u> pages 8-9. 4. Develop vocabulary for chapters three and four and create a word link puzzle using <u>L-I-T Guide</u> pages 10-11. 5. Read chapters three and four and complete comprehension questions from <u>L-I-T Guide</u> page 12-13. 6. Complete the cooperative learning activity on racial segregation using <u>A Guide for Using Roll of</u> 	

Thunder, Hear My Cry page 12.

7. Complete the extension into the reader's own life observation activity using A Guide for Using Roll of Thunder, Hear My Cry page 14.
8. Develop vocabulary for chapters five and six using L-I-T Guide page 14.
9. Read chapters five and six and complete comprehension questions from L-I-T Guide page 15-16.
10. Find articles in the newspaper, news magazines, and/or internet of racially motivated incidents presently taking place anywhere in the world. Write a paragraph about how hate-motivated behavior makes you feel. Display articles and paragraphs on a bulletin board.
11. Develop vocabulary for chapters seven and eight using L-I-T Guide page 17.
12. Read chapters seven and eight and complete comprehension questions from L-I-T Guide page 18-19.
13. Complete the cooperative learning activity on dialect and non-standard English using A Guide for Using Roll of Thunder, Hear My Cry page 22.
14. Construct a timeline on the history of the civil rights movement using the information from A Guide for Using Roll of Thunder, Hear My Cry page 23-24.
15. Complete the extension into the reader's own life activity on prices during the great depression and current prices using A Guide for Using Roll of Thunder, Hear My Cry page 25.
16. Develop vocabulary for chapters nine and ten using L-I-T Guide page 20.
17. Read chapters nine and ten and complete comprehension questions from L-I-T Guide page 22-23.
18. Complete the cooperative learning activity on dealing with people who want to do you harm from A Guide for Using Roll of Thunder, Hear My Cry page 28.
19. Complete the extension into the reader's own life activity on detecting gender and racial bias using A Guide for Using Roll of Thunder, Hear My Cry page 30.
20. Develop vocabulary for chapters eleven and twelve using L-I-T Guide page 25.
21. Read chapters eleven and twelve and complete comprehension questions from L-I-T Guide page 24 and 27.
22. Complete the cooperative learning activity on characterization using L-I-T Guide page 28.
23. Complete the cooperative learning activity on compare and contrast using L-I-T Guide page 29.
24. Complete a crossword puzzle from the L-I-T Guide page 33.
25. Final assessment includes the unit test from A Guide for Using Roll of Thunder, Hear My Cry page 42, teacher made vocabulary test, and the Scholastic Reading Counts computer quiz.
26. Watch the video Roll of Thunder, Hear My Cry (1978) and complete a Venn diagram comparing and contrasting the book and the movie. In addition, identify and explain the techniques used in this video to convey messages.

Resources

Taylor, Mildred D. Roll of Thunder, Hear My Cry. New York: Scholastic Inc., 1976.

Jaffe, Charlotte S., and Barbara T. Doherty. L-I-T Guide: Literature In Teaching - Roll of Thunder, Hear My Cry. Hawthorne: Educational Impressions, 1997.

Levin, Michael H. A Guide for Using Roll of Thunder, Hear My Cry in the Classroom. Westminster: Teacher Created Materials, Inc., 1994.

Roll of Thunder, Hear My Cry (1978) video (in the library).

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade - Reading
Unit: 4 – Discoveries	Duration: Approximately 12 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading - 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 2-A, and 2-C Writing: 2-F and 3-C Listening and Speaking: 1-A and 1-B Information Literacy: 2-A	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times. 3. Write effectively in various forms and types of writing 4. Develop and apply effective listening skills and strategies 5. Compose well-developed text using standard English conventions 6. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To improve reading proficiency and expand vocabulary. 2. To gain exposure to notable authors and their work. 3. To define and identify the elements of the short story: setting, character, plot, conflict, point of view, and theme. 4. To define and identify irony and symbolism. 5. To interpret and respond to literature, orally and in writing, through analysis of its elements. 6. To identify and explain techniques used to convey messages in artwork 7. To practice the following critical thinking and writing skills: <ol style="list-style-type: none"> a. Describing and analyzing a character b. Analyzing internal and external conflict c. Comparing and contrasting stories
Activities and Assessments: <p>Suggested reading assignments, activities, and homework exercises may include:</p> <p>***Before reading each selection, preview the story and discuss the various works of art. Include in the discussions the techniques that are used to convey certain messages.</p> <ul style="list-style-type: none"> ▪ Technical: includes camera techniques, framing, depth of field, lighting, exposure, and juxtaposition. ▪ Symbolic: refers to objects, setting, body language, clothing, color, etc. ▪ Written: refers to headlines, captions, speech bubbles, language style, etc. <ol style="list-style-type: none"> 1. Read “Introduction: Discoveries” by John Leggett (pages 127-133) and assess using 10 multiple choice questions from “Test” pages 169-170. 2. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 185-186) and read 	

- “We Are All One” by Laurence Yep (pages 144-149).
3. Identify and apply plot and theme skills using “Review and Response” pages 187-188.
 4. Write a fantasy narrative using the creative writing prompt (pages 148) on a word processor.
 5. Assessment includes understanding what happened, interpreting meanings, writing a paragraph, and developing vocabulary from “Tests” pages 193-194.
 6. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 197-198) and read “You Can’t Just Walk on By” by Borden Deal (pages 150-153).
 7. Identify and apply the shock of recognition using “Review and Response” pages 199-200.
 8. Write a paragraph describing the battle from the snake’s point of view using a word processor.
 9. Assessment includes recognizing elements of plot, interpreting meanings, writing a paragraph, and developing vocabulary from “Tests” pages 205-206.
 10. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 209-210) and read “The Quiet Heart” by Norman Rosten (pages 154-159).
 11. Identify and apply external conflict skills by using “Review and Response” pages 211-212.
 12. Complete writing assignment from “Reader’s Response Journal” page 18.
 13. Assessment includes understanding what happened, recognizing elements of plot, and developing vocabulary from “Tests” pages 217-218.
 14. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 245-246) and read “Christmas” by Floyd Dell (pages 179-182).
 15. Identify and apply making judgments and drawing inferences using “Review and Response” pages 247-248.
 16. Assessment includes recognizing elements of plot, interpreting meanings, writing a paragraph, and developing vocabulary from “Tests” pages 249-250.
 17. Read a book from the unit’s assigned reading list and assess using the Scholastic Reading Counts computer quiz.
 18. Complete the writing assignment from “Reader’s Response Journal” page 22 using a word processor.
 19. Final assessment includes reading a short story, analyzing the story, writing about the story, and analyzing and developing vocabulary (use “Tests” pages 255-258 and teacher made vocabulary test).

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program

Selected books from the Library Media Center and 7th grade classroom library.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Reading / Language Arts
Unit: 5 – The Elements of a Short Story	Duration: Approximately 12 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading: 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 2-A, and 2-C Writing: 2-F and 3-C Listening and Speaking: 1-A and 2-A Information Literacy: 2-A	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times. 3. Write effectively in various forms and types of writing 4. Develop and apply effective listening skills and strategies 7. Compose well-developed text using standard English conventions 5. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To improve reading proficiency and expand vocabulary 2. To gain exposure to notable authors and their work 3. To define and identify the elements of a short story 4. To respond to fiction through written expression 5. To identify and explain techniques used to convey messages in artwork 6. To practice the following critical thinking and writing skills: <ol style="list-style-type: none"> a. Summarizing plot b. Analyzing character c. Identifying and explaining the function of setting d. Comparing and contrasting stories e. Associating personal experiences with a short story f. Identifying the theme of a story
<p style="text-align: center;">Activities and Assessments:</p> <p>Suggested reading assignments, activities, and homework exercises may include:</p> <p>***Before reading each selection, preview the story and discuss the various works of art. Include in the discussions the techniques that are used to convey certain messages.</p> <ul style="list-style-type: none"> ▪ Technical: includes camera techniques, framing, depth of field, lighting, exposure, and juxtaposition. ▪ Symbolic: refers to objects, setting, body language, clothing, color, etc. ▪ Written: refers to headlines, captions, speech bubbles, language style, etc. <ol style="list-style-type: none"> 1. Read “Introduction: A Story’s Building Blocks” by John Leggett (pages 187-193) and assess using 	

- 10 multiple choice questions from “Test” pages 263-264.
2. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 267-268) and read “After Twenty Years” by O. Henry (pages 194-198).
3. Identify the four parts of plot using “Review and Response” pages 269-270.
4. Complete the plot chart graphic organizer from “Reader’s Response Journal” page 23.
5. Assessment includes recognizing elements of plot, interpreting meanings, writing a paragraph and developing vocabulary from “Test” pages 275-276.
6. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 279-280) and read “Beware of the Dog” by Roald Dahl (pages 199-208).
7. Identify and apply character and setting skills using “Review and Response” pages 281-282.
8. Write a paragraph describing what you think would happen to Peter Williamson if the story continued using a word processor.
9. Assessment includes understanding what happened, recognizing elements of plot, and developing vocabulary from “Test” pages 287-288.
10. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 309-310) and read “Wine on the Desert” by Max Brand (pages 220-227)
11. Identify and apply setting skills using “Review and Response” pages 311-312.
12. Write a paragraph summarizing the main events of the story using the graphic organizer on page 226 on a word processor.
13. Assessment includes recognizing elements of plot, understanding meanings, writing a paragraph, and developing vocabulary from “Tests” pages 317-318.
14. Read a book from the unit’s assigned reading list and assess using the Scholastic Reading Counts computer quiz.
15. Final unit assessment includes reading a short story, analyzing the story, write about the story, and developing vocabulary (use “Tests” pages 343-346 and teacher made vocabulary test).

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program.

