

Morrilton Junior High: 7th Grade Literacy

Ongoing Student Expectations to be Addressed Each Nine Weeks

Enduring Understandings:

1. Students read a wide range of print and non-print texts, including literature from many periods and genres to build an understanding of the human experience.
2. Students apply a wide range of reading strategies to comprehend, interpret, evaluate, and appreciate texts.
3. Students employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes.
4. Students apply knowledge of language structure, language convention, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
5. Students use a variety of technological and informational resources to gather, evaluate, and synthesize data and create and communicate knowledge.
6. Students develop an understanding and respect for linguistic diversity and use their first language to develop competence in the English language arts and content across the curriculum.

Ongoing Student Learning Expectations: Writing

- Essential Questions: How does an author determine the purpose for writing?**
Essential Questions: How does an author determine the audience for a piece of writing?
Essential Questions: How does an author develop a plan before writing?
Essential Questions: How does drafting help an author get his ideas on paper?
Essential Questions: How can writing be improved through revising?
Essential Questions: How can writing be improved through editing?
Essential Questions: When is a piece of writing ready to share with an audience?

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				

Ongoing Student Learning Expectations: Writing - Pre-writing

W.4.7.4 Use available technology to access information by using a card catalog and multiple Internet sources	Use available technology to access information by using a card catalog and multiple Internet sources	*operate the computer *use the Internet *use a card catalog *gather information from internet and card catalog to complete task	card catalog Internet	
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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
Ongoing Student Learning Expectations: Writing - Drafting				
W.5.7.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	A. Write to reflect ideas/interpretations of multicultural themes and concepts (tolerance, diversity) B. Write to reflect universal themes and concepts (friendship, love, loyalty, greed, survival, rites of passage)	*respond and reflect on multicultural and universal themes in the context of literature/texts across the curriculum	multicultural themes and concepts universal themes and concepts background knowledge	
W.5.7.9 Write on demand with or without prompt within a given time frame	A. Write with a prompt for a given period of time B. Write without a prompt for a given period of time	a. *identify purpose and audience, topic, and form of writing *demonstrate ability to write within a given timeframe b. *choose topic *demonstrate pre-writing *identify purpose and audience *demonstrate ability to write within a given time frame	audience purpose prioritize	
W.5.7.7 Write with and without prompt within a given time frame	Write with and without prompt within a given time frame	A. * identify purpose and audience, topic, and form of writing * demonstrate ability to write for a sustained period of time B: * choose topic * demonstrate prewriting * identify purpose and audience * demonstrate ability to write for a sustained period of time	audience purpose form prioritize	
W.5.7.10 Write across the curriculum	Write across the curriculum	*write multiple times on varied topics in all content areas	purpose audience	
W.7.7.2 Use a variety of sentence types and lengths (see Conventions Standard 6)	Use a variety of sentence types and lengths (see Conventions Standard 6)	*identify and create a piece of writing utilizing a variety of sentences	simple sentence compound sentence declarative sentence interrogative sentence exclamatory sentence imperative sentence	

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Ongoing Student Learning Expectations: Writing - Revising				
W.7.7.11 Use writer's checklist or scoring guides/rubrics to improve written work	Use writer's checklist or scoring guides/rubrics to improve written work	*identify attributes of written pieces that correspond with each level of a writing rubric *utilize rubric to improve content, style, sentence formation, usage, and conventions in a written work	revise rubric scoring guides	
W.7.7.12 Self-evaluate writing	Self-evaluate writing	*judge personal writing using various methods	effective non-effective self-evaluate conventions of writing	
Ongoing Student Learning Expectations: Writing - Editing				
W.6.7.7 Spell words correctly in all writing	Spell words correctly in all writing	*apply knowledge of grade-appropriate spelling conventions in all writing		
W.6.7.8 Apply conventional rules of capitalization in writing	Apply conventional rules of capitalization in writing	*demonstrate knowledge of conventional rules of capitalization through application in writing		
Ongoing Student Learning Expectations: Writing - Publishing				
W.4.7.14 Publish/share according to purpose and audience	Publish/share according to purpose and audience	*identify purpose and audience *publish/present writing using a method appropriate to the purpose and audience	purpose audience	
W.4.7.12 Use available technology to experiment with various formats for a final written product	Use available technology to experiment with various formats for a final written product	* identify an appropriate method of available technology to use in publishing * utilize available technology such as: - word processing program, - PowerPoint - overhead projector - Elmo/projector	technological resources	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
Ongoing Student Learning Expectations: Reading Comprehension				
Essential Question: What strategies do good readers use to understand text? Essential Question: How will developing a better vocabulary improve reading? Essential Question: What are the goals for seventh grade fluency?				
R.9.7.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	*use previewing skills *draw from past experiences *practice making predictions *generate questions *determine what the purposes are for reading	prior knowledge	
R.9.7.3 Prioritize questions formulated and purposes established for reading	Prioritize questions formulated and purposes established for reading	*identify the purposes for reading (enjoyment, information, persuading) *create questions to establish purposes for reading *adapt/revise questions when meaning needs to be clarified or extended *prioritize questions to determine importance and purpose	prioritize purposes for reading	
R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning	Generate and prioritize questions related to universal themes to interpret meaning	*create appropriate questions related to universal themes *prioritize questions to aid in interpreting meaning	universal themes interpret	
R.9.7.5 Monitor reading strategies, including re-reading, using resources and questions, and modify them when understanding breakdowns	Evaluate their own understanding with regard to the questions generated	*apply reading strategies (re-reading, using resources and questions) *determine when understanding breaks down *alter reading strategies to meet the needs	reading strategies modify	
R.10.7.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	*select appropriate reading text *use various strategies to determine if the text is appropriate *identify reading strategies *apply reading strategies during reading	self-selected independent level instructional level	
R.10.7.2 Read texts that reflect contributions of different cultural groups	Read texts that reflect contributions of different cultural groups	*define and identify multicultural text *select appropriate texts that reflect different cultures	cultural groups contributions	

