

7th Grade Language Arts

Learning Targets 2007 - 2008

Year-Long Activities

Six Traits Year Long Unit – LTs are at the end of the unit section

Spelling and Vocabulary Word Studies

- I can learn to correctly spell five words per week.
- I can spell each section of the 6th and 7th grade spelling lists with 90% accuracy.
- I can use Latin word origins to define meaning of a word. (1.2.1)
- I can use appropriate reference sources (1.4.1) Dictionary, electronic spelling; spell/grammar check on word processing.
- I can use my new vocabulary in my writing. (1.3.1)

Student Choice Reading and Response

- I can evaluate books and authors to share common literary experiences.
- I can recommend books to others and explain the reason for the recommendation.
- I can discuss common reading selections and experiences with others.
- I can respond to literature written in a variety of genres.
- I can explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.
- I choose books to read I enjoy that are at or challenge my reading level.

Reading Comprehension

- I can identify the main idea of a story. (2.13)
- I can identify the theme and supporting details in a text. (2.1.3)
- I can create a graphic organizer, like a plotline, to enhance comprehension. (2.1.3)

In class reading and Readers' Theater

- I can read out loud at grade level using appropriate pacing, phrasing and expression. (1.4.2)

Portfolio Development in LA and World History

- I can create goals for writing and reading that are realistic and address my challenge areas.
- I can create a portfolio of my work throughout the year and use it to address my progress towards stronger writing and reading.
- My portfolio is organized chronologically or by subject so that I can find each assignment quickly and easily.
- I am proud of my work in this portfolio and can speak of my strengths and talents.

Units - Units may be taught in pieces throughout the year or as a concise unit.

Parts of Speech (Noun, verb, adverb, adjective, preposition, pronoun, conjunctions, interjections)

- I can define eight parts of speech (above), using jingles to help me remember their use.
- I can identify above parts of speech in any given sentence.
- I can explain in my own words why the parts of speech are important to writing well. (communication between editor/writer)
- I use adjective and adverbs correctly.

Biography

- I can describe the characteristics of a biography. (GLE 2.3.1)
- I can generate a list of people to interview and write about. (GLE 1.1.1)
- I can develop appropriate interview questions that illustrate the character, and that lead to an interesting story. (GLE 3.1.2)
- I can demonstrate that I can perform an appropriate interview. (GLE 1.1.1, EALR Comm. 1.2)
- I can produce multiple drafts involving revision of words, sentences, paragraphs and ideas. (GLE 1.6.2 and 1.3)
- I can write to show the reader that this story is significant to my subject and the audience. I can answer, “*So What?*” (GLE 3.1.1)
- I use details to help the audience understand my subject. => *Ideas (6+1 Trait)* (GLE 3.1.1)
- My biography is accurate according to the subject. (GLE 4.1.1, 4.1.2)

Memoir/Personal Narrative

- I can generate ideas through brainstorming to help finalize a specific topic toward a single focus. (GLE 1.1.1 and 3.1)
- I can produce multiple drafts involving revision of words, sentences, paragraphs and ideas. (GLE 1.2 and 1.3)
- I can write to show the reader that this story is significant to my audience and myself. (GLE 3.1.1)
- I can write so that the audience hears the person behind the words. (GLE 3.2.1)
- Because the story is about me, I can write in first person, using “I.” (GLE 3.2.1)
- I can write and use dialogue effectively in my story. (GLE 3.2.3)

Reading World Literature (Short Stories and Creation Stories)

- **I understand the vocabulary needed to discuss short stories, including protagonist, antagonist, conflict, resolution, climax.**
- **I can identify the problem(s) the main character must resolve.**
- **I can identify the important events that lead to conflicts and explain how each does or does not contribute to the resolution.**
- **I can draw a plotline for a short story.**
- **I can explain the influence of setting on mood, character and plot.**
- **I can identify the point of view used (first, third or omniscient) and explain how point of view influences the text.**
- **I can explain how a story would change if the narrator's perspective changed.**
- **I can identify themes in the text and support my opinions with evidence from the text.**
- I can use the information given in a short story to describe how major and minor characters change over time.
- I can compare and contrast themes from different short stories.
- I can select words or sentences that describe specific story elements from short stories.

Writing Short Stories/Creation Stories

- I develop strong characters by revealing their thoughts, feelings, reactions and reflections.
- My story includes a meaningful, interesting problem or What if? that is resolved in a plausible way.
- My story follows a traditional plot structure with rising action, climax, falling action and resolution.
- I describe my setting accurately using realistic details.
- I follow standard conventions in my writing.

Writing Poetry

- I can recognize and use rhythmic patterns including assonance, consonance, end rhyme, eye rhyme ("slant" rhyme) and internal rhyme.
- I recognize and can use literary devices such as metaphors, similes, personification, imagery, onomatopoeia, repetition and meter.
- My poems contain a message or leave the reader with a feeling.
- My poems are focused and concise, and have strong leads and conclusions.
- I use strong and vivid words frequently in my poems.
- I understand how to choose line breaks ("enjambment") and stanza breaks effectively.

International Novel Unit – One or several of these novels will be used during this unit: Shabanu, A Single Shard, The Dark Child, King's Shadow, Little Sister, The Good Earth, House of the Spirits, 100 Years of Solitude, The Ramsey Scallop

- I can evaluate books and authors to share common literary experiences.
- I can recommend books to others and explain the reason for the recommendation.
- I can synthesize story elements with class group to create a generalized statement.
- I can synthesize story and communicate the theme artistically.
- I can draw on my knowledge of World History themes to explain the importance of cultural values and physical setting to the story.