Selected books from the Library Media Center and 7th grade classroom library.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Language Arts / Reading
Unit: 6 – The Elements of Poetry	Duration: Approximately 20 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading: 1-D, 1-H, 1-I, 2-A, and 2-B Listening and Speaking: 1-A and 1-B Information Literacy: 2-A	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to the reading process 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate poetry from a variety of cultures and times 3. Develop and apply effective listening skills and strategies 4. Compose well-developed text using standard English conventions 5. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To improve reading proficiency and expand language knowledge 2. To read aloud with expression 3. To gain exposure to notable poets and their work 4. To respond to poetry through written expression 5. To identify and define the simplest elements of poetry 6. To identify and explain techniques used to convey messages in artwork 7. To use the following critical thinking and writing skills: <ol style="list-style-type: none"> a. Analyzing poetry b. Comparing and contrasting poems c. Analyzing a poet’s style d. Using vivid language e. Understanding and using figurative language f. Identifying the theme of a poem g. Recognizing how sound effects are used in poetry
<p style="text-align: center;">Activities and Assessments:</p> <p>Suggested reading assignments, activities, and homework exercises may include:</p> <p>***Before reading each selection, preview the story and discuss the various works of art. Include in the discussions the techniques that are used to convey certain messages.</p> <ul style="list-style-type: none"> ▪ Technical: includes camera techniques, framing, depth of field, lighting, exposure, and juxtaposition. ▪ Symbolic: refers to objects, setting, body language, clothing, color, etc. ▪ Written: refers to headlines, captions, speech bubbles, language style, etc. <ol style="list-style-type: none"> 1. Read “Introduction: The Elements of Poetry” by John Malcolm Brinnin (pages 255-259) and “Songs 	

- and Story-Poems” and assess using 20 multiple choice questions from “Test” pages 351-354.
2. Read the poems “The Big Rock Candy Mountain” by Anonymous, “Bury Me Not on the Lone Prairie” by Anonymous, and “The Glove and the Lions” by Leigh Hunt (pages 261-269).
 3. Identify and apply imagery, tone, and understanding a narrative poem skills by using “Review and Response” pages 355-360.
 4. Assessment includes recognizing elements of songs and stories, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry) and learning the language of poetry from “Tests” pages 361-362.
 5. Read the poems “The Sounds of Poetry” on pages 270-272 and assess using 10 multiple choice questions from “Tests” pages 365-366.
 6. Read the poems “The Cremation of Sam McGee” by Robert W. Service pages 273-277.
 7. Identify and apply rhythm and rhyme skills using “Review and Response” page 367
 8. Assessment includes recognizing rhyme and other sound effects, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry), and learning the language of poetry from “Tests” pages 369-370
 9. Read the poems “Hector the Collector” by Shel Silverstein and “Birdfoot’s Grampa” by Joseph Burchac III pages 284-288.
 10. Identify and apply alliteration, tone, and theme skills using “Review and Response” pages 375-378.
 11. Assessment includes recognizing the sounds of poetry, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry), and learning the language of poetry from “Tests” pages 379-380.
 12. Read the poems “The Tale of Custard the Dragon,” “The Kitten,” “The Dog,” “The Germ,” and “The Porcupine” by Ogden Nash and “Elements for an Autobiographical Poem” by Beatriz Radikian (pages 289-295).
 13. Identify and apply repetition, tone, humor, and free verse skills by using “Review and Response” pages 381-386.
 14. Assessment includes recognizing rhyme and other sound effects, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry) from “Tests” pages 387-388.
 15. Read introduction to “Images: Appealing to Our Senses” on pages 296-297 and assess using 5 multiple choice questions.
 16. Read the poems “Daisy” by Edward Field, “Haiku” by Shiki, Issa, Basho, and Kubonta, and “Annabel Lee” by Edgar Allan Poe pages 298-303.
 17. Identify and apply imagery and tone and image and rhyme skills by using “Review and Response” pages 395-400.
 18. Assessment includes recognizing imagery, tone, and rhyme, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry), and learning the language of poetry from “Tests” pages 401-402.
 19. Read the poems “The Flower-Fed Buffaloes” by Vachel Lindsay and “Bats” by Randall Jarrell pages 304-308.
 20. Identify and apply sensory images and evaluating imagery skills using “Review and Response” pages 403-406.
 21. Assessment includes recognizing imagery, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry), and learning the language of poetry from “Tests” pages 407-408.
 22. Read the introduction to “Figures of Speech: Making Connections” on pages 309-310 and assess using 10 multiple choice questions from “Test” pages 411-412.

23. Read the poems “Rhyming Riddle” by Mary Austin and “Giant Thunder” by James Reeves on pages 311-313.
24. Identify and apply simile and contrast and personification skills using “Review and Response” pages 413-416.
25. Assessment includes recognizing figures of speech, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry), and learning the language of poetry from “Tests” pages 417-418.
26. Read the poems “4 Daughters” by Lucille Clifton and “Cat & the Weather” by May Swenson on pages 314-317.
27. Identify and apply metaphor and analyzing figurative language using “Review and Response” pages 419-422.
28. Assessment includes recognizing figures of speech, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry), and learning the language of poetry from “Tests” pages 423-424.
29. Read the introduction to “A Poem’s Message” and assess using five multiple choice questions from “Tests” page 427.
30. Read the poems “A Word” by Emily Dickinson, “A Choice of Weapons” by Phyllis McGinley, and “The Boy and the Wolf” by Louis Untermeyer on pages 319-323.
31. Identify and apply evaluating opinions in poetry and the fable in poetry skills using “Review and Response” pages 429-432.
32. Assessment includes recognizing theme, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry), and learning the language of poetry from “Tests” pages 433-434.
33. Read the poems “The Pasture” by Robert Frost, “Madam and the Rent Man” by Langston Hughes, and “The Lost Parrot” by Naomi Shihab Nye on pages 324-330.
34. Identify and apply theme in poetry, dialogue in poetry, and inferring the message of a poem skills using “Review and Response” pages 435-440.
35. Assessment includes recognizing theme, interpreting poetry (finding facts, understanding moods and meanings, and writing about poetry), and learning the language of poetry using “Tests” pages 441-442.
36. Read a book from the unit’s assigned reading list and assess using the Scholastic Reading Counts computer quiz.
37. Final assessment includes reading a poem, analyzing the poem, writing about a poem, and analyzing the language of poetry from “Tests” pages 447-449.

Relevant Links:

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program.

Selected books from the Library Media Center and 7th grade classroom library.

Relevant Links:

Green Forest R-2 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Reading
Unit: 7 - Elements of Drama	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading: 1-C-,1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 2-A, and 2-C Writing: 1-A, 2-B, 2-C, 2-F, and 3-C Listening and Speaking: 1-A and 1-B Information Literacy: 2-A	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to the reading process 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times 3. Apply a writing process in composing text 4. Compose well-developed text using standard English conventions 5. Write effectively in various forms and types of writing 6. Develop and apply effective listening skills and strategies 7. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 8. To improve reading proficiency and expand vocabulary 9. To identify and analyze the elements of drama 10. To understand the relationships among story, plot, conflict, and character 11. To distinguish between internal and external conflict 12. To distinguish between the protagonist and the antagonist 13. To define and identify significant literary techniques: dialogue, foreshadowing, and character 14. To respond to drama in writing 15. To practice the following critical thinking skills: <ol style="list-style-type: none"> A. Analyzing a character’s thoughts and feelings B. Analyzing change in character C. Recognizing external and internal conflict D. Understanding characterization in drama 16. To identify and explain techniques used to convey messages in photos and videos

Activities and Assessments: Suggested reading assignments, activities, and homework exercises may include: <ol style="list-style-type: none"> 17. Read and discuss “The Elements of Drama” by Robert Anderson (pages 335-338) and “Responding to a Teleplay” (pages 339-340) and assess using 10 multiple choice questions from “Tests” pages 455-456.

18. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 459-460). Read the introduction to “Brian’s Song” on page 341 and have students select the character they would like to portray in Part One (see list of characters on page 343). In addition, preview Part One by discussing the photographs on pages 342, 345, 349, 352, and 359.

Read the teleplay “Brian’s Song” by William Blinn on pages 342-361. (Approximately 2 class periods.)

Review external and internal conflict using “Review and Response” pages 461-462. In addition, discuss change in character and analyzing a character’s thoughts and feelings by having the students answer the questions on page 361.

19. Assessment of “Brian’s Song” Part One includes recognizing elements of drama, interpreting meanings, summarizing the relationship between the two main characters in writing, and developing vocabulary from “Test” pages 463-464.

Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 467-468). Have students select a different character to portray in Part Two (see list of characters on page 343). In addition preview Part Two by discussing the photographs on pages 363, 368, 375, and 376.

Finish reading the teleplay “Brian’s Song” Part Two by William Blinn (pages 362-376 and 378). (Approximately 2 class periods.)

Identify characterization using “Review and Response” pages 469-470. In addition, complete the elements of drama chart from “Reader’s Response Journal” page 45.

20. Assessment of “Brian’s Song” Part Two includes understanding what happened, recognizing elements of drama, and developing vocabulary from “Test” pages 475-476.

Writing Assignment: have students write a paragraph in which they evaluate *Brian’s Song*. Students need to give reasons to support their opinion of the play in the first paragraph and discuss their responses to the play in the second paragraph. See textbook pages 381-382 for details.

Read a play independently from one of the “Read” magazines and assess using the Scholastic Reading Counts teacher made computer quiz.

Final assessment includes reading a play, analyzing the play, writing about the play, analyzing language and developing vocabulary, and applying critical thinking and writing skills (use “Tests” pages 481-485 and teacher made vocabulary test).

Watch the video [Brian’s Song](#) and identify and explain the techniques used in the video to convey messages.

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program.

“Read” magazines.

Relevant Links:

<p>Phelps County R-3 School</p>	<p>Modification Date: Board Approved Date: April 19, 2006</p>
<p>Subject: Communication Arts</p>	<p>Class Name: 7th - Reading</p>
<p>Unit: 8 - Fantasy and Science Fiction</p>	<p>Duration: Approximately 20 class periods</p>
<p>Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5</p>	
<p>Grade Level Expectations: Reading: 1-C-,1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 2-A, and 2-C Writing: 2-B, 2-C, 2-F, and 3-C Listening and Speaking: 1-A and 1-B Information Literacy: 2-A</p>	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 21. Develop and apply skills and strategies to the reading process 22. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times 23. Compose well-developed text using standard English conventions 24. Write effectively in various forms and types of writing 25. Develop and apply effective listening skills and strategies 26. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media 	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 27. To improve reading proficiency and expand vocabulary 28. To gain exposure to notable authors of fantasy and science fiction 29. To define and identify the main elements of fantasy and science fiction 30. To define and identify significant literary techniques: satire, mood, irony, fore-shadowing, and plot 31. To interpret and respond to fantasy and science fiction orally and in writing 32. To practice the following critical thinking and writing skills: <ol style="list-style-type: none"> A. Analyzing a fairy tale B. Analyzing a fantasy C. Predicting a story's outcome D. Writing a fairy tale E. Comparing and contrasting 33. To identify and explain techniques used to convey messages in artwork

Activities and Assessments:

Suggested reading assignments, activities, and homework exercises may include:

*** Before reading each selection, preview the story and discuss the various works of art. Include in the discussions the techniques used to convey certain messages (technical, symbolic, and written).

Read and discuss “Fantasy and Science Fiction” by John Leggett (pages 383-385) and “Responding to a Story” (pages 386-387). Assess using 10 multiple choice questions from “Tests” pages 489-490.

34. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 501-502) and read “The Water of Life” by Jakob and Wilhelm Grimm (pages 391-396).