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CONTENT STANDARD/ Student Learning Expectations (SLE)				
R.10.7.3 Vary reading strategies according to text and purpose	Vary reading strategies according to text and purpose	*identify purpose of text *identify reading strategies *document strategies (connections, inferring, visualizing, questioning, determining importance) used (i.e., sticky notes, highlighting, bookmarks, two column notes, etc.)	reading strategies reading purpose	
R.10.7.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies	Use skimming, scanning, note taking, outlining, and questioning as study strategies	*use text features to locate specific information and/or formulate a general idea *demonstrate effective note-taking skills *produce a variety of outlines *develop effective questions	skimming scanning note-taking outlining questioning study strategies	
Ongoing Student Learning Expectations: Reading Word Study				
R.11.7.1 Automatically decode words to ensure focus on comprehension	Automatically decode words to ensure focus on comprehension	*recall sight words *recognize word patterns		
R.11.7.2 Continue to develop and maintain an adequate body of sight words	Continue to develop and maintain an adequate body of sight words	*read daily *recognize sight words *master sight words		
R.11.7.3 Add content words to sight vocabulary	Add content words to sight vocabulary	*recognize content words using text features *determine words important to the content		
Ongoing Student Learning Expectations: Reading Fluency				
R.11.7.12 Read grade-level text orally with accuracy and expression	Read grade-level text orally with accuracy and expression	*automatically decode words *maintains a vocabulary commensurate with grade-level text *use context strategies *practice prosody (accuracy, rate, phrasing, expression)	expression text features punctuation accuracy	

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Ongoing Student Expectations : Oral and Visual Communications				
OV.1.7.2 Use standard English in classroom discussion and presentation.				
OV.1.7.3 Speak for and to various purposes and audiences				
OV.1.7.4 Demonstrate appropriate eye contact, posture, and volume				
OV.1.7.5 Use correct pronunciation and inflection/modulation to communicate ideas and information				
OV.1.7.6 Contribute appropriately to class discussion				
Ov.1.7.10 Evaluate self and peers' performance as an interviewer based on preset criteria				
OV.2.7.1 Demonstrate effective listening skills by exhibiting appropriate body language				
OV.2.7.2 Establish purpose for listening				
OV.2.7.4 Demonstrate attentive listening skills to respond to and interpret speaker's message				

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
FIRST NINE WEEKS - WRITING Student Learning Expectations to be Addressed the First Nine Weeks				
Note: Refer to Ongoing Student Expectations to be Addressed Each Nine Weeks				
First Nine Weeks: Writing - Pre-writing				
Essential Question: How does an author develop a plan before beginning to write?				
W.7.7.7 Narrow the time focus of a piece of writing	Narrow the time focus of a piece of writing	*read a variety of text that demonstrates a specific focus of time *create a piece of writing that uses a specific focus of time	purpose of writing	
W.5.7.2 Select the form of writing that addresses the intended audience	Select the form of writing that addresses the intended audience	* identify and select the appropriate mode of writing based on purpose and audience	audience	
W.4.7.3 Determine a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, and descriptive writing	Determine a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, and descriptive writing	*determine appropriate mode of writing and organizational structure for writer's purpose	purpose audience format expository writing narrative writing descriptive writing mode of writing writer's purpose organizational structure	
W.4.7.1 Generate ideas by selecting and applying appropriate pre-writing strategies which shall include reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs	Generate ideas using strategies such as reading, discussing , observing, brainstorming, focused and unfocused free-writing , and reading/learning logs	*identify pre-writing strategies to generate ideas (reading, discussing, observing, brainstorming, focused and unfocused free-writing and read/learning logs) *select pre-writing strategy appropriate for task *utilize strategies to generate ideas for tasks	pre-writing strategies focused/unfocused free-writing	