Drama and Theater

- I create theater through collaboration with my peers.
- I collaborate to select and create characters, situations and environments.
- I act and role-play using basic acting skills including: sensory recall, concentration, diction, breath control, body alignment, body control and improvisation.
- I interpret stories and other themes through dramatic performance.
- I understand the origins of Greek drama and theater.
- I know who the major Greek playwrights were and the names of some of their plays.
- I understand the language of Greek drama and theater, including words such as dithyramb, chorus, protagonist, antagonist, Thespis, theater, amphitheater, orchestra, tragedy, comedy, and hubris.
- I know some of the common themes in Greek drama and theater.

Expository Writing: Research Paper

- I can summarize, paraphrase and quote from sources.
- I can use in-text citations to correctly document quotes and ideas from other people.
- I can gather information from a variety of sources.
- I can correctly prepare an annotated Works Cited page.
- I can write a thesis linking my topic and theme and include coherent, concise and relevant supporting data.
- I use correct conventions, including spelling, grammar, sentence structure, punctuation and capitalization.
- My research paper is historically accurate, provides some analysis, and uses relevant details and examples.

Speech and Oral Communication

- I dress appropriately for all in-school performances and presentations in which I participate.
- I can speak articulately in front of an audience.
- I know how to create props and presentation boards to aid in presentations.
- I look at my audience when I present or speak.
- I present material appropriate in tone, vocabulary and interest to my audience.

WASL Preparation (in order of teaching)

1. I can analyze a prompt and identify audience, tone, topic, scope and form.
2. I can select effective strategies for generating ideas and planning writing.
3. I can stay within the boundaries of the prompt while writing with energy and interest.
4. I can write a strong, multiple paragraph essay with introduction, lead, three supporting paragraphs and conclusion.
5. I can compose a rough draft on all WASL essays.
6. I can revise text, improving words, sentences, paragraphs and ideas.
7. I can edit to correct conventions in spelling, grammar, and punctuation.
8. I can demonstrate understanding of different purposes for writing.
9. I write with an interesting style.
10. I write with a clearly defined voice appropriate to my audience.
11. I use legible handwriting on my final draft of essays and on all math, science, and reading responses.

The Raven

- I can use dictionary skills to understand vocabulary.
- I can paraphrase my assigned stanzas.
- I can memorize my assigned stanzas.
- I can speak my stanzas with energy and understanding, communicating word meaning and the story to my audience.
- I can collaborate with my peers to create a great performance!

Reading Beowulf, A Retelling

- See also “Reading World Literature” targets.
- I can understand and apply dictionary skills and other reference skills.
- I can apply a variety of strategies to comprehend words and ideas in complex text.
- I can understand and apply new vocabulary.

Six Traits Learning Targets

Word Choice

- The words I choose are specific and accurate.
- I use striking words and phrases that will catch the reader's eye and linger in the reader's mind.
- My language and phrasing are natural, effective and appropriate for the audience.
- My verbs are lively and add energy, and my nouns and modifiers add depth.
- I can put just the right word or phrase in just the right spot.

Ideas

- I have chosen a narrow and manageable topic.
- I can include relevant, quality details.
- My main ideas are supported by interesting and appropriate details.
- I write from knowledge or experience; my ideas are fresh and original.

Voice

- The tone of my writing adds interest to the message and is appropriate for my purpose and audience.
- My readers can sense me, the person behind my words.
- I take risks by revealing who I am consistently when writing expository, persuasive or narrative writing.
- My writing is honest, personal, and engaging.
- When writing from the perspective of a fictional character, I can give that character an appropriate, authentic voice.

Sentence Fluency

- My sentences are constructed in a way that underscores and enhances meaning.
- I vary my sentence length and structure. Fragments, if used, add style, and the dialogue sounds natural.
- I use purposeful and varied sentence beginnings to add originality and energy to my story.
- The transition words between sentences and thoughts are creative and appropriate, and show how each relates to, and builds upon, the one before it.
- I consider both the sounds of words, as well as the meaning so that my writing flows naturally when read aloud.

Conventions

- My spelling is generally correct, even on more difficult words.
- My punctuation is accurate and guides the reader through the text.
- I understand and apply consistent capitalization skills.
- My grammar and usage are correct and contribute to clarity and style.
- I indent my paragraphs and break subtopics at logical places.
- I can manipulate conventions for stylistic effect – and it works!

Organization

- My paragraphs reinforce the organizational structure or the whole work
- I can create a strong, original title for my paper, linking topic and theme.
- My introduction draws the reader in and explains the purpose of this paper.
- My conclusion is satisfying and leaves the reader with a sense of closure and resolution.
- My paper is organized in an effective sequence with a clear beginning, middle and end.
- I can craft thoughtful transitions that clearly show how ideas connect.
- Details I use fit where they're placed; the sequence I use makes sense.

Presentation

- I use an appropriate font style and size to invite the reader into the text. I use a 12 point serif font when writing essays and non-fiction research papers (Times Roman).
- My formatting suits the purpose for my project.
- I use white space to allow my audience to focus on the text without distractions.
- I can create a title page, and include page numbers so my reader can access the desired information and text.
- I can integrate text and visuals effectively.

Unit XII: Washington Studies

- **See the Debate Unit.**