35. Identify the fairy tale and quest using “Review and Response” pages 503-504. Also have students write an original fairy tale that teaches a lesson about human behavior. Students must use one element from each column from the chart found on page 396.

Assessment includes understanding what happened, recognizing elements of fantasy, and developing vocabulary from “Tests” pages 505-506.

36. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 509-510) and read “Young Ladies Don’t Slay Dragons” by Joyce Hovelsrud (pages 397-402).

37. Identify satire using “Review and Response” pages 511-512. Also have students design a reward poster that the king might have printed. Students should describe the job to be done and offer a reward to the future dragon-killer.

38. Assessment includes recognizing elements of fantasy, interpreting meanings, and developing vocabulary from “Tests” pages 517-518.

39. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 521-522) and read “The Monkey’s Paw” by W.W. Jacobs (pages 403-412).

40. Identify mood using “Review and Response” pages 523-524. Also have students write a paragraph telling what Morris’s three wishes might have been and what the previous owner’s wishes were.

41. Assessment includes understanding what happened, recognizing elements of fantasy, and developing vocabulary from “Tests” pages 529-530.

42. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 545-546) and read “The Fun They Had” by Isaac Asimov (pages 418-421).

43. Identify irony using “Review and Response” pages 547-548. In addition, have students write a paragraph describing what a normal life might be like in the year 2155.

44. Assessment includes understanding what happened, recognizing elements of fantasy, developing vocabulary (from “Tests” pages 553-554) and writing about the selection and completing a Venn diagram (from Reader’s Response Journal page 54).

45. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 557-558) and read “The Naming of Names” by Ray Bradbury (pages 423-435).

46. Identify foreshadowing and plot using “Review and Response” pages 559-560. In addition, have students write an Internet “pop-up ad” selling the idea of going to Bradbury’s Mars either to live or to vacation. Include information and pictures.

47. Assessment includes recognizing elements of fantasy, interpreting meanings, and developing vocabulary from “Tests” pages 565-566.

48. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 569-570) and read “Collecting Team” by Robert Silverberg (pages 436-446).

49. Predict and understand outcomes using “Review and Response” pages 571-572. In addition, have students complete the web about the different kinds of animals discovered and draw a picture of one those animals from “Reader’s Response Journal” page 56.

50. Assessment includes understanding what happened, recognizing elements of science fiction, and developing vocabulary from “Tests” pages 577-578.
51. Read a fantasy or science fiction book independently from an assigned reading list and assess using the Scholastic Reading Counts computer quiz.
52. Final assessment includes reading a story, analyzing the story, writing about the story, analyzing language and developing vocabulary (use “Tests” pages 583-586, “Reader’s Response Journal” page 57 and teacher made vocabulary test).

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program.

Selected books from the Library Media Center and 7th grade classroom library.

Relevant Links:

<p>Phelps County R-3 School</p>	<p>Modification Date: Board Approved Date: April 19, 2006</p>
<p>Subject: Communication Arts</p>	<p>Class Name: 7th Grade - Reading</p>
<p>Unit: 9 - Elements of Nonfiction</p>	<p>Duration: Approximately 20 class periods</p>
<p>Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.7, 1.9, 2.4, 3.1, 3.4, 3.5</p>	
<p>Grade Level Expectations: Reading: 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 3-A, 3-B, 3-C, and 3-D Writing: 2-B, 2-C, and 2-F Listening and Speaking: 1-A</p>	
<p>Benchmarks:</p> <ul style="list-style-type: none"> 53. Develop and apply skills and strategies to the reading process. 54. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times. 55. Compose well-developed text using standard English conventions. 56. Develop and apply effective listening skills and strategies. 	<p>Performance Indicators(Local Objective):</p> <ul style="list-style-type: none"> 57. Develop vocabulary through text, using roots and affixes, context clues, glossaries, dictionaries, and thesauruses. 58. Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading. 59. Apply decoding strategies to “problem-solve” unknown words when reading. 60. Read grade-level instructional text with fluency, accuracy, and appropriate expression, adjusting reading rate to difficulty and type of text. 61. Compare, contrast, analyze, and evaluate connections between information and relationships in various fiction and nonfiction works; text ideas and own experiences; and text ideas and the world by identifying how literature reflects a culture and historic time frame. 62. During reading, utilize strategies to self-question and correct; infer; visualize; predict and check using cueing systems such as meaning, structure, and visual systems. 63. Apply post-reading skills to comprehend and interpret text; question to clarify; reflect; analyze; draw conclusions; summarize; and paraphrase. 64. Analyze the features of consumer texts, such as product information and instructional data

Activities and Assessments:

Suggested reading assignments, activities, and homework exercises may include:

- Read and discuss "The Elements of Nonfiction" by Naomi Shihab Nye (pages 532-538). In addition, define hyperbole (using exaggeration for emphasis), imagery (using figurative language to represent objects, actions, or ideas), and symbolism (giving symbolic meanings to objects, events, or relationships). Throughout this unit, emphasize these examples of figurative language as well as text organizers of the various articles such as headings, captions, table of contents, index, appendix, and glossary. Assess using 10 multiple choice questions from "Tests" pages 723-724.
- Discuss "Nonfiction Text" (Scholastic page 42) and read the science article "Return of the Wolves" (Scholastic pages 43-44). Also "Teach the Text Feature Graphic Aids: Diagram" (see Scholastic page 45). "Teach the Text Structure Compare and Contrast" (see Scholastic pages 46-47) and have students complete the "Points of View" graphic organizer (Scholastic page 49).
65. Discuss "Magazine Article" (Scholastic page 54) and read the article "Hanging by a Thread" (Scholastic pages 55-56). Also "Teach the Text Feature: Chart" (see Scholastic pages 51-52).
66. "Teach the Text Structure: Problem and Solution" (Scholastic page 52) and have students complete the "Problem and Solution" graphic organizer (Scholastic page 57). In addition, have students write a summary of the article that addresses the three criteria from Scholastic page 53. Assess the summary using the rubric in "Practice the Strategy Notebook" pages 48-49.
67. Discuss "Map" (Scholastic page 60) and read "About Florida" and "Our Country's Landforms" (Scholastic pages 61, 66, and 67). Also "Teach the Text Feature" (see Scholastic page 59).
68. "Teach the Text Structure: Description" (see Scholastic page 63) and have students complete the "Main Idea/Details" graphic organizer (Scholastic page 65). In addition, have students write a summary of the map that addresses the two criteria from Scholastic page 64. Assess the summary using the rubric in "Practice the Strategy Notebook" pages 48-49.
69. Discuss "Circle and Line Graphs" (Scholastic page 70) and read "Diversity in the United States" and "Coming to America" (Scholastic pages 71, 76, and 77). Also "Teach the Text Feature" (see Scholastic page 69). "Teach the Text Structure: Compare and Contrast" (see Scholastic page 73) and have students complete the "Compare and Contrast" graphic organizer (Scholastic page 75).
- Discuss "Primary Sources" (Scholastic page 80) and read "The Shirley Letters" and "The Monroe Family" (Scholastic pages 81, 86, and 87). Also "Teach the Text Feature" (see Scholastic page 79). "Teach the Text Structure: Sequence" (see Scholastic page 83) and have students complete the "Family Time Line" graphic organizer (Scholastic page 85).
70. Discuss "Reference Sources" (Scholastic page 90) and read "Blizzard Winter" and "Black Blizzard" (Scholastic pages 91, 96, and 97). Also "Teach the Text Feature" (see Scholastic page 89) and "Teach the Text Structure: Cause and Effect" (see Scholastic page 93) and have students complete the "Cause and Effect" graphic organizer (Scholastic page 95).
71. Discuss "Online Encyclopedia Articles" (Scholastic page 100) and read "Elizabeth I, Queen of England" and "Hatshepsut: Woman Pharaoh" (Scholastic pages 101, 106, and 107). Also "Teach the Text Feature" (see Scholastic page 99) and "Teach the Text Structure: Sequence" (see Scholastic page 103) and have students complete the "Hatshepsut's Live" graphic organizer (Scholastic page 105).
72. Discuss "Online News Articles" (Scholastic page 110) and read "The Oldest Dinosaurs" and "Willo's Heart of Stone" (Scholastic pages 111, 116, and 117). Also "Teach the Text Feature" (see Scholastic page 109).

"Teach the Text Feature: Cause and Effect" (see Scholastic page 113) and have students complete the "Compare and Contrast" graphic organizer (Scholastic page 115). Have students write a summary of the article that addresses three criteria from Scholastic page 114. Assess the summary using the rubric

in "Practice the Strategy Notebook" pages 48-49.

73. Discuss "Periodicals" (Scholastic page 120) and read "Danger: High Speed!" and "Animals vs. Humans" (Scholastic pages 121, 126, 127). Also "Teach the Text Feature" (see Scholastic page 119).
74. "Teach the Text Structure: Compare and Contrast" (see Scholastic page 123) and have students complete the "Animals vs. Humans" graphic organizer (Scholastic page 125). In addition, have students write a summary of the article that addresses the two criteria from Scholastic page 124.
75. Discuss "Multi-Tiered Time Lines" (Scholastic page 130) and read "The Amazing 1800s: U.S. History, Inventions, and Daily Life" and "1763-1776: The Road to Revolution" (Scholastic pages 131, 136, and 137). Also "Teach the Text Feature" (see Scholastic page 129) and "Teach the Text Structure: Sequence" (see Scholastic page 133) and have students complete "Compare Sources" activity sheet (Scholastic page 135).
76. Discuss "Science Textbook" (Scholastic page 140) and read "What Is Under Earth's Surface" and "Journey Beneath the Earth" (Scholastic pages 141, 146, and 147). Also "Teach the Text Feature" (see Scholastic page 139) and "Teach the Text Structure: Cause and Effect" (see Scholastic page 143). Have students complete the "Cause and Effect" graphic organizer (Scholastic page 145).
77. Discuss "Social Studies Textbook" (Scholastic page 150) and read "The Country Doubles Its Size" and "The Fight for Suffrage" (Scholastic pages 151, 156, and 157). Also "Teach the Text Feature" (see Scholastic page 149) and "Teach the Text Structure: Problem and Solution" (see Scholastic page 153). In addition, have students complete the "Problem and Solution" graphic organizer (Scholastic page 155).

Explain the qualities of effective oral and written directions using the handout. Play the game "Simon Says" to practice following a complex set of oral directions. In groups, have students write directions to a children's board or card game, or have them make up the rules to a board game given the board only. Have students look at a map showing the location of a pizza parlor and a give specific delivery location. Have students write the directions from the pizza parlor to the delivery location. Assess using the scoring guide.