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CONTENT STANDARD/ Student Learning Expectations (SLE)				
W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics	Organize ideas by using such graphic organizers as webbing, mapping , charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics	*identify graphic organizers *select graphic organizer according to the mode of writing *Utilize appropriate organizer based on task (i.e., webbing, mapping, charts/graphs, Venn Diagrams, and formal outlining with main topics and sub-topics)	graphic organizers webbing mapping charts/graphs Venn diagrams formal outlining	
First Nine Weeks: Writing - Drafting				
Essential Question: How does drafting help an author get his thoughts on paper?				
W.5.7.1 Write to develop narrative, expository, descriptive, and persuasive pieces	Compose narrative, expository, descriptive, and persuasive pieces	*create narrative pieces *create descriptive pieces	narrative expository descriptive persuasive	
W.5.7.3 Create expository, narrative, descriptive, and persuasive writings	Create expository, narrative, descriptive , and persuasive writings	*identify characteristics of narrative writing *compose narrative writing pieces *identify characteristics of descriptive writing *compose descriptive writing pieces	narrative expository descriptive persuasive	
W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting	Draft a lead paragraph by using dialogue or a character description and/or setting	*identify effective use of dialogue, character description, and/or setting as lead paragraphs in a variety of texts *draft effective lead paragraphs using dialogue or a description of a character or setting	dialogue lead paragraph setting character descriptions setting descriptions	
W.4.7.6 Create a draft for narrative writing that includes dialogue	Create a draft for narrative writing that includes dialogue	*identify effective use of dialogue in text. *draft a narrative piece that includes dialogue	dialogue narrative writing narrative piece	
W.5.7.8 Write responses to literature that demonstrate understanding or interpretation	Write responses to literature that demonstrate understanding or interpretation	*apply comprehension skills in order to gain meaning *demonstrate ability to write a response to reading (reading journals, reading logs) *demonstrate interpretation and understanding of literature through the writing	reading strategies	
First Nine Weeks: Writing - Revising				
Essential Question: How can writing be improved through revising?				

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CONTENT STANDARD/ Student Learning Expectations (SLE)				
W.4.7.8 Revise content for: * central idea * organization * unity *elaboration (e.g., explanation, examples, description, etc.) * clarity	Revise content for: * central idea * organization * unity * elaboration (e.g., explanation, examples, description, etc.	*re-read the draft *change or revise to assure that the writing -contains a central idea -is organized according to purpose and mode -maintains a central focus -contains appropriate amount of content	revise content central idea elaboration clarity	
W. 4.7.9 Revise style for: *sentence variety *tone *voice *selected vocabulary *selected information	Revise style for -sentence variety - tone - voice	*revise to assure that the writing -contains a variety of sentence types and lengths -maintains a consistent tone (mood) -contains voice (writer's personality) -contains selected vocabulary and information	revise sentence variety tone style voice selected vocabulary selected information	
W.4.7.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)	Revise using tools/methods such as peer and/or teacher collaboration , a revision checklist, rubric , and/or reference materials (i.e., dictionary, thesaurus, etc.)	*identify various revision tools/methods *select appropriate revision tool/method *revise using selected revision tool/method	revision tool/method	
W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences and different kinds of sentences -declarative -interrogative -imperative -exclamatory	A. Vary sentence structure by using simple, compound, and complex sentences B. Vary sentence structure using different kinds of sentences (declarative, interrogative, imperative, exclamatory)	*identify complex sentences *differentiate between simple, compound, and complex sentences of varied lengths *utilize different types and structures of sentences within a written piece	simple sentence compound sentence declarative sentence interrogative sentence exclamatory sentence imperative sentence	
W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences	Correct fragments, run-ons , comma splices, and fused sentences	*recognize and correct fragments and run-ons *Identify comma splices, and fused sentences within a written piece *correct comma splices and fused sentences in a written piece	fragment run-on comma splice fused sentence	

