

Greensburg Community Schools

Greensburg Junior High School

English/Language Arts

Seventh Grade

Prepared by – Susan Hoffman

July 2006

## Greensburg Community Schools

### Mission Statement

The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.

## **Narrative Description**

The seventh grade curriculum in English/Language Arts will emphasize student competence and confidence in exploring an interrelated web of reading, vocabulary, writing, structural grammar, usage, and spelling skills. Students will write about what they read and use their cumulative knowledge of literary form, grammar usage, vocabulary, and spelling in the Writing Process (6 + 1 Writing Traits) format. Students will select a variety of writing samples – personal, narrative, expository, and persuasive writing to be added to a year long writing portfolio.

## **Course Concepts/Generalizations for Seventh Grade English/Language Arts**

The general plan for the year is to alternately complete a Grammar Unit followed by a Composition Unit which requires the seventh grade students to use those grammar skills in their writing. All grammar instruction and tests are cumulative. Spelling is combined with vocabulary study. Daily Oral Language reinforces usage and mechanics.

1. Sentences – complete and punctuated in standard English
2. Personal Composition – and introduction to the Writing Process
3. Nouns – recognizing and applying usage rules
4. Expository Composition – using Writing Process to inform and explain
5. Verbs – recognizing and applying usage rules
6. Persuasive Composition – using Writing Process to present a supported opinion
7. Modifiers – recognizing Adjectives, Adverbs, Prepositional Phrases and applying usage rules
8. Fiction Writing – using the Writing Process to create short stories
9. Pronouns – recognizing and applying usage rules
10. Mechanics – review of capitalization and punctuation

## **Units of Study – Time Table**

1. Sentences..... 3 weeks and ongoing
2. Personal Composition and Writing Process..... 3 weeks and ongoing
3. Nouns.....3 weeks and ongoing
4. Expository Writing.....6 weeks (includes research paper)
5. Verbs and Sentence Patterns.....6 weeks and ongoing
6. Persuasive Writing.....3 weeks
7. Modifiers.....3 weeks and ongoing
8. Fiction Writing.....3 weeks
9. Pronouns.....3 weeks and ongoing
10. Mechanics.....3 weeks

## Unit One – The Sentence

### I. Kinds of Sentences

#### A. Declarative

1. makes a statement
2. ends in a period

#### B. Exclamatory

1. shows strong emotion
2. ends in an exclamation point

#### C. Interrogative

1. asks a question
2. ends in a question mark

#### D. Imperative

1. subject is the “understood you”
2. is a command or request

### II. Simple and Complete Subjects and Predicates

#### A. Students memorize the two-step method for finding a simple subject

1. ask “who or what is doing something?”
2. ask “who or what is being something?”
3. subject is not in a prepositional phrase – especially an “of” phrase

#### B. Students memorize methods for finding the simple predicate... the verb in the sentence

1. most verbs are action (mental or physical)
2. verbs that do not show action are memorized (linking or helping verbs)

#### C. Complete subjects and predicates

1. the complete subject consists of the simple subject plus any modifiers
2. the complete predicate is any and all words that are not part of the complete subject

### III. Recognizing and punctuating simple and complete sentences

#### A. Simple sentence

1. may have compound subject or predicate

2. may have both
- B. Compound sentence
1. consists of two independent clauses joined by a conjunction
  2. must have a comma before the conjunction
  3. may be joined with a semicolon

#### IV. Writing in complete sentences

A. Complete sentence

1. has a subject and predicate
2. expresses a complete thought

B. Sentence fragment

1. missing a subject or predicate or both
2. an incomplete thought

C. Run-on sentence

1. two or more sentences that are “illegally” joined
2. sentences joined by a comma only (comma splice)
3. can be corrected by separating into sentences, forming compound sentences, or joining with a semicolon

### **Learner Activities**

1. Teacher introduction to the chapter emphasizes that the skill of writing in sentences is a very basic requirement for a seventh grade student.
2. For each main concept in the course outline above, teacher models examples, and students do guided practice.
3. Students do examples of each main concept actively on the blackboard.
4. Students complete independent practice exercises over each main concept.
5. DOL – Daily Oral Language reinforces mechanics and usage rules.
6. Key definitions and Lists are memorized and quizzed repeatedly for mastery.
7. All usage rules are added to the Writing Checklist on the bulletin board.