78. Read a nonfiction book independently from an assigned reading list and assess using the Scholastic Reading Counts computer quiz.
79. Final assessment includes reading three nonfiction articles, analyzing the articles, writing about the articles, and completing cause-and-effect charts.

Resources:

Boynton, Alice and Wiley Blevins. Teaching Students to Read Nonfiction. New York: Scholastic Professional Books, 2003.

Crawford, Ed. D., Leslie, W. and Rebecca Bowers Sipe, Ed.D. Practice the Strategy Notebook - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

The Language of Literature (Missouri Standards-Based Roadmap for Effective Instruction-Grade 7.
Evanston: McDougal Littell.

Scholastic Reading Counts computer program.

Selected books from the Library Media Center and 7th grade classroom library.

Relevant Links:

	<p>to clarify meaning</p> <ol style="list-style-type: none">9. Use details from text to summarize an author's ideas, make predictions, make inferences, evaluate the accuracy of the information, analyze propaganda techniques, analyze two or more nonfiction texts, sequence events, compare and contrast, find cause and effect, compare an author's viewpoint and provide support, and identify problem-solving processes and explain the effectiveness or solutions.10. Read and follow multi-step directions to complete a complex task.11. Identify and interpret figurative language in non-fiction text (emphasize hyperbole, imagery, and symbolism).12. Use conventions of capitalization in written text, such as titles (magazines, newspapers, songs, works of art) and proper nouns (brand names of products, nationalities).13. In composing text, use comma rules for punctuating various sentence structures, correct format in writing titles, quotation marks and in dialogue, and colons in business letter salutations.14. In composing text, use complex sentences in writing, precise and vivid language, editing to eliminate run-on sentences, and cohesive devices.15. Listen for enjoyment, for information, for directions, and critically recognize and interpret propaganda techniques.
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Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade - Reading
Unit: 10 - Myths of Greece and Rome	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading: 1-C-,1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 2-A, and 2-C Writing: 2-B, 2-C, 2-F, and 3-C Listening and Speaking: 1-A and 1-B Information Literacy: 2-A	
Benchmarks: 80. Develop and apply skills and strategies to the reading process 81. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times 82. Compose well-developed text using standard English conventions 83. Write effectively in various forms and types of writing 84. Develop and apply effective listening skills and strategies 85. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media	Performance Indicators(Local Objective): 86. To improve reading proficiency and expand vocabulary 87. To identify the purposes of mythology 88. To gain exposure to the classical heritage of Western culture 89. To gain exposure to the work of noted mythologists 90. To define and identify the terms <i>metamorphosis</i> , <i>hubris</i> , and <i>pietas</i> 91. To define and identify the following literary elements: <i>theme</i> , <i>moral</i> , <i>motive</i> , <i>tone</i> , and <i>character</i> 92. To interpret and respond to myths orally and in writing 93. To identify and explain techniques used to convey messages in artwork

<p style="text-align: center;">Activities and Assessments:</p> <p>Suggested reading assignments, activities, and homework exercises may include:</p> <p>*** Before reading each selection, preview the story and discuss the various works of art. Include in the discussions the techniques used to convey certain messages (technical, symbolic, and written).</p> <p>94. Read and discuss “The Myths of Greece and Rome” by David Adams Leeming (pages 452-456) and “Myths of Creation” (pages 457-459). Assess using 15 multiple choice questions from “Tests” pages 591,592, and 595.</p> <p>Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 597-598) and read “In the Beginning” by Jay Macpherson (pages 460-465).</p> <p>Identify an origin myth using “Review and Response” pages 599-600. In addition, after previewing a news</p>

article written about the war in Iraq, have students write a one to two paragraph news article describing the war between the Olympians and the Titans that answers who, what, when, where, and why.

Assessment includes recognizing elements of myth, interpreting meanings, writing about the selection, and developing vocabulary from “Tests” pages 605-606.

Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 609-610) and read “After the Earth Appeared” by Jay Macpherson (pages 466-471).

Identify character motivation using “Review and Response” pages 611-612. In addition, have students write a descriptive paragraph describing Pandora’s box.

Assessment includes understanding what happened, recognizing elements of myth, and developing vocabulary from “Tests” pages 617-618.

Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 635-636) and read “Myths of Nature” page 480 and assess using 5 multiple choice questions from “Tests” page 633. Also read “Ceres and Proserpine” by Rex Warner (pages 481-485).

Identify theme in mythology using “Review and Response” pages 637-638. In addition, have students write a seasonal myth explaining why the seasons change.

Assessment includes understanding what happened, recognizing elements of myth, and developing vocabulary from “Tests” pages 643-644.

Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 649-650) and read “Myth and Ritual” pages 486-487 and assess using 5 multiple choice questions from “Tests” page 647. Also read “Narcissus” (pages 488-491) and “The First Anemones” (pages 492-495) by Roger Lancelyn Green.

Identify metamorphosis in myth using “Review and Response” pages 651-652. In addition, have students write a two paragraph essay explaining what they would like to be transformed into and why.

Read “The Mysteries of Dionysus” by Olivia Coolidge (pages 496-499).

Identify characterization in mythology using “Review and Response” page 653.

Assessment includes recognizing elements of myth, interpreting meanings, writing about the selections, and developing vocabulary from “Tests” pages 655-656.

Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 661-662) and read “Myths and Morality” (page 500) and assess using 5 multiple choice questions from “Tests” page 659. Also read “Phaethon” by Robert Graves (pages 501-503).

Identify character motivation in myths using “Review and Response” pages 663-664.

Read “Daedalus” by Robert Graves (pages 504-506).

Review sequencing events using “Review and Response” pages 667-668.

Read “King Midas’s Ears” by Robert Graves (pages 507-509).

Review characterization in myths using “Review and Response” pages 669-700. In addition, have students write a descriptive paragraph describing King Midas’s rose garden after it had been turned to gold.

Assessment includes understanding what happened, recognizing elements of myth, and developing vocabulary from “Tests” pages 675-676.

95. Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 681-682) and read “Myths and History” (pages 510-511) and assess using 10 multiple choice questions from “Tests” pages 679-680. Also read “Paris and Queen Helen” (pages 512-516).

Identify details in mythology using “Review and Response” pages 683-684.

Assessment includes understanding what happened, recognizing elements of myth, and developing vocabulary from “Tests” pages 689-690.

Develop vocabulary by writing original sentences (“Vocabulary Activity” pages 693-694) and read “The Wooden Horse” by Edith Hamilton (pages 517-521).

96. Identify plot in mythology using “Review and Response” pages 695-696. In addition, have students write an introductory paragraph for an award ceremony given in honor of Odysseus.

Assessment includes recognizing elements of myth, interpreting meanings, writing about the selection, and developing vocabulary from “Tests” pages 697-698.

97. Read a myth or book about ancient Greece or Rome independently from an assigned reading list and assess using the Scholastic Reading Counts computer quiz.

98. Final assessment includes reading a short myth, analyzing the myth, writing about the myth, analyzing language, and developing vocabulary (use “Tests” pages 715-718, “Reader’s Response Journal” page 64, and teacher made vocabulary test).

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program.

Selected books from the Library Media Center and 7th grade classroom library.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade - Reading
Unit: 11 - World Folktales and Fables	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading: 1-C-,1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 2-A, and 2-C Writing: 2-B, 2-C, 2-F, and 3-C Listening and Speaking: 1-A and 1-B Information Literacy: 2-A	
Benchmarks: 99. Develop and apply skills and strategies to the reading process 100. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times 101. Compose well-developed text using standard English conventions 102. Write effectively in various forms and types of writing 103. Develop and apply effective listening skills and strategies 104. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media	Performance Indicators(Local Objective): 105. To improve reading proficiency and expand vocabulary 106. To gain exposure to folktales and fables 107. To define and identify significant literary techniques including personification, four parts of plot, characterization, tone, diction, and theme 108. To interpret and respond to folktales orally and in writing 109. To identify and explain techniques used to convey messages in artwork

Activities and Assessments: Suggested reading assignments, activities, and homework exercises may include: *** Before reading each selection, preview the story and discuss the various works of art. Include in the discussions the techniques used to convey certain messages (technical, symbolic, and written). Read and discuss "Introduction: Telling Tales" by Virginia Hamilton (pages 588-593) and assess using 10 multiple choice questions from "Tests" pages 811-812. Read the poem "He Was a Small Child" by Marmon Silko on pages 601-603. Identify the four parts of plot using "Review and Response" pages 827-828. Read "The Crane Wife" by Sumiko Yagawa on pages 604-608. Identify and apply characterization skills using "Review and Response" pages 829-830. Using "The Crane Wife" as a model, have students write their own folktale about an animal or a bird that

turns into a human being. See page 607 “Writing About the Folktale” for more details.

Read “Beauty and the Beast” by Virginia Hamilton on pages 609-614. Identify and apply elements of a fairy tale using “Review and Response” pages 835-836.

Have students write a modern day version of the “Beauty and the Beast.” See page 614 “Writing About the Story” for more details.

Read “How the Animals Came to Earth” by Julius Lester on pages 615-617. Identify and apply tone and diction skills using “Review and Response” pages 847-848.

Have students make up a story that explains how something in the world came be. See page 617 “Writing About the Story” for more details.

Assessment of “How the Animals Came to Earth” includes understanding what happened, interpreting meanings, and writing about the selection.

Read “Yama, The God of Death” by Virginia Hamilton on pages 618-622. Identify and apply personification skills using “Review and Response” pages 857-858.

Read “The Hare and the Tortoise,” “The Fox and the Grapes,” “Belling the Cat,” “The Town Mouse and the Country Mouse,” and “The Goose and the Golden Egg” by Aesop on pages 623-628. Identify theme using “Review and Response” pages 867-868.

Have students write a short animal story about an incident that could teach a lesson. See page 628 “Writing About the Fables” for more details.

Read a folktale or fable independently from an assigned reading list and assess using the Scholastic Reading Counts computer quiz.

110. Final assessment includes reading a folktale, analyzing the folktale, writing about the folktale, analyzing language, and developing vocabulary (use “Tests” pages 879-881, and teacher made vocabulary test).

Resources:

Elements of Literature - First Course. Austin: Holt, Rinehart, and Winston, Inc., 1993.

Scholastic Reading Counts computer program.

Selected books from the Library Media Center and 7th grade classroom library.

