

SEVENTH GRADE	SUBJECT-LANGUAGE ARTS	STANDARDS	QUARTER	UNIT OBJECTIVE	FORMAL WRITING ASSIGNMENTS	SAMPLE ASSESSMENTS & PROJECT-BASED LEARNING	MATERIALS
		Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)		valid resources		takes examples of work-cited pages and identifies parts of the whole. Short answer why this is important.	copies of old reference books, old college text book.
		7Selects transitions to connect ideas within and between paragraphs in the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P) 8.Selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience. (Voice: prewriting, drafting, revising: N,E,T,P) 9.Selects words that are suitable and precise, which create appropriate imagery (e.g. Explicit nouns, vivid verbs, natural	1,2,3,4	grammar		Graphic organizers for each indicator	Powerful Paragraphs WS pages 22,23,24,25. (transitions) Vocabulary for Achievement Second Course (entire book for precise and suitable words)
		S1.B1.4 Analyzes and understands implication plagiarism.		work-cited		Plagiarism 101 <a href="http://library.edu/usered/plagiaris">http://library.edu/usered/plagiaris</a> (quiz)	readwritethink.org Research building blocks:Cite that Source lesson plan.
		Selects words that are suitable and precise, which create appropriate imagery (e.g. Explicit nouns, vivid verbs, natural		MLA format			Buckle Down 2nd edition 7Reading
		Selects original and compelling vocabulary and/or figurative language to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)		1 vocabulary		Students highlight figurative language in all written work.	Writers Source 2000, Word Relationships (analogies <a href="http://a4est.org/q/h/fboo7-ck.html">http:?? a4est.org/q/h/fboo7-ck.html</a>
		Develops one main idea and/or a thesis statement in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) Fluency: drafting, revising: N.E,T,P)		1 prewriting			Steck-Vaughn Comprehension Skills/Main Idea 1988
		2. Use personal experience, observations, prior knowledge in written text. (prewriting, drafting, revising. NETP		1 editing			CAPS book handmade
		S1.B1.2 Clarifies the main idea by selecting relevant details the enrich the central theme or storyline.		1 clarify		students underline main idea in red, and details in blue.... intro/conclusion in brown	newspapers/ CNN/ LJW
		S1.B1.5 Understands and independently uses appropriate strategies to generate narrative text(orgaization)		organize			Step Up To Writing, Powerful Paragraphs, Buckle Down 2nd Edition 7 Writing, Mastering the 5-paragraph Essay

		S1.B1.6 Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution	1	publish		students write a mystery, including planning with a narrative mountain and several introductions
		S1.B1.6 Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution	1	conventions		students write a mystery
		Develops a variety of sentence beginnings that builds upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: drafting, revising: N,E,T,P) 17. Identifies and avoids writing sentence fragments. 19. Demonstrates correct use of mechanics and punctuation (e.g. use of semi-colons, colons, underlining, italics, and centered titles). (Conventions: prewriting, drafting, revising: N,E,T,P)	1	sentence structures		rainbowing packets (Scholastic)Parts of Speech made fun, master corrections (complete corrections)
		S1.B1.1 Understands and develops a focused written piece that includes plot elements	1	plot diagrams		"Despicable Me" plot movie, write past history of characters, write what character was/will be like in 7th grade.
			1	figurative language		www.hubpages.com/hub?100-Word-Examples-of-Onomatopoeia
			1			
		Uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)	2	narrative/plot diagram		narrative mountain
		3 Clarifies the main ideas by selecting relevant details that enrich the central theme or storyline. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)	2	lit devices		
		4 Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)	2	vocabulary		
		5 Understands and independently uses appropriate strategies to generate narrative text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)	2	plagiarism	writers source books	http://library.albany.edu/usered/plagiarism/slideshare/plagiarism/dictionary use/online m-w.com
		S1.B2.21 Spells familiar and most unfamiliar words correctly and uses available resources.	2	prefix		flashcards/ all reading assignments will discuss word origins
		S1.B2.21 Spells familiar and most unfamiliar words correctly and uses available resources.	2	roots/base		
		S1.B2.21 Spells familiar and most unfamiliar words correctly and uses available resources.	2	suffix		
		S1.B2.9,10 Writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (10) Arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader.	2	text structure*	students write an expository paper using and identify the text structure used, including key words	rote practice of hand made chart containing all of the types of writing and their forms

	S1.B2.9,10 Writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (10) Arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader.	2	cause and effect, problem and solution			
	S1.B2.9,10 Writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (10) Arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader.		sequence			
	S1.B2.9,10 Writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (10) Arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader.		describe			
	S1.B2.1, 2, 3, 4,8,11, 15,16, 17, 19, 20,22 Develops one main idea and/or a thesis statement in response to a prompt. (2) Clarifies the main idea by selecting logical, accurate, and helpful details. (3) Uses personal experience, observations, prior knowledge, research to provide information using an appropriate point of view for the piece. (4) Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. (8) Understands and independently uses appropriate strategies to generate expository text. (11)Selects appropriate transitions to connect ideas within and between paragraphs.(15) Varies sentence structures and lengths and makes the reading pleasant and natural. (16) Develops a variety of sentence beginnings that builds upon previous sentences and guides the reader from one sentence to another. (17) Identifies and avoids writing sentence fragments. (19) Demonstrates correct use of mechanics and punctuation. (20)Uses correct grammar and usage for clarity (22) Uses correct paragraph divisions to reinforce the organizational structure of the text.			Writes expository paper		
	S.1.B2.12,13,14 Selects original and compelling vocabulary and/or figurative language to inform the reader. (13) Selects words and phrases that are suitable and precise that create appropriate imagery. (14)Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding.	3	vocab			Vocabulary for Achievement (entire book)



				cultures, styles, structures, text			
		S.1.B3.1,2, 6.7.9.11. Develops a technical text focused on one main purpose. (2) Clarifies the main idea by selecting concise, logical details that are accurate and helpful. (6) Understands and independently uses appropriate strategies to generate technical test. (7) Arranges information within each paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs. (9) Selects appropriate transitions to connect ideas within the piece. (11)Writes with authority so the voice is not distracting.		3			students critique examples and write directions for cooking grilled cheese sandwich
				3	technical writing		
				3	figurative language		
		S.1.B3.10 Writes with an awareness of purpose and audience.		3	authors position		
		S.1.B.3.8 Writes a complete piece with a useful introduction, a sequential body, and an appropriate conclusion.		3	introduction		
		S.1.B.3.8 Writes a complete piece with a useful introduction, a sequential body, and an appropriate conclusion.		3	conclusion		
		S.1.B3.14, 15, 16, 17, 18 Writes compact sentences or phrases that make the point clear. (15) Demonstrates correct use of mechanics and punctuation. (16) Uses correct grammar and usage for clarity. (17) Spells familiar and most unfamiliar words correctly uses available resources. (18) Uses graphic devices that are supportive of the text.			grammar		
		S.1.B.3.13 Selects words appropriate for the intended task/format		4	vocabulary		
		S1.B3.2 Uses 1 personal experience 2 observations 3 prior knowledge in written text.		4	narrative plot diagram	write mystery	
		S.1.B1.3Clarifies the main ideas by selecting relevant details that enrich the central theme or storyline. (Ideas and Content: prewriting, drafting, revising: N, E,T,P)			grammar designing characters		
		S.1.B.1.4 Analyzes and understands implications of plagiarism.		5	enrichment		