8. Ideally, mastery of each main concept is illustrated by a writing assignment using the Writing Process format.
9. Writing assignments are added to the Writing Portfolio.
10. DOL is graded twice a week. Selected Independent Practice is graded. Cumulative Chapter test is graded.
11. Technology Infusion – Students use the current textbook’s computer network practice. Compositions are done by word processor.

## **Unit Two - Personal Composition and the Writing Process**

Students will learn how to gather and organize their ideas to create personal writing that expresses their own thoughts, feelings, and memories of personal experiences.

### **I. The Writing Process (6 + 1)**

#### **A. Pre-writing**

1. a method for generating and exploring ideas through brainstorming, webbing, clustering, free writing, journal writing
2. the importance of determining audience – who will read the composition and what would interest this reader
3. the necessity of considering the over-all purpose of the composition

#### **B. Drafting**

1. writing an interesting lead or “hook” sentence
2. transforming random thoughts, words, and phrases into sentences and paragraphs
3. initial organizing of topics according to one of the writing models
4. writing first draft on every other line in pencil, leaving room for revision and correction

#### **C. Revising**

1. re-reading the composition for clarity, sensible organization, specific detail, and appropriate word choice

2. this is done by the writer

#### D. Editing

1. peer editing – students exchange with another student looking for C.1. and any items from the Writing Checklist
2. students confer with one another and the teacher to resolve any differences of opinion

#### E. Presenting

1. rewriting compositions neatly in ink or word processor
2. all revisions and corrections are included
3. double spacing allows room for teacher comments

### **Learner Activities**

1. Teacher leads a class discussion of what sorts of personal writing seventh grade students do on a daily/weekly basis – notes to friends, letters, invitations, diaries, etc.
2. Teacher models each stage of the Writing Process (6 + 1) on the overhead projector.
3. The current textbook provides an introductory prompt for each specific writing sub-unit.
4. Students use the Writing Process to produce a friendly letter.
5. Students use the Writing Process to produce a personal narrative.
6. Students demonstrate mastery of the previous grammar Unit#1, for example, by selecting one sentence from their composition and marking the simple subject and predicate.
7. Each student composition is either read out loud in class, displayed on the bulletin board and/or added to each student's Writing Portfolio.
8. Teacher evaluates completed compositions on a 25 point basis:  
Format – 5 points – neatness, heading, double spacing, etc.  
Check list – 10 points – usage listed on the Writing Checklist  
Content – organization, relevance to theme, specific detail

9. DOL is graded twice a week. Selected Independent Practice is graded.
10. Technology Infusion - Compositions are done by word processor.

### **Unit Three – Nouns**

I. Nouns can be recognized by the following methods:

A. Definition – nouns are persons, places, things, ideas

B. Idea nouns can be recognized by noun markers

1. noun marker endings: -ment, -ness, -ion, -ence -ance, -s if it means plural
2. noun markers – the, an, a
3. noun functions: subjects, direct objects, indirect objects, predicate nominatives, objects of prepositional phrases

II. Singular and plural nouns

A. Singular nouns

1. name one person, place, thing, idea
2. can be collective but still singular (ex. band)

B. Plural nouns

1. name more than one person, place, thing, idea
2. require various spelling rules – check dictionary

III. Possessive nouns - express ownership or show relationship

A. Singular nouns

1. add -'s to become possessive (ex. cat – cat's)
2. even names that end in s add -'s (ex. James – James's)

B. Plural nouns

1. those that end in s add an apostrophe (ex. cats – cats')
2. those that do not end in s add 's (ex. men – men's)