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CONTENT STANDARD/ Student Learning Expectations (SLE)				
<p>W.6.7.5 Analyze personal and peer sentence formation for effective use of the parts of speech</p> <ul style="list-style-type: none"> -Precise nouns -Pronouns <ul style="list-style-type: none"> •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs -Adjectives <ul style="list-style-type: none"> •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -Adverbs <ul style="list-style-type: none"> •manner •time •place •degree •negative •interrogative -Conjunctions <ul style="list-style-type: none"> •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<p>Analyze personal and peer sentence formation for effective use of the parts of speech</p> <ul style="list-style-type: none"> -Precise nouns <ul style="list-style-type: none"> -Pronouns <ul style="list-style-type: none"> •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs -Adjectives <ul style="list-style-type: none"> •possessive •article <ul style="list-style-type: none"> •interrogative •numeral •demonstrative •indefinite •descriptive <ul style="list-style-type: none"> -Adverbs <ul style="list-style-type: none"> •manner •time •place •degree •negative •interrogative -Conjunctions <ul style="list-style-type: none"> •coordinate <ul style="list-style-type: none"> •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<ul style="list-style-type: none"> *define and identify the parts of speech to construct effective sentences *differentiate effective and ineffective use of parts of speech in a sentence *create effective sentences using parts of speech such as <ul style="list-style-type: none"> -precise nouns -pronouns <ul style="list-style-type: none"> •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -active and linking verbs -adjectives <ul style="list-style-type: none"> •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -adverbs <ul style="list-style-type: none"> •manner •time •place •degree •negative •interrogative -conjunctions <ul style="list-style-type: none"> •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<p>parts of speech (see list in SLE) differentiate</p>	
<p>W.6.7.12 Use double and single quotation marks in dialogue</p>	<p>Use double and single quotation marks in dialogue</p>	<ul style="list-style-type: none"> *explain use of double and single quotation marks in dialogue *identify double and single quotation marks in sentences *create effective dialogue in a piece of writing using double and single quotation marks 	<p>double and single quotation marks dialogue</p>	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
W.7.7.3 Use word or sentence repetition for effect	Use word or sentence repetition for effect	*define repetition *identify repetition in writing *explain the effect of repetition *create repetition in personal writing for effect	repetition effect	
W.7.7.5 Use purposeful vocabulary with emphasis on developing voice	Use purposeful vocabulary with emphasis on developing voice	*define elements of voice *read a variety of text that reflects voice *identify vocabulary that was purposefully chosen to engage the reader and communicate a message *create a variety of writing that demonstrates purposeful vocabulary	voice purposeful vocabulary	
W.7.7.6 Create an effective lead and conclusion	Create an effective lead and conclusion	*define lead and conclusion *identify effective leads and conclusions in text *choose purposeful vocabulary to write effective leads and conclusions	purposeful vocabulary effective leads conclusions	
W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting	Draft a lead paragraph by using dialogue or a character description and/or setting	*identify effective use of dialogue, character description, and/or setting as lead paragraphs in a variety of texts *draft effective lead paragraphs using dialogue or a description of a character or setting	dialogue lead paragraph setting character descriptions setting descriptions	
W.7.7.9 Use dialogue effectively	Use dialogue effectively	*define dialogue *explain the purpose of dialogue *demonstrate effective use of quotation marks *identify dialogue in text *create a piece of writing that uses dialogue effectively	dialogue quotation marks	
W.7.7.10 Use humor appropriately	Use humor appropriately	*define humor *read humorous literature *discuss author's effective use of humor *use humor appropriately in writing	humor appropriateness	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
W.7.7.1 Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers	Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers	*define personification and hyperbole, *explain how personification and hyperbole can shape and control language *use personification and hyperbole in a written piece to affect readers	personification figurative language hyperbole symbolism alliteration allusion	
First Nine Weeks: Writing - Editing				
Essential Question: How can writing be improved through editing?				
W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting •spelling	Edit individually or in groups for appropriate grade-level conventions, within the following features: <u>•Sentence formation</u> <u>•completeness</u> <u>•absence of fused sentences</u> <u>•expansion through standard coordination and modifiers</u> •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections <u>•agreement</u> •word meaning •conventions -Mechanics <u>•capitalization</u> <u>•punctuation</u> •formatting <u>•spelling</u>	*re-read the draft * change or edit to assure that the writing -contains complete sentences -contains no run on sentences -contains sentences that have been expanded using standard coordination and modifiers -contains sentences that employ elaboration through standard subordination and modifiers -contains sentences that make sense -contains standard inflections, subject-verb agreement, word meaning and conventions -contains correct capitalization, punctuation, format, and spelling	grade-level conventions	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<p>W.6.7.6 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> -Agreement •subject-verb •pronoun and antecedent -Parts of speech -Parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -Conjugation in progressive -Verb forms -Prepositional phrases as -Modifiers -Dependent clauses 	<p>Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> -Agreement •subject-verb •pronoun and antecedent -Parts of speech -Parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -Conjugation in progressive -Verb forms -Prepositional phrases as -Modifiers -Dependent clauses 	<ul style="list-style-type: none"> *define conventions of grammar *identify conventions of grammar in student-created examples *construct sentences that demonstrate knowledge of grade-level conventions of grammar *demonstrate effective use of grammatical conventions in writing with emphasis on -agreement •subject-verb •pronoun and antecedent -parts of speech -parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -conjugation in progressive -verb forms -prepositional phrases as -modifiers -dependent clauses 	<p>progressive conjugation direct/indirect object linking verbs predicate nominative/predicate adjective dependent clauses sentence patterns antecedent pronoun agreement</p>	
<p>W.6.7.9 Apply conventional rules for all end marks and commas in writing</p>	<p>Apply conventional rules for all end marks and commas in writing</p>	<p>construct sentences within a piece of writing that demonstrate knowledge of end marks and commas.</p>		
<p>W.6.7.10 Use semi-colons and colons in compound and compound-complex sentences</p>	<p>Use semi-colons and colons in compound and compound-complex sentences</p>	<ul style="list-style-type: none"> * identify semi-colons and colons in a piece of writing * identify compound and compound-complex sentences within a piece of writing * explain proper use of semi-colons, colons, compound and compound-complex sentences. * create compound and compound-complex sentences that effectively use semi-colons and colons 		