Relevant Links:

<p>Phelps County R-3 School</p>	<p>Modification Date: Board Approved Date: April 19, 2006</p>
<p>Subject: Communication Arts</p>	<p>Class Name: 7th Grade – Language Arts</p>
<p>Unit: One - 6+1 Traits of Writing</p>	<p>Duration: Approximately 15 class periods</p>
<p>Show-Me Standards Content: CA 1, 5, 6 Show-Me Standards Process: 1.1, 1.5, 1.6, 2.1, 2.2, 2.7</p>	
<p>Grade Level Expectations: Writing: 2-B, 2-C, 2-F, 3-C, and 3-E Listening and Speaking: 1-A Information Literacy: 2-A</p>	
<p>Benchmarks:</p> <ul style="list-style-type: none"> 111. Compose well-developed text, using standard English conventions 112. Write effectively in various forms and types of writing 113. Develop and apply effective listening skills and strategies 114. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media 	<p>Performance Indicators(Local Objective):</p> <ul style="list-style-type: none"> 115. To generate, develop, and evaluate ideas for writing tasks using a variety of strategies 116. To generate, select, and organize ideas for writing tasks 117. To outline and organize ideas for a multi-paragraph expository composition 118. To develop a topic and supporting paragraphs using a variety of methods 119. To write and organize paragraphs in a logical fashion presenting the information from the general to the more specific 120. To read an article and determine where the author demonstrates his or her voice 121. To understand and utilize word choice, details, imagery, and language to convey attitude toward the subject in their writing 122. To recognize and utilize appropriate diction to add precision and interest to written work 123. To select words and phrases that help the reader create mental images while reading 124. To examine and utilize vivid adjectives to enrich writing 125. To write sentences that vary in complexity and length 126. To edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences 127. To use visuals to support and point out important textual information

Activities and Assessments:

Suggested writing assignments, activities, and homework exercises may include:

128. Ideas - Brainstorming: see pages 4-7 from 6+1 Traits of Good Writing and checklist page 31 from 40 Reproducible Forms for the Writing Traits Classroom.
- Ideas - Clustering: see pages 8-11 from 6+1 Traits of Good Writing.
129. Organization - Organizational Outlines: see pages 17-22 from 6+1 Traits of Good Writing and checklist page 31 from 40 Reproducible Forms for the Writing Traits Classroom.
130. Organization - Paragraph Development: see pages 28-32 from 6+1 Traits of Good Writing.
131. Organization - Ordering Information: see pages 33-37 from 6+1 Traits of Good Writing.
132. Voice - Style: see pages 44-47 from 6+1 Traits of Good Writing and checklist page 32 from 40 Reproducible Forms for the Writing Traits Classroom.
133. Voice - Tone: see pages 52-56 from 6+1 Traits of Good Writing.
134. Word Choice - Vocabulary Tone: see pages 78-82 from 6+1 Traits of Good Writing and checklist page 32 from 40 Reproducible Forms for the Writing Traits Classroom.
135. Word Choice - Synonyms: see pages 87-91 from 6+1 Traits of Good Writing.
136. Word Choice - Adjectives: see pages 102-105 from 6+1 Traits of Good Writing.
137. Sentence Fluency - Rhythm: see pages 117-120 from 6+1 Traits of Good Writing and checklist page 33 from 40 Reproducible Forms for the Writing Traits Classroom.
138. Sentence Fluency - Sentence Variation: see pages 121-125 from 6+1 Traits of Good Writing.
139. Conventions - Completeness/Comprehensiveness: see pages 153-157 from 6+1 Traits of Good Writing and checklist page 33 from 40 Reproducible Forms for the Writing Traits Classroom.
140. Presentation: see pages 158-161, 164, 168, 169, and 172 from 6+1 Traits of Good Writing and checklist page 34 from 40 Reproducible Forms for the Writing Traits Classroom.

Resources:

Macceca, Stephanie, M.A. 6+1 Traits of Good Writing. Westminster: Teacher Created Materials, Inc., 2002.

Culham, Ruth & Amanda Wheeler 40 Reproducible Forms for the Writing Traits Classroom. New York: Scholastic Teaching Resources, 2003.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Language Arts
Unit: Two – Research Report	Duration: Approximately 40 class periods
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Reading: 3-C Writing: 1-A, 2-B, 2-C, 2-E, 2-F, 3-B, and 3-C Information Literacy: 1-A, 1-B, 1-C, and 1-D Science: Strand 8: 2-A and B	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies) from a variety of cultures and times 2. Apply a writing process in composing text. 3. Compose well-developed text using standard English conventions 4. Write effectively in various forms and types of writing 5. Develop and apply effective research process skills to gather, analyze, and evaluate information 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Respond to and evaluate model research reports using a rubric 2. Choose a topic and make a K-W-S chart 3. Get information from the internet and other appropriate sources and record it on note cards 4. Make an outline to organize information on note cards 5. Draft research report with a strong introduction, body, and conclusion 6. Revise rough draft so that quotes and information from experts are in the correct form 7. Revise rough draft so that the summary is accurate and information is not plagiarized 8. Practice capitalization and punctuation of proper nouns, proper adjectives, abbreviations, and initials 9. Proofread the research report 10. Publish the research report
<p style="text-align: center;">Activities and Assessments:</p> <p>Suggested writing assignments, activities, and homework exercises may include:</p> <ol style="list-style-type: none"> 1. Chapter One: Choosing the Topic (pages 9-10). Read and discuss “What Is a Research Paper” and “Choosing a Topic.” Use Worksheet: Choosing the Topic (pages 12) to practice determining whether a topic is acceptable or too broad and narrowing a broad topic to a specific topic.(Traits: Ideas) 2. Read a model research report and evaluate using a rubric in <u>Strategies for Writers</u> pages 206-214. 3. Discuss choosing a topic and making a K-W-S in <u>Strategies for Writers</u> page 216. Have students practice making a K-W-S chart on page 106 in <u>Practice the Strategy Notebook</u> page 106. (Traits: Ideas and Organization) 4. Have students select an important scientist (see Glencoe Science: Performance Assessment page 39 for a list of scientists and questions to be answered) for their research project and complete a K-W-S chart in <u>Practice the Strategy Notebook</u> page 108. (Traits: Organization) 	

5. Discuss the teacher-made research paper progress checklist. As each chapter is discussed have students complete the date assigned, date due, and completed columns.
6. Chapter Two: Selecting the Resources and Materials (pages 19-21 and 24-25). Read and discuss the list of various reference materials and computers in the library.
7. Visit the school's library and review the Dewey Decimal System (use page 13) and the locations of the available resources and computer usage. Have students complete the resource materials and computer scavenger hunt worksheets (pages 23 and 26).
8. Chapter Three: Completing the Bibliography Form. Discuss how to complete the teacher-made bibliography form. In groups of two, have students practice filling out bibliography form using pages 31-32.
9. Visit the library and have students find an encyclopedia article and a book on their important scientist topic. Have them complete the bibliography form for the encyclopedia article and the book.
10. Visit the computer lab. Have students find an internet article on their important scientist at <http://www.worldbookonline.com/wb/Login?ed=wb> (User Name ID: mustangs Password: green). Have students complete the bibliography form for an internet site and print the article.
11. Chapter Four: Taking Notes (pages 33-34). Discuss how to complete a note card, how to paraphrase, and how to write with direct quotations.
12. Discuss how to record information on note cards using Strategies for Writers page 217 and practice the strategy on page 107 from Practice the Strategy Notebook.
13. Watch the video: Research Skills > for Students – Avoiding Plagiarism (23 minutes). Afterwards discuss what is plagiarism, the different kinds of plagiarism, and the differences and similarities between quoting, paraphrasing, and summarizing.
14. Have students practice paraphrasing note cards by completing page 35. Then have students exchange note cards with one another and evaluate each other's note cards using page 36.
15. Have students read their important scientist materials, write their notes on index cards, and place them in their writing folder.
16. Chapter Five: Writing the Preliminary Outline (pages 37-44). Read and discuss how to write a thesis statement (see pages 37-38). Have students write their thesis statement for their important scientist. (Traits: Organization)
17. Discuss the guidelines for writing an outline (pages 39-41). Have students practice writing an outline by completing the samples outlines on pages 40 and 42. (Traits: Organization)
18. Review the guidelines for writing an outline using Strategies for Writers pages 218-219 and practice the strategy on pages 110-111 from Practice the Strategy Notebook.
19. Have students write an outline for their important scientist topic (see page 43). (Traits: Organization)
20. Have students exchange outlines and evaluate each other's outlines using page 44.
21. Chapter Six: Documenting Your Sources (pages 45-46). Read and discuss the guidelines for documenting sources using parenthetical documentation (in-text citation). Have students practice documenting (page 46) and when to document (page 48).
22. Chapter Seven: Writing the First Draft (pages 49-56). Discuss research report guidelines (page 49). Examine a sample outline and the accompanying first draft (pages 51-53).
23. Discuss how to write a strong introduction, body, and conclusion using Strategies for Writers pages 220-223 and practice writing a strong introduction on page 114 from Practice the Strategy Notebook. (Traits: Organization)
24. Have students write their rough draft. Remind them to skip a line as they write.
25. Have students exchange each other's draft and evaluate using pages 55-56. (Traits: Voice)
26. Chapter Eight: Writing the Final Outline (pages 57-62). Discuss the guidelines for writing the final outline (pages 57-60). Have students write their final outline, exchange final outlines, and evaluate using page 62). (Traits: Organization)
27. Chapter Nine: Revising and Rewriting the First Draft (pages 63-69). Discuss the guidelines for

- revising and editing the first draft (pages 63-64). Examine sample revisions (pages 65-68).
28. Discuss adding quotes and information from experts to help make important points using Strategies for Writers page 224 and practice the strategy on page 117 from Practice the Strategy Notebook. (Traits: Word Choice)
 29. Review the differences between paraphrasing and plagiarizing using Strategies for Writers page 226-227 and practice the strategy on page 118 from Practice the Strategy Notebook. (Traits: Word Choice)
 30. Discuss the proofreading marks and how they are used using the student writer's model on page 229 and page 64 in 40 Reproducible Forms for the Writing Traits Classroom. Then have students create their own proofreading chart with examples and place it in their writing folder. (Traits: Conventions)
 31. Review capitalization and punctuation of proper nouns, proper adjectives, abbreviations, and initials and proofreading marks using Strategies for Writers pages 228-229 and practice the strategy on page 119 from Practice the Strategy Notebook.
 32. Have students revise and edit their important scientist research paper. (Traits: Sentence Fluency, Word Choice, and Conventions)
 33. Chapter 10: Writing or Typing the Final Paper (pages 71-82). Discuss the guidelines for typing the research paper (page 71). Examine a student type written sample of the title page, final outline, the body, and the bibliography (pages 78-82). Also examine a final research report copy on pages 230-233 from Strategies for Writers.
 34. In the computer lab, have students type their final title page, outline, and body of paper using a computer word processor. Make sure students save their work on a disc before printing.
 35. Have students access the web-site <http://citationmachine.net/>, complete the on-line citation form using their bibliography forms, and copy and paste the correct citations onto the word processor.
 36. Chapter 11: Completing the Finishing Touches (pages 83-86). Have students complete the checklist on page 83 and add at least one graphic (graph, chart, map, diagram, photo, or illustration) to their report. Students may need to make corrections to their saved paper. (Traits: Presentation)
 37. Have students exchange their final research paper and evaluate using page 84.
 38. Chapter 12: Have students evaluate their paper using the checklist on page 85.
 39. Final evaluation includes ideas presented in an interesting way, good organization of the introduction, body, and conclusion, correct use of documentation and quotations, correctly paraphrasing instead of plagiarizing, and proper capitalization of nouns and abbreviations (use rubric on page 120-121 in Practice the Strategy Notebook).
 40. Display final research reports on a bulletin board.
 41. Students will continue writing research reports in other classes. Possible topics may include: science – a planet in our solar system, social studies – a specific state in the United States and a specific country, and literature – a biography of a well-known author.