IV. Appositives - words or phrases that follow nouns and add another name

A. Non-restrictive appositives

1. are “extra” information
2. are set off by commas

B. Restrictive appositives

1. are necessary to the meaning of the sentence
2. are not set off with commas

## **Learner Activities**

1. Teacher led class discussion – equates grammar to car repair – know the names of the “parts” (parts of speech) to understand instructions on how to fix the car (grammar usage).
2. Noun markers are memorized. Students are quizzed for mastery.
3. For each main concept students do guided practice on the board.
4. Students complete independent practice exercises over each main concept.
5. All usage rules are added to the Writing Check List on the bulletin board.
6. Ideally, mastery of each main concept is illustrated by a writing assignment using the Writing Process.
7. Writing assignments are added to the Writing Portfolio.
8. Teacher evaluates completed compositions on a 25 point basis:
  - Format – 5 points – neatness, heading, double spacing, etc.
  - Check list – 10 points – usage listed on the Writing Checklist
  - Content – organization, relevance to theme, specific detail
9. DOL is graded twice a week. Selected Independent Practice is graded. Cumulative Chapter test is graded.
10. Technology Infusion - students use the current textbook’s computer network practice. Compositions are done by word processor.

## Unit Four - Expository Writing

Students learn to use strong topic sentences, clear organization, concise and inviting informational language, and well-organized thought to inform the reader.

### I. Introduction - Topic sentence

#### A. The clearly stated main idea of the expository essay

1. if an essay test, the topic sentence should re-state the test question
2. should be narrow enough to “cover” the given scope of the

essay

- #### B. The organization of the essay should be suggested, (ex. “for the following reasons....”)

### II. Body - organization of details

#### A. Should show a clear sequence of thought

1. chronological order
2. order of importance

#### B. Every sentence must support the topic sentence

1. following the models of organization
2. using valid sources

### III. Conclusion – restatement of topic sentence

#### A. The topic sentence expressed with firmer wording

#### B. Gives a feeling of ending

### IV. Types of expository writing

#### A. Comparison/contrast

1. all likes vs. all differences
2. by category – likes vs. differences
3. Venn diagram

#### B. Cause/Effect

1. chain of events as an organizing principle
2. use of transitional words

#### C. “How to”

1. order by time sequence
2. clarity of instruction

#### D. News article

1. use of “who, what, when, where, how”
2. fact vs. opinion

#### E. Research paper – library skills, internet search

1. subject, author, title cards
2. encyclopedias...conventional and computer
3. using search engines – evaluating the quality of site

information

#### V. Miscellaneous State Requirements

- A. Students can write summaries
- B. Students can orally summarize

### **Learner Activities**

1. Teacher leads class discussion contrasting personal and expository writing - with emphasis on fact and explanation in expository writing.
2. Students produce a “How to” composition following the Writing Process (6 + 1).
3. Students produce a Cause/Effect composition following the Writing Process. Students use a “T-Chart” to organize.
4. Students produce a News Article – published in the student newspaper.
5. Students produce a simple research report, using State Standards Guide.
6. Students show mastery of preceding Grammar Unit. For example, they mark all nouns in a paragraph of their expository writing.
7. Each student composition is either read out loud in class or displayed on the bulletin board, and all are added to each student’s Writing Portfolio.
8. Teacher evaluates each composition with the usual method:
  - Format* - 5 point - neatness, heading, double spacing, etc.
  - Check list* - 10 points -all items current on the Writing Checklist
  - Content* – 10 points – relevance to theme, richness of detail and development
9. Student writing is added to the portfolio.

10. Technology Infusion – Students use the *Inspire* network to research topics.

<http://www.inspire.net> . Compositions are done by word processor.

## Unit Five – Verbs and Sentence Patterns

I. Verbs show action, state of being, or are used as helping verbs

A. Action verbs

1. show physical action
2. show mental action

B. Transitive action verbs can be followed by direct or indirect objects in sentence patterns

1. S - V
2. S - V - DO
3. S - V - IO - DO

C. Intransitive verbs are forms of the verb “to be”

1. S - LV- PA
2. S - LV – PN

D. Prepositional phrases are not part of the sentence pattern

1. students memorize prepositions
2. students “cross out” all modifiers – adjective, adverbs and Prepositional phrases
3. any remaining words MUST be part of sentence pattern

E. Students diagram sentence patterns

II. Verbs have the quality of tense - when the action took place. Tenses are formed from the principle parts of the verbs. Memorize.