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CONTENT STANDARD/ Student Learning Expectations (SLE)				
W.6.7.11 Use colons in compound and compound-complex sentences and to introduce lists	Use colons in compound and compound-complex sentences and to introduce lists	*explain use of colons in compound and compound-complex sentences *explain use of colons to introduce lists *create a piece of writing that effectively uses colons in compound sentences, compound-complex sentences, and lists	colons compound sentence compound-complex sentence	
First Nine Weeks: Writing - Publishing				
Essential Question: When is a piece of writing ready to share with an audience?				
W.4.7.13 Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	*create pieces of different genres *select pieces to include in the portfolio based upon pre-set goals and criteria that demonstrate growth	writing portfolio	
FIRST NINE WEEKS - READING Student Learning Expectations to be Addressed the First Nine Weeks				
First Nine Weeks: Reading Comprehension				
Essential Question: What strategies do good readers use to understand text?				
R.9.7.7 Infer a character's impact on plot development	Evaluate plot by inferring character's impact	*identify character *explain plot development *read a variety of texts which include characters and plot *show impact of character on plot	plot development character's impact infer	
R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning	Generate and prioritize questions related to universal themes to interpret meaning	*create appropriate questions related to universal themes *prioritize questions to aid in interpreting meaning	universal themes interpret	
R.9.7.8 Infer mood of text	Evaluate text by inferring the mood	*read a variety of texts *define mood *identify types of mood *explain infer *infer mood of text	mood infer	

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CONTENT STANDARD/ Student Learning Expectations (SLE)				
<p>R.9.7.9 Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution</p>	<p>Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution</p>	<p>*define literary elements *identify and explain plot development *read fiction *distinguish literary elements in fictional text</p>	<p>literary elements plot development conflict rising action climax falling action resolution fiction</p>	
<p>R.9.7.10 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work</p>	<p>Analyze by comparing and contrasting points of view (first person, limited, omniscient)</p>	<p>*definite points of view (first person, limited and omniscient third person) *identify points of view in selected texts *compare points of view *contrast points of view *explain how point of view affects theme</p>	<p>first person limited point of view omniscient third person points of view theme narration</p>	
<p>R.9.7.14 Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution</p>	<p>Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution</p>	<p>*determine text structure (textbook, novel, poetry, letter, email, etc.) *define problem/solution *identify problem/solution examples</p>	<p>text structure problem solution cause and effect main cause</p>	
<p>R.9.7.17 Summarize the content of multiple chapters of a text</p>	<p>Demonstrate comprehension of text by summarizing multiple chapters</p>	<p>*preview text features or text structure *read multiple chapters *determine main ideas *prioritize relevant information *demonstrate comprehension of content of the text by summarizing</p>	<p>summarize main idea prioritizing relevant information</p>	
<p>R.9.7.12 Identify main ideas and supporting evidence in short stories and novels</p>	<p>Identify main ideas and supporting evidence in short stories and novels</p>	<p>*define main ideas *define evidence *read a variety of short stories and novels *identify main ideas *identify supporting evidence</p>	<p>main ideas supporting evidence</p>	
<p>R.9.7.19 Evaluate personal, social, and political issues as presented in text</p>	<p>Evaluate personal, social, and political issues as presented in text</p>	<p>*define personal issues *define social issues *define political issues *read a variety of texts *distinguish among personal, social, and political issues *determine personal, social, and/or political issues in text</p>	<p>personal issues social issues political issues</p>	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.10.7.4 Understand how word choice and language structure convey an author's viewpoint	Understand how word choice and language structure convey an author's viewpoint	*define word choice *define language structure (sentence structure) *define author's viewpoint (perspective) *examine word choice (i.e., vivid verbs, adjectives, precise nouns, figurative language) and language structure (sentence structure) in a text *determine author's viewpoint *explain how word choice and language structure convey the author's viewpoint	word choice language structure author's viewpoint	
R.10.7.7 Read a variety of literature, including short stories, science fiction, legends, and myths	Read a variety of literature by reading short stories, science fiction, legends and myths	*identify a variety of genres *differentiate between the genres *read a variety of genres	genres short stories science fiction legends myths	
First Nine Weeks: Reading Word Study				
Essential Question: How will developing a better vocabulary improve reading?				
R.11.7.4 Use knowledge of root words and affixes and word relationships to determine meaning	Use knowledge of root words and affixes and word relationships to determine meaning	*identify root words, affixes (prefixes and suffixes) and word relationships *determine meaning using root words, affixes and word relationships	root words word relationships affixes prefixes suffixes	
R.11.7.5 Use context to determine meaning of multiple-meaning words	Use context to determine meaning of multiple-meaning words	*demonstrate ability to use context clues (restatement, embedded definition, etc.) in multiple reading situations *identify words with possible multiple meanings *use context clues to determine meaning	parts of speech multiple meaning context	
R.11.7.8 Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases	Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases	*define analogies *identify idioms and comparisons in text *distinguish between idioms and comparisons *use idioms and comparisons to infer the literal or figurative meanings of phrases	idioms comparisons analogies metaphors similes literal meaning figurative meaning	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.10.7.10 Examine the effect of imagery on the mood or meaning of the poem	Examine the effect of imagery on the mood or meaning of the poem	*define imagery and mood of poem *identify imagery in poetry *determine meaning and mood of poem *explain the effect of imagery on the mood and meaning of poem	imagery mood	
First Nine Weeks: Reading Fluency				
Essential Question: What are the goals for seventh grade fluency?				
R.11.7.11 Read grade-level text with an approximate rate of 167 words per minute	Read grade-level text with an approximate rate of 167 words per minute Benchmark range: 120-150 wpm	*automatically decode words *maintains a vocabulary commensurate with grade level text *use context strategies *read daily		
First NINE WEEKS Student Expectations : Oral and Visual Communications				
OV.1.7.1 Use vocabulary from content area texts and personal reading				
OV.2.7.3 Listen attentively main ideas, details, and organization				