*** In addition, use “Unit 1: Sentences” in Language Arts Today textbook as mini-grammar lessons at the beginning of the class period (approximately 5-10 minutes). Students will be required to make a “Grammar Book” by writing the grammar rules in Unit 1 and their own examples to each rule.

Relevant Links:

<http://www.worldbookonline.com/wb/Login?ed=wb> (User Name ID: mustangs Password: green)

<http://citationmachine.net/>

Resources:

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Strategies for Writers - Level G. Columbus: Zaner-Bloser, 2003.

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Practice the Strategy Notebook - Level G. Columbus: Zaner-Bloser, 2003.

Culham, Ruth and Amanda Wheeler. 40 Reproducible Forms for the Writing Traits Classroom. New York: Scholastic Teaching Resources, 2003.

Glencoe Science: Performance Assessment. New York: Glencoe McGraw-Hill .

Graham, Leland, and Darriel Ledbetter. How to Write a Great Research Report - A Step-By-Step Guide. Nashville: Incentive Publications, Inc., 1994.

Language Arts Today. New York: McGraw-Hill School Division, 1998.

Research Skills > for Students: Avoiding Plagiarism. Schlessinger Media, Wynnewood, PA. . Video, 2004.

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Language Arts
Unit: Three – Personal Narrative	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 1, 4, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.8, 1.10, 2.1, 2.2, 2.3, 4.6	
Grade Level Expectations: Writing: 1-A, 2-B, 2-E, 2-F, 3-A, 3-B, and 3-E Listening and Speaking: 1-A and 2-A	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text 2. Compose well-developed text using standard English conventions 3. Write effectively in various forms and types of writing 4. Develop and apply effective listening skills and strategies 5. Develop and apply effective speaking skills and strategies for various audiences and purposes. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To respond to and evaluate model personal narratives using a rubric 2. To collect and organize notes in a 5 Ws chart 3. To write an interesting lead paragraph 4. To write a personal narrative rough draft while referring to a rubric 5. To revise the rough draft so that each paragraph has a topic sentence with supporting details 6. To revise the rough draft so that sentences and paragraphs are in the most effective order 7. to practice correcting sentence fragments and run-on sentences 8. To proofread the personal narrative 9. To publish the personal narrative 10. To rewrite the personal narrative as a picture book for young children 11. To read the picture book to either the kindergarten, first, or second grade class
Activities and Assessments: Suggested writing assignments, activities, and homework exercises may include: <ol style="list-style-type: none"> 1. Read a model personal narrative “A Journey Back in Time” by Melanie Van der Hoff (pages 10-13) and evaluate using a rubric (pages 14-18). 2. Discuss the prewriting strategy “gather: list things the audience should know about the topic” by using the student writer’s model on pages 19-20 and in “Practice the Strategy Notebook” page 6. (Traits: Ideas) 3. Discuss the prewriting strategy “organize: make a 5 Ws chart to organize notes” by using the student writer’s model on page 21 and in “Practice the Strategy Notebook” page 8. (Traits: Organization) 4. Discuss the drafting strategy “start with a lead paragraph that presents the 5 Ws in an interesting way” by using the student writer’s model on pages 22-23 and in “Practice the Strategy Notebook” page 10. (Traits: Organization) 	

5. Discuss the revising strategy “elaborate: check each paragraph for topic sentences with supporting details” by using the student writer’s model on page 24 and in “Practice the Strategy Notebook” pages 12-13. (Traits: Organization)
6. Discuss the revising strategy “clarify: check to see that sentences and paragraphs are in the most effective order” by using the student writer’s model on page 25 and in “Practice the Strategy Notebook” page 14. (Traits: Organization and Sentence Fluency)
7. Review and practice the conventions and skills rules for correcting sentence fragments and run-on sentences by using pages CS 2 – CS 3 and the student writer’s model on page 26. (Traits: Conventions)
8. Practice the editing strategy “proofreading” by using the “Practice the Strategy Notebook” pages 15. (Traits: Conventions)
9. Discuss the publishing strategy by using the student writer’s model on pages 28-31 and in “Practice the Strategy Notebook” pages 16-17. (Traits: Presentation)
10. Have students brainstorm and select their own personal narrative topic to write to their parents and apply the prewriting strategies of gather and organize by listing things their audience should know about their topic and creating and completing a 5 Ws chart. (Traits: Ideas and Organization)
11. Have students begin drafting their rough draft by writing the lead paragraph and the rest of the 7-8 paragraph narrative. (Traits: Organization)
12. Review voice and word choice using the checklists from 40 Reproducible Forms for the Writing Traits Classroom page 32. Have students individually revise their paper for voice and add more lively verbs, precise nouns, and descriptive adjectives. Also students should check their draft to see that each paragraph has a topic sentence and supporting details, and paragraphs are in the most effective order. (Traits: Organization, Voice and Word Choice)
13. Have students edit their narratives in groups of two. (Traits: Conventions)
14. Have students type their narratives on a word processor. Display final narratives on a bulletin board. (Traits: Presentation)
15. Have students select important details in their narrative and rewrite and illustrate it as a picture book for young children. (Traits: Presentation)
16. Have students read their books to the kindergarten, first or second grade class.
17. Assess the final personal narrative using the rubric in “Practice the Strategy Notebook” pages 16-17.

***In addition, use “Unit 3: Nouns” in Language Arts Today textbook as mini-grammar lessons at the beginning of the class period (approximately 5-10 minutes). Students will continue with their “Grammar Book” by writing the grammar rules in Unit 3 and their own examples to each rule.

Resources:

Crawford, Leslie W. Ed. D., and Rebecca Bowers Sipe, Ed. D. Strategies for Writers – Level G. Columbus: Zaner-Bloser, Inc., 2003.

Crawford, Leslie W. Ed. D., and Rebecca Bowers Sipe, Ed. D. Practice the Strategy Notebook – Level G. Columbus: Zaner-Bloser, Inc., 2003.

Culham, Ruth and Amanda Wheeler. 40 Reproducible Forms for the Writing Traits Classroom. New York: Scholastic Teaching Resources, 2003.

Language Arts Today. New York: McGraw-Hill School Division, 1998.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade - Language Arts
Unit: Four - Summary	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 1, 4, 5, 6 Show-Me Standards Process: 1.1, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 4.6	
Grade Level Expectations: Writing: 1-A, 2-B, 2-D, 2-E, 2-F, 3-B, 3-C, 3-D, and 3-E Listening and Speaking: 1-A and 2-A	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text. 2. Compose well-developed text using standard English conventions 3. Write effectively in various forms and types of writing 4. Develop and apply effective listening skills and strategies 5. Develop and apply effective speaking skills and strategies for various audiences and purposes 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To respond to and evaluate model summaries using a rubric 2. To read an article and record the five W's in a chart 3. To record each main idea and supporting details in a main-idea table 4. To write a summary rough draft referring to a rubric 5. To revise the rough draft so that it is focused on the topic and doesn't include information that is too detailed 6. To use active voice in the summary 7. To practice using pronouns and their antecedents correctly in the rough draft 8. To proofread the summary 9. To publish the summary 10. To present the final summary to the class
Activities and Assessments: <p>Suggested writing assignments, activities, and homework exercises may include:</p> <ol style="list-style-type: none"> 1. Read a model summary of "The Structure that Never Sleeps" by Lidia Peretsky and the article itself by Kim Williams (pages 80-83) and evaluate using a rubric (pages 84-88). 2. Discuss the prewriting strategy "gather: read an article on a topic and write down the 5 Ws from the article" by using the student writer's models on pages 89-92 and in <u>Practice the Strategy Notebook</u> pages 38-40. (Traits: Ideas and Organization) 3. Discuss the prewriting strategy "organize: make a main-idea table" on page 93 and in <u>Practice the Strategy Notebook</u> page 41-42. (Traits: Organization) 4. Discuss drafting strategy "keep it brief and present main ideas accurately" by using the student writer's models on pages 94-95 and in <u>Practice the Strategy Notebook</u> pages 43-44. (Traits: Organization) 5. Discuss the revising strategy "elaborate: stay focus on the topic and don't include information that is too detailed" by using the student writer's models on page 96 and in <u>Practice the Strategy Notebook</u> page 45. (Traits: Organization, Sentence Fluency, and Voice) 6. Discuss the revising strategy "clarify: use active voice as much as possible" by using the student writer's models on page 97 and in <u>Practice the Strategy Notebook</u> page 46. (Traits: Word Choice) 7. Review and practice the conventions and skills rules for using pronouns and their antecedents 	

correctly by using pages CS 8-CS 9 and the student writer's model on page 98-99. (Traits: Conventions)

8. Practice the editing strategy "proofreading" by using page 47 in Practice the Strategy Notebook. (Traits: Conventions)
9. Discuss the publishing strategy by using the student writer's model on pages 100-101 and evaluate using the rubric in Practice the Strategy Notebook pages 48-49. (Traits: Presentation)
10. Have students select an article to summarize from Teaching Students to Read Nonfiction or an assigned internet web-site and practice the prewriting strategies gather and organize by using photocopies of Practice the Strategy Notebook page 40-42. (Traits: Organization)
11. Have students write a rough draft of their summary using a main idea table. (Traits: Organization)
12. Have students apply the revising strategies elaborate and clarify as well as checking for appropriate voice by revising their own rough draft. Students may work in groups of two. (Traits: Voice, Sentence Fluency, and Word Choice)
13. Have student proofread their summary. Students may use the chart of proofreader marks created in Unit Two. (Traits: Conventions)
14. Have students type their rough draft on a word processor. Students also need to add at least one visual. (Traits: Presentation)
15. Have students present their summary to the class by only using notecards in a 2-3 minute presentation.
16. Assess the final summary using the rubric in "Practice the Strategy Notebook" pages 48-49.
17. Randomly select three summaries (from those that received a grade of C or higher) and post them on the teacher's web page.