A. Present participle

1. shows ongoing action
2. the “-ing” form of the verb

B. Past tense

1. shows action that took place in the past
2. regular verbs add -ed
3. irregular verbs must be memorized

C. Past participle

1. used with a helping verb: have, had, has
2. regular verbs add -ed
3. irregular verbs must be memorized

- III. Subjects and verbs must agree in number (singular / plural)
  - A. Third person singular verbs end in -s
  - B. Third person plural verbs do not end in -s
    - 1. two or more subjects joined by “and” take a plural verb
    - 2. two or more subjects joined by “or/nor” match the verb to the closer subject
- IV. Subjects can be in an “odd” place
  - A. Questions
  - B. Sentences beginning with “here, there”
  - C. Subject obscured by prepositional phrases
- V. Miscellaneous State Standard Requirements
  - A. Students understand active and passive voice of verbs
  - B. Students recognize participles
  - C. Students recognize infinitives

### **Learner Activities**

1. Students are warned that irregular verb usage mistakes are very socially/ economically frowned upon. Saying, “I brung my resume,” may have serious negative consequences at a job interview.
2. Students are warned that a great deal of memorization – especially of irregular verb forms – will be required of them in this unit.
3. Students do examples of each main concept actively on the board.
4. Students complete independent practice exercises over each main concept.
5. Irregular verb lists are memorized until mastery is achieved. Correct spelling of irregular verb forms is absolutely required.
6. Students play “Preposition Hangman” as a fun way to demonstrate mastery of the preposition list,
7. Students diagram sentences on the board to demonstrate mastery of sentence patterns.
8. DOL reinforces verb usage rules.

9. Usage rules are added to the Writing Checklist on the bulletin board.
10. Ideally, mastery of each main concept is illustrated by a writing assignment using the Writing Process format.
11. Writing assignments are added to the Writing Portfolio.
12. Selected Independent Practice is graded. Cumulative Chapter test is graded.
13. Technology Infusion – Students use the current textbook’s computer networked practice.

### **Unit Six – Persuasive Writing**

Students use the Writing Process (6 + 1) to state a clear position and back it up with pertinent facts to form a convincing argument.

- I. Choosing a topic – writing the Introduction
  - A. Writers should select a topic they feel strongly about if possible
  - B. The topic sentence should be clearly, directly, forcefully stated
- II. Organization of supporting facts – writing the Body
  - A. Definition of fact/ opinion
    1. facts must be objectively provable – cite credible evidence
    2. opinions cannot be objectively proven
  - B. Arguments should be logically organized
    1. pro vs. con
    2. arguments listed in order of importance
    3. every detail supports the topic sentence
- III. Summing up the argument – Conclusion
  - A. restates the topic assertion in a different way
  - B. can be a “call to action”
  - C. can be a personal slant

## Learner Activities

1. Teacher leads class discussion on uses of argumentative/persuasive language in real life. With whom have students had arguments? - siblings? parents? peers? teachers?
2. Students suggest careers that require skill in persuasive writing and speaking.
3. Students write a general Persuasive Essay using the Writing Process (6 + 1). Teacher prompts are up-dated year to year. Students use a variety of prompts.
4. Students use the Writing Process to produce a business Letter of Complaint.
5. Students write an opinionated Letter to the Editor for the school newspaper.
6. Students produce an advertisement.
7. Students write a Movie Review.
8. Students answer an opinionated cross-curricular test essay question.
9. Each composition is either read out loud, displayed on the bulletin board, and/or added to each student's Writing Portfolio.
10. Teacher evaluates completed compositions on a 25 point basis:
  - Format - 5 points (neatness, heading, skipped lines, etc.)
  - Writing Check List - 10 points (Writing Check List)
  - Content – 10 points (relevance to theme, richness of idea development)
11. Technology Infusion - Compositions are done by word processor.