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
SECOND NINE WEEKS - WRITING Student Learning Expectations to be Addressed the Second Nine Weeks				
Note: Refer to Ongoing Student Expectations to be Addressed Each Nine Weeks				
Second Nine Weeks: Writing - Pre-writing				
Essential Question: How does an author develop a plan before beginning to write?				
W.4.7.1 Generate ideas by selecting and applying appropriate pre-writing strategies which shall include reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs	Generate ideas using strategies such as <u>reading, discussing, observing,</u> brainstorming, focused and unfocused free-writing, and reading/learning logs	*identify pre-writing strategies to generate ideas (reading, discussing, observing, brainstorming, focused and unfocused free-writing and read/learning logs) *select pre-writing strategy appropriate for task *utilize strategies to generate ideas for tasks	pre-writing strategies focused/unfocused free-writing	
W.5.7.2 Select the form of writing that addresses the intended audience	Select the form of writing that addresses the intended audience	* identify and select the appropriate mode of writing based on purpose and audience	audience	
W.4.7.3 Determine a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, and descriptive writing	Select and align topic, audience, purpose and structure for expository, narrative, and descriptive writing	*determine appropriate mode of writing and organizational structure for writer's purpose	purpose audience format expository writing narrative writing descriptive writing mode of writing writer's purpose organizational structure	
W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics	Organize ideas by using such graphic organizers as <u>webbing, mapping, charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics</u>	*identify graphic organizers *select graphic organizer according to the mode of writing *utilize appropriate organizer based on task (i.e., webbing, mapping, charts/graphs, Venn Diagrams, and formal outlining with main topics and sub-topics)	graphic organizers webbing mapping charts/graphs Venn diagrams formal outlining	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Second Nine Weeks: Writing - Drafting				
Essential Question: How does drafting help an author get his thoughts on paper?				
W.4.7.5 Create a draft for expository writing with emphasis on organization by paragraphs - introduction, main points with elaboration, and conclusion	Use pre-writing to draft expository paragraphs with emphasis on the following: -central idea (a narrow focus) -explanation (topics, sub-topics) -elaboration (details, description) -unity (on topic) -purpose and audience	*draft by -developing a central idea -selecting appropriate information to elaborate and explain central idea -using transitions to show unity for purpose and audience	introduction main points elaboration expository writing expository draft conclusion	
W.5.7.1 Write to develop narrative, expository, descriptive, and persuasive pieces	Write to develop narrative, expository , descriptive , and persuasive pieces	*create narrative pieces	narrative	
W.5.7.3 Create expository, narrative, descriptive, and persuasive writings	Create expository , narrative, descriptive , and persuasive writings	*identify characteristics of narrative writing *compose narrative writing pieces	narrative	
W.5.7.5 Write research reports and document sources, summarizing, and paraphrasing	Write research reports and document sources, summarizing, and paraphrasing	* choose a topic and identify a focus * use a variety of sources * take notes, summarize, and paraphrase information from sources * differentiate between paraphrasing and plagiarism * employ graphic organizer * create a report that incorporates the research material * list sources for research material	document sources summarizing paraphrasing prioritize	
IR.12.7.8 Create a formal topic outline of main topic, subtopics, and details.				
IR.12.7.9 Use research to create one or more oral, written, or visual presentations/products.				