***In addition, use "Unit 5: Verbs" in Language Arts Today textbook as mini-grammar lessons at the beginning of the class period (approximately 5-10 minutes). Students will continue with their "Grammar Book" by writing the grammar rules in Unit 5 and their own examples to each rule.

Relevant Links:

Resources:

Boyton, Alice and Wiley Blevins. Teaching Students to Read Nonfiction. New York: Scholastic Professional Books, 2003. Pages 43-44, 76-77, 86-87, 106-107, and 156-157.

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Strategies for Writers - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Practice the Strategy Notebook - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Language Arts Today. New York: McGraw-Hill School Division, 1998.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade - Language Arts
Unit: Unit Five – Cause And Effect Report	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 1, 4, 5, 6 Show-Me Standards Process: 1.2, 1.5, 1.6, 1.8, 2.1, 2.2, 4.6	
Grade Level Expectations: Writing: 1-A, 2-C, 2-E, 2-F, 3-B, 3-C, and 3-E Listening and Speaking: 1-B and 2-A Information Literacy: 1-C	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text 2. Compose well-developed text using standard English conventions 3. Write effectively in various forms and types of writing 4. Develop and apply effective listening skills and strategies 5. Develop and apply speaking skills and strategies for various audiences and purposes 6. Develop and apply effective research process skills to gather, analyze, and evaluate information 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To respond to and evaluate model cause-and-effect reports using a rubric 2. To read an article and complete the accompanying cause-and-effect graphic organizer 3. To compose a thesis statement for the report 4. To write a rough draft of the report 5. To revise the rough draft so that it includes enough supporting details to show how a cause leads to certain effects 6. To use transition words in the report to make the cause-and-effect relationships clear 7. To use apostrophes correctly in possessive nouns and contractions 8. To proofread the report 9. To publish the report 10. To present the final report to the class
Activities and Assessments: Suggested writing assignments, activities, and homework exercises may include: <ol style="list-style-type: none"> 1. Read a model cause-and-effect report “The Perils of Sleep Deprivation” by Dennis Nilssen on pages 188-189 and evaluate using the rubric on pages 190-194. 2. Discuss the prewriting strategy “gather: choose a condition that causes certain effects, research, and take notes on it” by using the student writer’s model on pages 195-196 and in “Practice the Strategy Notebook” pages 96-97. (Traits: Ideas and Organization) 3. Discuss the prewriting strategy “organize: make a cause-and-effect chain to organize notes” by using the student writer’s models on page 197 and in “Practice the Strategy Notebook” page 98. (Traits: Organization) 4. Discuss how to compose a thesis statement and draft the report by using the student writer’s models on pages 198-199 and in “Practice the Strategy Notebook” pages 99-100. (Traits: Organization) 5. Discuss the revising strategy “elaborate: include enough supporting details to show how a cause leads to certain effects” by using the student writer’s models on page 200 and in “Practice the Strategy Notebook” page 101. (Traits: Organization and Sentence Fluency) 6. Discuss the revising strategy “clarify: use transition words to make the cause-and-effect relationships clear” by using the student writer’s models on page 201 and in “Practice the Strategy 	

- Notebook” page 102. (Traits: Word Choice)
7. Discuss the editing strategy “proofread: using apostrophes correctly in possessive nouns and contraction” by using the student writer’s models on pages 202-203 and CS 18 – CS 19 and in “Practice the Strategy Notebook” page 103. (Traits: Convention)
 8. Discuss the publishing strategy by using the student writer’s models on pages 204-205 and evaluate using the rubric in “Practice the Strategy Notebook” pages 104-105. (Traits: Presentation)
 9. Have students select an article to write a cause-and-effect report from Teaching Students to Read Nonfiction or an assigned internet web-site and apply the prewriting strategies of reading, researching, taking notes, and completed a cause-and-effect chain or other graphic organizer. (Traits: Ideas and Organization)
 10. Have students compose a thesis statement and write the rough draft of their multi-paragraph report. (Traits: Organization)
 11. Have students revise their reports to include enough supporting details to show how a cause leads to certain effects and to include transition words to make the cause-and-effect relationships clear. (Traits: Organization, Word Choice, Sentence Fluency, and Voice)
 12. Have students edit their report. Make sure apostrophes in possessive nouns and contractions are used correctly. Students may work in groups of two. (Traits: Conventions)
 13. Have students type up their reports on a word processor and include at least one chart or graph based upon their report. (Traits: Presentation)
 14. Have students use note cards and a visual model (i.e. poster) to present their report to the class.
 15. Assess the final cause-and-effect report by using the rubric in “Practice the Strategy Notebook” pages 104-105.
 16. Randomly select three reports (from those that received a grade of C or higher) and post them on the teacher’s web page.

***In addition, use “Unit 7: Pronouns” in Language Arts Today textbook as mini-grammar lessons at the beginning of the class period (approximately 5-10 minutes). Students will continue with their “Grammar Book” by writing the grammar rules in Unit 7 and their own examples to each rule.

Resources:

Boyton, Alice and Wiley Blevins. Teaching Students to Read Nonfiction. New York: Scholastic Professional Books, 2003. Pages 55-56, 95-97 and 145-147.

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Strategies for Writers - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Crawford, Leslie W. Ed. D., and Rebecca Bowers Sipe, Ed. D. Practice the Strategy Notebook – Level G. Columbus: Zaner-Bloser, Inc., 2003.

Language Arts Today. New York: McGraw-Hill School Division, 1998.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Language Arts
Unit: 6 – Persuasive Letter	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 1, 4, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing: 1-A, 2-C, 2-E, 3-B, 3-C, 3-E Listening and Speaking: 1-B	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text 7. Compose well-developed text using standard English conventions 8. Write effectively in various forms and types of writing 9. Develop and apply effective listening skills and strategies 	Performance Indicators(Local Objective) : <ol style="list-style-type: none"> 1. To respond to and evaluate a model persuasive letter using a rubric 2. To choose an issue with a strong opinion and list reasons, facts, and examples to support the opinion 3. To complete a persuasion map to organize reasons, facts, and examples 4. To draft the letter using topic sentences to present the reasons for the opinion 5. To revise the rough draft so that detail sentences in the paragraphs provide strong support for the topic sentences 6. To revise the rough draft so that misused homophones and other easily confused words are used correctly 7. To edit the rough draft so that it is in the correct business letter form 8. To practice correcting sentences with double negatives 9. To publish the letter by mailing a copy of it to the appropriate person 10. To present the final letter to the class
Activities and Assessments:	
<p>Suggested writing assignments, activities, and homework exercises may include:</p> <ol style="list-style-type: none"> 1. Read the model persuasive business letter by Susan Bernini (pages 166-167) and evaluate using a rubric (pages 168-172) 2. Discuss the prewriting strategy “gather: choose an issue with a strong opinion and list reasons, facts, and examples to support the opinion” by using the student writer’s model on pages 173-174 and in “Practice the Strategy Notebook” pages 84-85. (Traits: Ideas) 3. Discuss the prewriting strategy “gather: complete a persuasion map to organize reasons, facts, and examples” by using the student writer’s model on page 175 and in “Practice the Strategy Notebook” pages 86-88. (Traits: Organization) 4. Discuss the drafting strategy “use topic sentences to present the reasons for the opinion” by using the student writer’s model on pages 176-177 and in “Practice the Strategy Notebook” pages 89-90. (Traits: Organization) 	

5. Discuss the revising strategies “detail sentences provide strong support for topic sentence and correct use of homophones and other easily confused words” by using the student writer’s model on pages 178-179 and in “Practice the Strategy Notebook” pages 91-92. (Traits: Sentence Fluency, Conventions, and Voice)
6. Discuss the editing strategies “correct business letter format and double negatives” by using the student writer’s model on pages 180-181 and CS 16 – CS 17 and in “Practice the Strategy Notebook” page 93. (Traits: Conventions)
7. Discuss the publishing strategy “mail the letter to the appropriate person” by using the student writer’s model on pages 182-185. Have students select an issue to write a persuasive letter on from a list, or they can create their own topic. (Traits: Presentation and Ideas)
8. Have students list reasons, facts, and examples to support their opinion and create a persuasion map to organize those reasons. (Traits: Ideas and Organization)
9. Have students draft their letter by using topic sentences that present the reasons for their opinion. (Traits: Organization)
10. Have students revise their letter so that detail sentences provide strong support for topic sentences and homophones and other easily confused words are used correctly. (Traits: Sentence Fluency, Word Choice, and Voice)
11. Have students edit their letter so that it is in the correct business format and double negatives are corrected. Students may work in groups of two. (Traits: Conventions)
12. Have students type their letter on a word processor, correctly address the envelope, and mail the letter to the appropriate person. (Traits: Presentation)
13. Post copies of their letters on a bulletin board.
14. Assess the final persuasive letter using the rubric in “Practice the Strategy Notebook” pages 94-95.

***In addition, use “Unit 9: Adjectives and Adverbs” in Language Arts Today textbook as mini-grammar lessons at the beginning of the class period (approximately 5-10 minutes). Students will continue with their “Grammar Book” by writing the grammar rules in Unit 9 and their own examples to each rule.

Resources:

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Strategies for Writers - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Crawford, Leslie W. Ed. D., and Rebecca Bowers Sipe, Ed. D. Practice the Strategy Notebook – Level G. Columbus: Zaner-Bloser, Inc., 2003.

Language Arts Today. New York: McGraw-Hill School Division, 1998.