## Unit Seven - Modifiers

### I. Adjectives

#### A. Definition - adjectives modify nouns or pronouns

1. may occur in front of the noun the adjective modifies
2. may occur as predicate adjectives behind a linking verb
3. articles (a, an, the) are adjectives

#### B. Comparing with adjectives

1. the positive form of the adjective is used to describe one noun
2. the comparative form of the adjective is used to show the relationship between two nouns - add “-er or more”
3. the superlative form is used to describe the relationship between three or more things – add “est or most”
4. some adjectives are irregular (ex. good - better - best)

### II. Adverbs

#### A. Definition - adverbs modify verbs, adjectives, and other adverbs

1. when modifying verbs, tell where, when, how
2. when modifying other adverbs or adjectives, tell to what extent
3. often end in -ly

#### B. Comparing with adverbs

1. the positive form of the adverb is used to describe one action or quality
2. the comparative form of the adverb is used to describe the relationship between two actions or qualities - add “-er or more”
3. the superlative form is used to describe the relationship between three or more actions or qualities - add “-est or most”
4. some adverbs are irregular (ex. bad – worse – worst)

### III. Negatives

#### A. Avoid double negatives

1. a negative is a word meaning not or no
2. “hardly” and “scarcely” are negatives too

### IV. Similar adjectives and adverbs are easily confused

- A. Use an adjective form (ex. “sure”) to modify a noun
- B. Use an adverb form (ex. “surely”) to act as an adverb
- V. Prepositions and prepositional phrases – reteaching from the Verb Unit
  - A. Students memorize a list of common prepositions
  - B. Preposition phrases
    - 1. begin with a preposition from the list
    - 2. may contain modifiers of the object noun in the middle of the phrase
    - 3. end in a noun or pronoun object of the prepositional phrase
  - C. Prepositional phrases act as:
    - 1. adjectives – modify a noun or pronoun
    - 2. adverbs – modify a verb, adverb, adjective

### Learner Activities

1. For each main concept students do guided practice – teacher led modeling of examples of these concepts.
2. Modifiers add precision and “color” to language – demonstration of Thesaurus use.
3. Students do examples of each concept actively on the board.
4. Students complete independent practice – demonstration of Thesaurus use.
3. Students do examples of each concept actively on the board.
4. Students complete independent practice exercises over each main concept.
5. DOL – Daily Oral Language – reinforces usage rules.
6. Key definitions are memorized and students quizzed for mastery.
7. All usage rules are added to the Writing Checklist on the bulletin board.
8. Ideally, mastery of each main grammar concept is illustrated by a writing assignment using the Writing Process.

9. Writing assignments are added to the Writing Portfolio.
10. DOL is graded twice a week. Selected Independent Practice is graded. Cumulative Chapter test is graded.
11. Technology Infusion – Students use the current textbook’s computer network for practice. Compositions are done by word processor.

### **Unit Eight – Fiction Writing**

Students use their understanding of literary terms to construct their own fiction stories. This is an intensive cross-curricular unit based on models from the Literature selections.

- I. Characterization
  - A. Show, not tell.
  - B. Basing characters on real people.
- II. Setting
  - A. Time
  - B. Place
- III. Plot
  - A. Chronological order
  - B. Logic
- IV. Mood
  - A. Word choice
  - B. Word connotation/ denotation
- V. Theme
  - A. Subtlety
  - B. Inclusion

## **Learner Activities**

1. Students complete a review practice on each labeled subject above.
2. Students are given the evaluation chart for fictional stories and class discussion.
3. At least two other students read and evaluate each fictional story, using the evaluation chart.
4. Teacher evaluates each story using the evaluation chart and student comments.
5. Each composition is either read out loud, displayed on the bulletin board, and/or added to each student's Writing Portfolio.
6. Teacher evaluates completed compositions on a 25 point basis:
  - Format - 5 points (neatness, heading, skipped lines, etc.)
  - Writing Check List - 10 points (Writing Check List)
  - Content – 10 points (relevance to theme, richness of idea development)
7. Technology Infusion - Compositions are done by word processor.

## **Unit Nine – Pronouns**

- I. Pronouns take the place of one or more nouns
  - A. Personal pronouns must agree with their antecedent
    1. in number
    2. in gender
    3. in person
    4. students can recognize pronoun references and antecedents
  - B. Nominative pronouns
    1. used as subjects of sentences
    2. used as predicate nominative
  - C. Objective pronouns

1. used as direct objects
  2. used as indirect objects
  3. used as object of a prepositional phrase
- II. Indefinite pronouns used as subjects must agree with the verb in number
- A Singular pronouns – memorize the List
  - B. Plural pronouns – memorize the List
  - C. Either singular or plural pronouns – memorize the list
- III. Reflexive pronouns are formed by adding –self or –selves to certain personal pronouns
- A. This is the same form used for intensifying pronouns
  - B. Never use reflexive or intensive pronouns in the place of nominative or objective pronouns

### **Learner Activities**

1. Students are reminded that pronouns are one of the eight parts of speech. Every seventh grader should know the eight parts of speech and five sentence patterns by the end of the school year.
2. Pronouns are not the same as nouns any more than “men are women.”
3. For each main concept students do guided practice – teacher led modeling.
4. Students do examples of each main concept on the board.
5. Students complete independent practice exercises over each main concept.
6. DOL – Daily Oral Language – reinforces usage rules.
7. Key definitions are memorized and students quizzed for mastery.
8. All usage rules are added to the Writing Checklist on the bulletin board.
9. Ideally, mastery of each main grammar concept is illustrated by a writing assignment using the Writing Process.
10. Writing assignments are added to the Writing Portfolio.

11. DOL is graded twice a week. Selected Independent Practice is graded. Cumulative Chapter test is graded.

12. Technology Infusion – Students use the current textbook’s computer network for practice. Compositions are done by word processor.

## **Unit 10 – Mechanics**

Mechanics is a review of Capitalization and Punctuation.

- I. Proper nouns and proper adjectives are capitalized
  - A. Names, initials
    1. titles, abbreviations
    2. terms for relatives as used for names
    3. planets, continents, regions, states, counties, cities, towns
  - B. Geographic features
    1. streets
    2. specific buildings, bridges, monuments
- II. Uses for commas
  - A. To separate items in a series
  - B. Before the conjunction in a compound sentence
  - C. To separate “interrupters” from the rest of the sentence
  - D. Between day and year
  - E. Between city and state
- III. Standard mechanics in a letter
  - A. Comma is used after the greeting of a friendly letter, colon after a business letter
  - B. Capitalize the first word in the closing, followed by a comma
- IV. Direct quotations
  - A. The exact words of a speaker are enclosed by quotation marks
  - B. First word of the quote is capitalized
  - C. A comma separates the quote from the speaker
  - D. Periods and comma are placed inside the quotation marks
- V. Titles - The following titles are underlined or italicized:
  - A. Books
  - B. Magazines
  - C. Newspapers

- D. Plays
- E. Movies
- F. Works of art
- G. Musicals
- H. Planes, trains, ships
- VI. – The following titles are placed in quotation marks
  - A. Short stories
  - B. Poems
  - C. Songs
  - D. Article titles
  - E. Book chapters or play divisions
- VI. Semicolons are used to join compound sentences
- VII. Colons
  - A. Used after the greeting of a business letter
  - B. Used to set off a list of items

### **Learner Activities**

1. Students have done so much DOL work that rules of mechanics are more review than anything. Students are encouraged to recognize that although there are many mechanics rules, they have already mastered most of them.
2. Students read over the basic rules and ask for further examples, if necessary.
3. For each main concept students do guided practice – teacher led modeling.
4. Students do examples of each main concept on the board.
5. Students complete independent practice exercises over each main concept.
6. DOL – Daily Oral Language – reinforces usage rules.
7. Key definitions are memorized and students quizzed for mastery.
8. All usage rules are added to the Writing Checklist on the bulletin board.

9. Ideally, mastery of each main grammar concept is illustrated by a writing assignment using the Writing Process.

10. Writing assignments are added to the Writing Portfolio.

11. DOL is graded twice a week. Selected Independent Practice is graded. Cumulative Chapter test is graded.

12. Technology Infusion – Students use the current textbook’s computer network for practice. Compositions are done by word processor.

### **Modifications For Special Education, Gifted, and ESL Students**

The teacher may employ any or all methods listed below to accommodate students with special needs.

- use of Resource Staff to administer tests/quizzes and one-on-one help as needed
- compliance with IEP recommendations
- revised, condensed, and/or enlarged lists of concepts, terms, vocabulary, spelling words, etc.
- modified tests and quizzes – either shorter and easier or more challenging – whatever the need might be
- contact with parent/guardian as to student’s progress
- use of modified textbook materials and internet sites











•