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
Second Nine Weeks: Writing - Revising				
Essential Question: How can writing be improved through revising?				
W.4.7.8 Revise content for: *central idea *organization *unity *elaboration (e.g., explanation, examples, description, etc)	Revise content for: * central idea * organization * unity * elaboration (e.g., explanation, examples, description, etc)	*re-read the draft *change or revise to assure that the writing -contains a central idea -is organized according to purpose and mode -maintains a central focus -contains appropriate amount of content	revise content central idea elaboration clarity	
W.4.7.9 Revise style for: * sentence variety *tone *voice *selected vocabulary *selected information	Revise style for * sentence variety * tone * voice * selected vocabulary * selected information	*revise to assure that the writing -contains a variety of sentence types and lengths -maintains a consistent tone (mood) -contains voice (writer's personality) -contains selected vocabulary and information	revise sentence variety tone style voice selected vocabulary selected information	
W.4.7.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)	Revise using tools/methods such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)	*identify various revision tools/methods *select appropriate revision tool/method *revise using selected revision tool/method	revision tool/method	
W.7.7.4 Use transition words/phrases	Use transition words/phrases	*define transition phrases *read a variety of texts to locate transition words and phrases *create student writing that displays correct use of transitional words and phrases	transitional words expository	
W.6.7.2 Write effective sentences by embedding clauses, prepositional and appositive phrases, and all compound elements	Write effective sentences by embedding clauses, prepositional and appositive phrases, and all compound elements	*use compound sentence elements to combine sentences for more effective writing style *define embedding, clauses (adjective and adverbial), and prepositional and appositive phrases *identify compound sentence elements, clauses, a clauses, and phrases within a written piece *create sentences using embedded clauses and phrases	embedding clauses adjective clauses adverbial clauses prepositional phrases appositive phrases compound elements	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
W.6.7.3 Use phrases and clauses to invert sentence order for emphasis and variety	Use phrases and clauses to invert sentence order for emphasis and variety	*define and identify prepositional phrase, appositive, adjective and adverbial clauses within authentic writing *create a sentence using phrases and clauses in standard word order *create a sentence using phrases and clauses in non-standard word order	prepositional phrase appositive phrase adjective clause adverbial clause standard word order emphasis variety	
W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences	Correct fragments, run-ons, <u>comma splices</u> , and <u>fused sentences</u>	*recognize and correct fragments and run-ons *identify comma splices, and fused sentences within a written piece *correct comma splices and fused sentences in a written piece	fragment run-on comma splice fused sentence	
W.7.7.3 Use word or sentence repetition for effect	Use word or sentence repetition for effect	*define repetition *identify repetition in writing *explain the effect of repetition *create repetition in personal writing for effect	repetition effect	
W.7.7.8 Vary the placement of topic sentences	Vary the placement of topic sentences	*identify effective use of topic sentences in different modes of writing with emphasis on placement *create a piece of writing that demonstrates effective use of topic sentence placement	topic sentence	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<p>W.6.7.5 Analyze personal and peer sentence formation for effective use of the parts of speech</p> <ul style="list-style-type: none"> -Precise nouns -Pronouns <ul style="list-style-type: none"> •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs -Adjectives <ul style="list-style-type: none"> •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -Adverbs <ul style="list-style-type: none"> •manner •time •place •degree •negative •interrogative -Conjunctions <ul style="list-style-type: none"> •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<p>Analyze personal and peer sentence formation for effective use of the parts of speech</p> <ul style="list-style-type: none"> -Precise nouns <u>•Pronouns</u> <ul style="list-style-type: none"> <u>•demonstrative</u> <u>•compound personal</u> <u>°reflexive</u> <u>°intensive</u> <u>•personal</u> <u>°interrogative</u> <u>°relative</u> <u>°indefinite</u> -Active and linking verbs -Adjectives <ul style="list-style-type: none"> •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -Adverbs <ul style="list-style-type: none"> •manner •time •place •degree •negative •interrogative -Conjunctions <ul style="list-style-type: none"> •coordinate <u>•correlative subordinate interjections for excitement</u> •prepositions to indicate relationship 	<ul style="list-style-type: none"> *define and identify the parts of speech to construct effective sentences *differentiate effective and ineffective use of parts of speech in a sentence *create effective sentences using parts of speech such as -Precise nouns -Pronouns <ul style="list-style-type: none"> •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs -Adjectives <ul style="list-style-type: none"> •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -Adverbs <ul style="list-style-type: none"> •manner •time •place •degree •negative •interrogative -Conjunctions <ul style="list-style-type: none"> •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<p>parts of speech (see list in SLE) differentiate</p>	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Second Nine Weeks: Writing - Editing				
Essential Question: How can writing be improved through editing?				
<p>W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting •spelling</p>	<p>Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting •spelling</p>	<p>*re-read the draft *change or edit to assure that the writing -contains complete sentences -contains no run on sentences -contains sentences that have been expanded using standard coordination and modifiers -contains sentences that employ elaboration through standard subordination and modifiers -contains sentences that make sense -contains standard inflections, subject-verb agreement, word meaning and conventions -contains correct capitalization, punctuation, format, and spelling</p>	<p>grade-level conventions</p>	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
W.6.7.6 Apply conventions of grammar with emphasis on the following: -Agreement •subject-verb •pronoun and antecedent -Parts of speech -Parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -Conjugation in progressive -Verb forms -Prepositional phrases as -Modifiers -Dependent clauses	Apply conventions of grammar with emphasis on the following: -Agreement •subject-verb • pronoun and antecedent - Parts of speech -Parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO • S-LV-PN • S-LV-PA -Conjugation in progressive -Verb forms - Prepositional phrases as modifiers -Dependent clauses	*define conventions of grammar *identify conventions of grammar in student-created examples *construct sentences that demonstrate knowledge of grade-level conventions of grammar *demonstrate effective use of grammatical conventions in writing with emphasis on -agreement •subject-verb •pronoun and antecedent -parts of speech -parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -conjugation in progressive -verb forms -prepositional phrases as -modifiers -dependent clauses	progressive conjugation direct/indirect object linking verbs predicate nominative/predicate adjective dependent clauses sentence patterns antecedent pronoun agreement	
W.6.7.9 Apply conventional rules for all end marks and commas in writing	Apply conventional rules for all end marks and commas in writing	construct sentences within a piece of writing that demonstrate knowledge of end marks and commas.		
W.6.7.11 Use colons in compound and compound-complex sentences and to introduce lists	Use colons in compound and compound-complex sentences and to introduce lists	*explain use of colons in compound and compound-complex sentences *explain use of colons to introduce lists *create a piece of writing that effectively uses colons in compound sentences, compound-complex sentences, and lists	colons compound sentence compound-complex sentence	
Second Nine Weeks: Writing - Publishing				
Essential Question: When is a piece of writing ready to share with an audience?				
W.4.7.13 Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	*create pieces of different genres *select pieces to include in the portfolio based upon pre-set goals and criteria that demonstrate growth	writing portfolio	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
SECOND NINE WEEKS - READING				
Second Nine Weeks: Reading Comprehension				
Essential Question: What strategies do good readers use to understand text?				
R.9.7.11 Distinguish among stated fact, reasoned judgment, and opinion in text	Analyze text by distinguishing among fact, judgment, and opinion	*define fact, judgment and opinion *identify fact, judgment and opinion in a variety of text *compare and contrast fact, judgment and opinion	fact reasoned judgment opinion	
R.9.7.2 Infer the interrelations of text and world issues/events by applying connection strategies	Infer the interrelations of text and world issues/events by applying connection strategies	*formulate inferences based on the relationships between text and world issues and events	infer world issues interrelations	
R.9.7.13 Use the text features to locate and recall information, with emphasis on graphics	Show knowledge of text features by locating and recalling information (emphasis on graphics)	*identify text features (bold, italics, graphics, subheadings, charts, footnotes, etc.) *locate information using text features *recall information gathered from text features	text feature graphics italics	
R.9.7.15 Organize information, including simple outlining	Analyze text by organizing and outlining information	*locate and gather information *determine important information *organize information into graphic organizers (webbing, mapping, Venn diagram, etc.) and/or simple outlines	graphic organizers simple outlines	
R.9.7.18 Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions	Evaluate text by determining accuracy and appropriateness of evidence used by author to support claims and assertions	*read selected text *identify main idea *identify claims and assertions *identify supporting evidence for claims and assertions *define accuracy and appropriateness based on knowledge of fact and opinion *determine accuracy and appropriateness of supporting evidence presented	claims assertions supporting evidence accuracy appropriateness fact opinion	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.9.7.19 Evaluate personal, social, and political issues as presented in text	Evaluate personal, social, and political issues as presented in text	*define personal issues *define social issues *define political issues *read a variety of texts *distinguish among personal, social, and political issues *determine personal, social, and/or political issues in text	personal issues social issues political issues	
IR.12.7.1 Formulate original questions to select a topic for research.				
IR.12.7.2 Use reference features (e.g., end notes, etc.) and text features (e.g. endnotes, footnotes, bibliography, etc.) to access information.				
IR.12.7.3 Use print and electronic sources, such as card catalogs, and computer databases, to locate information.				
IR.12.7.4 Gather information from more than one type of source (e.g., periodicals, books, learning logs, etc.)				
IR.12.7.5 Evaluate sources to select those most reliable and appropriate to purpose and topic.				
IR.12.7.6 Use information presented in graphic sources to draw conclusions.				
IR.12.7.7 Develop notes that include main topics, details, summaries, and paraphrasing from multiple types of sources.				

