

## 7<sup>th</sup> Grade Language Arts Curriculum Plan

| September-October  | November-December   | January  |
|--|---|--|
| <p><b>Reading for Ideas</b></p> <ul style="list-style-type: none"> <li>- Identifying Main Ideas</li> <li>- Locating Supporting Details</li> <li>- Evaluating Strong/Weak Ideas</li> <li>- Understanding MC/O-E Questions<br/>What are they asking you? What are you looking for?</li> </ul> <p><b>Ideas in Writing</b></p> <ul style="list-style-type: none"> <li>- Prewriting - Developing Ideas</li> <li>- Evaluating Strong/Weak Ideas</li> <li>- Focus – Sticking to a Main Idea</li> <li>- Clarity – Conveying Ideas</li> <li>- Developing Quality Details</li> <li>- Following Directions (TAP)</li> </ul>   | <p><b>Reading for Organization</b></p> <ul style="list-style-type: none"> <li>- How do authors organize information?</li> <li>- Plot Structure</li> </ul> <p><b>Organization in Writing</b></p> <ul style="list-style-type: none"> <li>- Organization of a Paragraph</li> <li>- Organization of an Open-Ended</li> <li>- Organization of a Persuasive Essay               <ul style="list-style-type: none"> <li>• Hooks</li> <li>• Introductions</li> <li>• Body Paragraphs</li> <li>• Conclusions</li> <li>• Transitions</li> </ul> </li> </ul> | <p><b>Reading for Voice</b></p> <ul style="list-style-type: none"> <li>- Identifying Point of View</li> <li>- Identifying Author’s Purpose</li> </ul> <p><b>Voice in Writing</b></p> <ul style="list-style-type: none"> <li>- First Person Voice</li> <li>- Third Person Voice</li> <li>- Connecting with an Audience</li> <li>- Establishing a Purpose</li> <li>- Committing to a Topic</li> </ul>  |
| <p><b>Grammar:</b> End Mark Punctuation<br/>4 Types of Sentences</p>   | <p><b>Grammar:</b> Nouns<br/>Capitalization</p>   | <p><b>Grammar:</b> Verb (action, linking, helping)</p>   |
| February   | March-April   | May-June   |
| <p><b>Reading for Word Choice</b></p> <ul style="list-style-type: none"> <li>- Identifying Figurative Language</li> <li>- Context Clues in Decoding Vocab.</li> <li>- Identifying Effective Word Choice</li> </ul> <p><b>Word Choice in Writing</b></p> <ul style="list-style-type: none"> <li>- Selecting Words that Are:               <ul style="list-style-type: none"> <li>• Interesting (sophisticated, note worn-out)</li> <li>• Precise and Colorful Adjectives</li> <li>• Specific Nouns</li> <li>• Used Correctly</li> <li>• Audience Appropriate</li> </ul> </li> <li>- Appealing to the Five Senses</li> <li>- Avoiding Slang in Formal Writing</li> </ul> | <p><b>Reading for Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>- Identifying Effective and Varied Sentence Structure</li> </ul> <p><b>Sentence Fluency in Writing</b></p> <ul style="list-style-type: none"> <li>- Improving Rhythm and Flow by Incorporating:               <ul style="list-style-type: none"> <li>• Variety in Sentence Structure</li> <li>• Variety in Sentence Length</li> </ul> </li> </ul>   | <p><b>Reading for Conventions</b></p> <ul style="list-style-type: none"> <li>- Analyze Author’s Use of Conventions in Prose, Drama, and Poetry</li> </ul> <p><b>Conventions in Writing</b></p> <ul style="list-style-type: none"> <li>- Incorporation of Proper:               <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Spelling</li> <li>• Capitalization</li> <li>• Paragraph Breaks</li> <li>• Grammar</li> <li>• Usage</li> </ul> </li> <li>- Review of Editing Skills</li> </ul> |
| <p><b>Grammar:</b> Simple Sentences<br/>Subjects<br/>Predicates</p>  | <p><b>Grammar:</b> Fragments and Run-ons</p>  | <p><b>Grammar:</b> Adjectives and Articles</p>   |