List of possible persuasive letter topics

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Language Arts
Unit: Seven – Test Writing	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing: 1-A, 2-B, and 3-C	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text 10. Compose well-developed text using standard English conventions 11. Write effectively in various forms and types of writing 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To respond to and evaluate a model written response to a test writing prompt using a scoring guide 2. To read and analyze the writing prompt to clarify the directions 3. To organize the time allowed to complete the test 4. To create a graphic organizer to organize ideas 5. To check the graphic organizer against the scoring guide 6. To write a rough draft using reasons, facts, and examples 7. To revise the rough draft by checking it against the scoring guide, adding missing facts or examples, and making sure it is clear 8. To edit for correct grammar, capitalization, punctuation, and spelling 9. To write the final copy
<p style="text-align: center;">Activities and Assessments:</p> <p>Suggested writing assignments, activities, and homework exercises may include:</p> <ol style="list-style-type: none"> 1. Read a model written response to a test writing prompt “Turn It Off? No Way!” by Leah Alexander (pages 236-239) and evaluate using a scoring guide (pages 240-242). 2. Discuss the prewriting strategies “gather: read and analyze the writing prompt to clarify the directions” by using the student writer’s model on pages 243-245 and in “Practice the Strategy Notebook” page 122. (Traits: Ideas) 3. Discuss the prewriting strategies “organize: plan the time and create and check the graphic organizer against the scoring guide” by using the student writer’s model on pages 246-249 and in “Practice the Strategy Notebook” page 123. (Traits: Organization) 4. Discuss the drafting strategy “use the graphic organizer to write an essay with reasons, facts, and examples” by using the student writer’s model on pages 250-251 and in “Practice the Strategy Notebook” pages 124-125. (Traits: Organization) 5. Discuss the revising strategies “check the essay against the scoring guide, add missing facts or 	

examples, and make sure it is clear” by using the student writer’s model on pages 252-253 and in “Practice the Strategy Notebook” pages 126-127. (Traits: Word Choice, Sentence Fluency, and Voice)

6. Discuss the editing strategy “check the essay for correct grammar, capitalization, punctuation, and spelling” by using the student writer’s model on pages 254-256 and in “Practice the Strategy Notebook” pages 128-129. (Traits: Conventions)
7. Review “Test Tips” on page 257 and have students apply the prewriting strategies “gather: read and analyze the writing prompt to clarify the directions and organize: plan the time and create and check the graphic organizer against the scoring guide” to a released MAP Communication Arts writing prompt. (Traits: Ideas and Organization)
8. Have students draft use the graphic organizer to write an essay with reasons, facts, and examples. (Traits: Organization)
9. Have students revise the essay by checking it against the scoring guide, add missing facts or examples, and make sure it is clear. Also have students edit the essay for correct grammar, capitalization, punctuation, and spelling. (Traits: Conventions, Word Choice, and Voice)
10. Finally, students need to write the final copy. (Traits: Presentation)
11. Assess using the scoring guide from the released MAP Communication Arts writing prompt.

Resources:

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Strategies for Writers - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Crawford, Leslie W. Ed. D., and Rebecca Bowers Sipe, Ed. D. Practice the Strategy Notebook – Level G. Columbus: Zaner-Bloser, Inc., 2003.

Released MAP Communication Arts writing prompts

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade - Language Arts
Unit: 8 – Problem-Solution Editorial	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 1, 4, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.8, 1.10, 2.1, 2.2, 4.6	
Grade Level Expectations: Writing: 1-A, 2-B, 2-C, 2-D, 2-E, 2-F, 3-B, 3-C, and 3-E Listening and Speaking: 1-A, 1-B, and 2-A	
Benchmarks: <ol style="list-style-type: none"> 6. Apply a writing process in composing text. 7. Compose well-developed text using standard English conventions 8. Write effectively in various forms and types of writing 9. Develop and apply effective listening skills and strategies 10. Develop and apply effective speaking skills and strategies for various audiences and purposes 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To respond to and evaluate model persuasive editorials using a rubric 2. To choose a problem in which the student can propose a solution 3. To collect and organize information to solve a problem into a problem-solution frame 4. To write a persuasive editorial rough draft while referring to the rubric 5. To revise the rough draft so that the facts, statistics, examples, and/or anecdotes explain the problem 6. To revise the rough draft so that to points are rational and support the solution 7. To practice setting off appositives with commas. 8. To proofread the persuasive editorial 9. To publish the persuasive editorial 10. To present the final persuasive editorial to the class
<p style="text-align: center;">Activities and Assessments:</p> <p>Suggested writing assignments, activities, and homework exercises may include:</p> <ol style="list-style-type: none"> 1. Read a model persuasive editorial “Turn it Off!” by The Editors of the Springfield Middle School Gazette (pages 148-149) and evaluate using a rubric (pages 150-154). 2. Discuss the prewriting strategy “gather: brainstorm to choose a problem for which a solution can be proposed” by using the student writer’s models on pages 155-156 and in “Practice the Strategy Notebook” pages 74-75. (Traits: Ideas) 3. Discuss the prewriting strategy “organize: make a problem solution frame” by using the student writer’s models on page 157 and in “Practice the Strategy Notebook” pages 76-77. (Traits: Organization) 4. Discuss the drafting strategy “state the problem in the introduction, present the solution in the body, and sum up the results in the conclusion” by using the student writer’s models on pages 158-159 and in “Practice the Strategy Notebook” page 78. (Traits: Organization) 5. Discuss the revising strategy “elaborate: use facts, statistics, examples, and/or anecdotes to explain the problem” by using the student writer’s models on page 160 and in “Practice the Strategy Notebook” page 79. (Traits: Organization) 6. Discuss the revising strategy “clarify: main points are rational and support the solution” by using the 	

- student writer's models on page 161 and in "Practice the Strategy Notebook" page 80. (Traits: Organization)
7. Discuss the editing strategies "appositives are set off correctly with commas" by using the student writer's model on pages 162-163 and pages CS 14 – CS 15 and page 81 in "Practice the Strategy Notebook." (Traits: Conventions)
 8. Discuss the publishing strategy by using the student writer's model on pages 164-165 and evaluate using the rubric in "Practice the Strategy Notebook" pages 82-83. (Traits: Presentation)
 9. Select a problem to write a problem-solution editorial about from a list or have students create their own topic and practice the prewriting strategies gather and organize by using photocopies from "Practice the Strategy Notebook" page 77. (Traits: Ideas and Organization)
 10. Practice the drafting strategy by writing an introduction, body, and conclusion for the editorial. (Traits: Organization)
 11. Practice the revising strategies elaborate and clarify by revising their rough draft. (Traits: Sentence Fluency, Word Choice, and Voice)
 12. Have students edit their essay. Students may work in groups of two. (Traits: Conventions)
 13. Have students type their rough draft on a word processor and create a chart or graph based on the printed information. (Traits: Presentation)
 14. Have students present their published editorial to the class. In addition, allow students to voice their opinions orally to the persuasive editorials.
 15. Assess the final summary using the rubric in "Practice the Strategy Notebook" pages 82-83.
 16. Randomly select three editorials (from those that received a grade of C or higher) and post them on the teacher's web page.

***In addition, use "Unit 11: Prepositions, Conjunctions, and Interjections" in Language Arts Today textbook as mini-grammar lessons at the beginning of the class period (approximately 5-10 minutes). Students will continue with their "Grammar Book" by writing the grammar rules in Unit 11 and their own examples to each rule.

Resources:

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Strategies for Writers - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Practice the Strategy Notebook - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Language Arts Today. New York: McGraw-Hill School Division, 1998.

List of selected problem-solution editorial topics.

Relevant Links:

Phelps County R-3 School	Modification Date: Board Approved Date: April 19, 2006
Subject: Communication Arts	Class Name: 7 th Grade – Language Arts
Unit: 9 – Descriptive Essay	Duration: Approximately 15 class periods
Show-Me Standards Content: CA 1, 4, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.8, 2.1, 2.2, 4.6	
Grade Level Expectations: Writing: 1-A, 2-B, 2-D, 2-E, 2-F, 3-A, 3-B, and 3-C Listening and Speaking: 1-B and 2-A Information Literacy: 1-B and 1-C	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text 2. Compose well-developed text using standard English conventions 3. Write effectively in various forms and types of writing 4. Develop and apply effective listening skills and strategies 5. Develop and apply effective research process skills to gather, analyze, and evaluate information 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. To respond to and evaluate model descriptive essays using a rubric 2. To use an atlas to find a place to describe and research the place in three other appropriate sources 3. To make a web of descriptive details 4. To draft the descriptive essay by moving from a general introduction to specific details and back to a general conclusion 5. To revise the descriptive essay by looking for places to insert figurative language including similes and metaphors 6. To revise the descriptive essay by combining short, choppy sentences and rewriting long, confusing sentences 7. To proofread the descriptive essay by using adjectives and adverbs correctly 8. To publish the descriptive essay 9. To present the descriptive essay to the class
Activities and Assessments:	
<p>Suggested writing assignments, activities, and homework exercises may include:</p> <ol style="list-style-type: none"> 1. Read the model descriptive essay “A Visit to the Past” by Timothy O’Malley (pages 104-105) and evaluate using a rubric (pages 106-110). 2. Discuss the prewriting strategy “gather: use an atlas to find a place to describe, then research the place in three other appropriate sources” by using the student writer’s model on pages 111-114 and in “Practice the Strategy Notebook” pages 50-51. 3. Discuss the prewriting strategy “gather: make a web of descriptive details” by using the student writer’s model on page 115 and in “Practice the Strategy Notebook” pages 52-53. 4. Discuss the drafting strategy “write: draft the essay by moving from a general introduction to specific details and back to a general conclusion” by using the student writer’s model on pages 16-119 and in “Practice the Strategy Notebook” pages 54-55. 5. Discuss the revising strategy “elaborate: look for places to insert figurative language, including similes and metaphors” by using the student writer’s model on page 120 and in “Practice the Strategy Notebook” page 56. 	

6. Discuss the revising strategy “clarify: combine short, choppy sentences and rewrite long, confusing sentences” by using the student writer’s model on page 121 and in “Practice the Strategy Notebook” pages 57-58.
7. Discuss the editing strategy “proofread: use adjectives and adverbs correctly” by using the student writer’s model on pages 122-123 and CS 10-CS 11 and in “Practice the Strategy Notebook” page 59.
8. Discuss the publishing strategy “share: display essay on a bulletin board” by using the student writer’s model on pages 124-127. Then have students select a place to describe (based on their current social studies unit).
9. Have students use an atlas to find their place’s location and research that place using three appropriate sources and jot down notes from each source.
10. Have students make a web of descriptive details from their notes.
11. Have students draft their essay by moving from a general introduction to specific details and back to a general conclusion.
12. Have students revise their essay by inserting figurative language including similes and metaphors and combine short, choppy sentences and rewrite long, confusing sentences.
13. Have students edit their essay and correctly use adjectives and adverbs in the essay.
14. Have students type their essay on a word processor and add a map and pictures of things and places in the essay.
15. Have students present their essay to the class using note cards and the visual aids.
16. Assess the final descriptive essay using the rubric in “Practice the Strategy Notebook” pages 60-61.

***In addition, use “Unit 13: Complex Sentences and Verbals” in Language Arts Today textbook as mini-grammar lessons at the beginning of the class period (approximately 5-10 minutes). Students will continue with their “Grammar Book” by writing the grammar rules in Unit 13 and their own examples to each rule.

Relevant Links:

Resources:

Crawford, Ed.D., Leslie W., and Rebecca Bowers Sipe, Ed.D. Strategies for Writers - Level G. Columbus: Zaner-Bloser, Inc., 2003.

Crawford, Leslie W. Ed. D., and Rebecca Bowers Sipe, Ed. D. Practice the Strategy Notebook – Level G. Columbus: Zaner-Bloser, Inc., 2003.

Language Arts Today. New York: McGraw-Hill School Division, 1998.

Relevant Links: