

**Central Montcalm Public School English Language Arts
Grade 7 Standards (adapted from KC4 Curriculum) & Expectations**

Standard # 7:1	TLW read, view and listen to classic and contemporary short stories to analyze, plot, conflict, characterization and theme.
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Expectations:	Assessed by:	“Best Practice” to Use:
Read grade level text fluently.	Students will read aloud.	Shared/paired/whole class reading.
Use strategies and resources to determine meaning.	Students will complete comprehension checks at regular story intervals.	Present meanings and usage of lesson vocabulary.
Identify and analyze author’s craft as it pertains to story elements and style.	Diagram story literary elements using KC4 graphic 7:1A.	Use KC4 graphic 7:1A.
Connect global themes of text to personal experience.	Create an essay which describes the personal impact of story on one’s self.	Discuss global themes using current event and historical examples.
Monitor and evaluate own comprehension of encountered text.	Identify and define unknown vocabulary.	Explain concept of “unknown vocabulary”.
Assess reading material.	Evaluate reading selection.	Explain evaluation process.
Enjoy reading.	Provide feedback.	Demonstrate appropriate feedback techniques.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>Suggested Texts: <u>The Write Source – 2000</u>, pages 386-387. <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes</u>. Create overhead from KC4 7:1A. Suggested reading may include <u>Encyclopedia Brown</u> series and <u>The Monkey’s Paw</u>. *See prerequisite and new vocabulary from KC4 lesson 7:1 (reading).</p>

**Central Montcalm Public School English Language Arts
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Standard # 7:2	TLW read and summarize informational text, using text structure and graphic organizers.
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Expectations:	Assessed by:	“Best Practice” to Use:
Read grade level text fluently.	Students will read aloud.	Shared/paired/whole class reading.
Use decoding and other strategies to construct meanings of unknown words.	Students will identify and define unknown words.	Practice decoding strategies with students.
Analyze elements, style and organizational patterns. Explain how authors use craft and text features to enhance central idea.	Complete graphic organizers in KC4 7: C 1-3.	Discuss examples of informational text structures (KC4 7:2a)
Monitor and evaluate own comprehension of encountered text.	TLW write a summary paragraph about a given text.	Explain details of summary paragraph.
Discuss text.	Monitor student participation.	Encourage student participation.
Enjoy reading.	Provide feedback.	Demonstrate appropriate feedback techniques.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	Overheads: KC4 – 7:2b, pages 1-6. *See prerequisite and new vocabulary from KC4 lesson 7:2 (reading). Suggested text: <u>Making Nonfiction and Informational Texts Come Alive</u> , Kathy Pike and Jean Mumper <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes.</u>

**Central Montcalm Public School English Language Arts
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Standard # 7:3	TLW read, view and listen to multicultural narrative text to interpret elements of the author’s craft, including flashback and foreshadowing.
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Expectations:	Assessed by:	“Best Practice” to Use:
Read grade level text fluently.	Students will read aloud.	Share/paired/whole class reading.
Identify and analyze author’s craft as it pertains to story elements and style.	Diagram story using KC4 graphic 7:1A and following with 7:3A and 7:3B.	Read a short story and use KC4 handout 7:3A as guided practice.
Summarize grade level text.	TLW write a summary paragraph about a given text.	Explain details of summary paragraph.
Connect themes across text for understanding.	Identify and define unknown concepts and vocabulary.	Explain idea of “unknown concepts”.
Monitor and evaluate own comprehension of encountered text.	Use Venn diagram to compare own culture with culture identified in text.	Demonstrate use of Venn diagrams.
Assess reading material.	Evaluate reading selection.	Explain evaluation process.
Enjoy reading text.	Provide feedback.	Demonstrate appropriate feedback techniques.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>Suggested text: <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes</u>.</p> <p>Suggested readings may include: <u>Experanza Rising!</u> And <u>Red Scarf Girl</u>.</p> <p>KC4 Overhead of 7:3A</p> <p>*See prerequisite and new vocabulary from KC4 lesson 7:3 (reading).</p>

**Central Montcalm Public School English Language Arts
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Standard # 7:4	TLW read a novel, using text cues and affixes to determine the meaning of unknown vocabulary.
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Expectations:	Assessed by:	“Best Practice” to Use:
Monitor and evaluate own comprehension of encountered text.	Respond to story intervals using objective quizzes.	Create brief assessments coinciding with text.
Use context clues.	TLW practice the use of specific context clues using KC4 7:4c.	Demonstrate the appropriate use of context clues.
Read grade level text fluently.	Monitor reading capability.	Practice reading aloud.
Use decoding and other strategies to construct meanings of unknown words.	Complete “Word Journal” from KC4 for specific reading material.	Demonstrate sample journal entry.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	Small group sets of KC4 7:4f, pages 1-3 KC4 Activity 7:4b, pages 1-3 Classroom set copies of KC4 Resources 7:4a, 7:4c, and 7:4d. Suggested reading: <u>Daniel’s Story</u> *See prerequisite and new vocabulary from KC4 lesson 7:4 (reading), excluding “contextual analysis”.

**Central Montcalm Public School English Language Arts
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Standard # 7:5	TLW process write a persuasive essay, intended for a specific audience that contains a thesis statement related to a global, community or school event.
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Expectations:	Assessed by:	“Best Practice” to Use:
Use pre-writing strategies.	Complete concept map and planning guide from KC4 7:5 a-b.	Demonstrate elements and use of map and guide from KC4, 7:5 a-b.
Revise and edit written work.	TLW use proofreading marks.	Provide and explain a list of proofreading marks for classroom use.
Set a specific purpose in consideration of audience.	Choose an audience.	Discuss ways to choose an audience.
Develop research questions to pursue in a written report.	Provide an adequate amount of questions of inquiry.	Discuss possible question suggestions to answer who, what, why, etc.
Identify and analyze persuasive and propaganda techniques.	Chose a persuasion strategy directed toward the specific audience.	As a small group activity, teacher leads class in identifying and developing propaganda devices.
Distinguish between fact and opinion.	Use multi-media to identify persuasion techniques.	Share propaganda techniques.
Exhibit individual style.	TLW create written narratives.	Use 6+1 writing traits to develop writing skills.
Discuss written narratives.	Classroom participation.	Share samples of written narratives.
Plan and deliver informational presentation.	Create and present a visual project using propaganda techniques to persuade a specific audience.	Provide past student and personal samples that reflect acceptable and unacceptable assignments.
Use legible handwriting.	TLW write legibly.	Demonstrate acceptable writing.
Use appropriate spelling and conventions.	Regular quizzes proper use. Complete “6+1” worksheets.	Regular use of structured spelling lessons.
Show enthusiasm.	Present to class.	Demonstrate enthusiasm.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>Suggested text: <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes</u>. <u>Spelling and Vocabulary</u> supplement. <i>6+1 Writing Traits</i> handbook and materials *See prerequisite and new vocabulary from KC4 lesson 7:5 (writing). KC4 Overhead 7:5a and 7:5b KC4 Overhead 7:5 (process) Classroom set copies of KC4 7:5 a-b</p>

**Central Montcalm Public School English Language Arts
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Standard # 7:6	TLW process write a personal narrative, focusing on ideas, organization, voice and conventions.
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Expectations:	Assessed by:	“Best Practice” to Use:
Use pre-writing strategies. Revise and edit written work.	Use KC4 revise-wise strategies 7:6b and 7:5b.	Discuss KC4 writing process model 7:5.
Set a specific purpose in consideration of audience.	Identify audience and purpose.	Provide examples matching samples with audience type.
Discuss written narratives.	Classroom participation.	Share read-alouds of autobiographies and memoirs. Lead discussions.
Write a personal correspondence. Exhibit individual style.	Use KC4 7:6a to create a personal narrative. Participate in “Business Letter Floor Game” from KC4 8:5b. Complete business letter survey and checklist from KC4 8:4A and 8:5a.	Share samples of written correspondence for KC4 8:5c. Use 6+1 writing traits to develop writing skills. Demonstrate correct usage of KC4 materials.
Use legible handwriting.	TLW write legibly.	Demonstrate acceptable writing.
Appropriate spelling and conventions.	Regular quizzes and proper use. Complete “6+1” worksheets.	Regular use of structured spelling lessons. Follow 6+1 writing traits.
Shows enthusiasm.	Present to class.	Demonstrate enthusiasm.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>Suggested text: <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes. <i>Spelling and Vocabulary</i> supplement.</u> <i>6+1 Writing Traits</i> handbook and materials KC4 Overhead 7:6a, 8:5b, 8:5c pages 1-3 Classroom copies of KC4 8:5 A and 8:5a, and 8:5d. *See prerequisite and new vocabulary from KC4 lesson 7:6 (writing), excluding “slotting”, “first person” before pronouns and “third person” pronouns. Suggested readings: <u>I Know Why the Caged Bird Sings</u> by Maya Angelou and “Angela’s Ashes” Suggested videos: “Tuesdays with Morrie” and “Diary of a Young Girl”</p>

**Central Montcalm Public School English Language Arts
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Standard # 7:7	TLW read, listen to, view, perform and create poetry using the poetic elements of form, sound and theme, and figurative language such as onomatopoeia, hyperbole and metaphor.
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Expectations:	Assessed by:	“Best Practice” to Use:
Use pre-writing strategies. Revise and edit written work.	Use KC4 revising strategies 7:6b and 7:5b.	Demonstrate editing and revising techniques using 6+1 traits.
Set a specific purpose in consideration of audience.	Identify audience and purpose.	Provide examples matching samples with audience type.
Discuss written narratives.	Present completed works using KC4 7:7A.	Provide multiple examples of student and professional writings. Lead discussions.
Write a narrative piece. Exhibit individual style.	Create a variety of poetry using KC4 7:7B.	Provide multiple examples of student and professional writings.
Demonstrate appropriate listening skills.	Respond to audio recording using KC4 7:7b.	Demonstrate listening skills. Preview KC4 7:7b.
Identify literary devices.	Complete KC4 7:7c.	Discuss and provide examples of onomatopoeia, metaphors, and hyperbole.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>Suggested text: <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes.</u></p> <p>Suggested readings: <u>Poems for Two Voices</u></p> <p>Suggested audio: “Shel Silverstein”</p> <p>*See prerequisite and new vocabulary from KC4 lesson 7:7 (writing), excluding “score” and adding “assonance and consonance” in new vocabulary and “meter” in prerequisite vocabulary.</p> <p>Classroom set copies of KC4 7:7b and 7:7c.</p>

**Central Montcalm Public School English Language Arts
Grade 7 Standards (adapted from KC4 Curriculum) & Expectations**

Standard # 7:8	TLW process write a response to a scenario prompt based on a universal theme, supporting ideas with examples from personal experience and related texts.
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Expectations:	Assessed by:	“Best Practice” to Use:
Use pre-writing strategies. Revised edit written work.	Use KC4 revising strategies 7:6b and 7:5b.	Demonstrate editing and revising techniques using 6+1 traits.
Set a specific purpose in consideration of audience.	Identify audience and purpose.	Provide examples matching samples with audience type.
Discuss written narratives.	Class participation.	Share a variety of past MEAP prompts.
Write a narrative piece. Exhibit individual style.	TLW respond to a given scenario.	Discuss what to consider when responding to given scenarios.
Formulate research questions.	Construct questions that went unanswered in text.	Practice development of questions from text.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>Suggested text: <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes.</u></p> <p>*See prerequisite and new vocabulary from KC4 lesson 7:8 (writing), excluding “selected response”.</p> <p>Released MEAP items for scenario prompts.</p>

**Central Montcalm Public School English Language Arts
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Standard # 7:9	TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
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Expectations:	Assessed by:	“Best Practice” to Use:
Use pre-writing strategies. Revise and edit written work.	Use KC4 revising strategies 7:6b and 7:5b. Use D.O.L. activities.	Demonstrate editing and revising techniques using 6+1 traits.
Set a specific purpose in consideration of audience.	Identify audience and purpose.	Provide examples matching samples with audience type.
Write a narrative piece.	Compose a myth.	Provide appropriate vocabulary and definitions for chosen content area.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>Suggested text: <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes. <i>Spelling and Vocabulary</i> supplement.</u> *See prerequisite and new vocabulary from KC4 lesson 7:9 (writing). Suggested readings: <u>Favorite Greek Myths</u> Suggested videos: “Hercules”, “Clash of the Titans” TBA: District spelling program. Demonstrate editing and revising techniques using 6+1 traits.</p>

**Central Montcalm Public School English Language Arts
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Standard # 7:10	TLW design and deliver, and listen to, a presentation on a selected topic to influence an audience, using appropriate speaking strategies.
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Expectations:	Assessed by:	“Best Practice” to Use:
Use specialized language, slang or standard American English. Plan and deliver informational presentation.	Deliver speaking presentation using the KC4 7:10A speaking rubric and questionnaire.	Demonstrate correct speaking techniques.
Distinguish fact from opinion.	Use multi-media to identify persuasion techniques.	Provide samples comparing fact and opinion. Cite specific details found in both.
Demonstrate appropriate listening skills.	Respond to audio and video recordings using KC4 7:7b.	Demonstrate listening skills. Preview KC4 7:7b.
Identify speaker’s point of view and attitude.	Determine speaker’s point of view in given examples.	Explain the concept of “point of view” and provide examples.
Question speaker and evaluate speaker’s credibility.	Complete KC4 7:10c evaluation guide from a listener’s standpoint.	Demonstrate a sample construction of KC4 7:10c with explanations.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>Suggested text: <u>Prentice-Hall Literature: Timeless Voices, Timeless Themes. Write Source: 2000.</u></p> <p>Suggested videos: Martin Luther King, Jr. “I Have a Dream” speech; John F. Kennedy Inaugural speech; Nelson Mandela. Classroom set copies of KC4 7:7b and 7:7c.</p> <p>*See prerequisite and new vocabulary from KC4 lesson 7:10 (speaking), excluding “body”.</p> <p>Classroom set copies of KC4 7:10c.</p>

**Central Montcalm Public School English Language Arts
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Standard # 7:11	TLW critically listen to and/or view various media messages to differentiate and evaluate persuasive techniques.
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Expectations:	Assessed by:	“Best Practice” to Use:
Discuss and respond to multiple writings.	Complete KC4 7:11 A and 7:11B.	Demonstrate effective response techniques using assorted print materials.
Distinguish fact from fiction.	Use multi-media to identify persuasion techniques.	Provide samples comparing fact and opinion. Cite specific details found in both.
Demonstrate appropriate listening skills.	Respond to audio and video recordings using KC4 7:7b.	Demonstrate listening skills. Preview KC4 7:7b.
Identify speaker’s point of view and attitude.	Complete KC4 7:11a.	Explain the concept of “point of view” and provide examples.
Question speaker and evaluate speaker’s credibility.	Complete KC4 7:10c evaluation guide from a listener’s standpoint.	Demonstrate a sample construction of KC4 7:10c with explanations.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	<p>*See prerequisite and new vocabulary from KC4 lesson 7:11 (listening). Suggested materials: print advertisement; video/audio recordings of commercials. Classroom copies of KC4 7:7b, 7:10c, 7:11A, B; 7:11 a, b.</p>

**Central Montcalm Public School English Language Arts
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Standard # 7:12	TLW collaboratively research a pertinent and timely issue/problem, generate questions, create a thesis, and gather data to individually evaluate, select and justify a possible solution.
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Expectations:	Assessed by:	“Best Practice” to Use:
Develop research questions to pursue in a written report.	Complete KC4a and KC4b.	Demonstrate methods of generating questions to use in research activities.
Plan and deliver informational presentation.	Deliver speaking presentation using the KC4 7:10A speaking rubric and questionnaire.	Demonstrate correct speaking techniques. Practice correct use of KC4 7:10A.

REQUIRED RESOURCES:	OPTIONAL RESOURCES:
	*See prerequisite and new vocabulary from KC4 lesson 7:12 (research). Classroom copies of KC4 a, b. Overhead copy of KC4 7:10A.