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
Second Nine Weeks: Reading Word Study				
Essential Question: How will developing a better vocabulary improve reading?				
R.11.7.4 Use knowledge of root words and affixes and word relationships to determine meaning	Use knowledge of root words and affixes and word relationships to determine meaning	*identify root words, affixes (prefixes and suffixes) and word relationships *determine meaning using root words, affixes and word relationships	root words word relationships affixes prefixes suffixes	
R.11.7.5 Use context to determine meaning of multiple-meaning words	Use context to determine meaning of multiple-meaning words	*demonstrate ability to use context clues (restatement, embedded definition, etc.) in multiple reading situations *identify words with possible multiple meanings *use context clues to determine meaning	parts of speech multiple meaning context	
R.11.7.6 Use resources to determine meaning of technical and specialized vocabulary	Use resources to determine meaning of technical and specialized vocabulary	*identify available resources (content area texts, dictionary, thesaurus, etc.) *use resources to determine meaning	resources dictionary thesaurus science journal	
R.11.7.7 Determine useful and relevant words	Determine useful and relevant words	*identify text features (bold print, italics, highlighted) *determine useful and relevant words using text features *apply learned word meaning to multiple reading and writing situations	text features relevance bold italics colored print charts	
R.11.7.9 Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary	Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary	*identify Greek and Latin word parts and roots *determine meaning of word parts and roots *determine meaning of subject related vocabulary	word parts and roots	
R.11.7.10 Use context to determine meaning of multiple-meaning words.	Use knowledge of context to determine meaning of multiple-meaning words	*identify multiple-meaning words in context *explain the meaning of the word by relating it to the context	multiple-meaning words context	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Second Nine Weeks: Reading Fluency				
Essential Question: What are the goals for seventh grade fluency?				
R.11.7.11 Read grade-level text with an approximate rate of 167 words per minute	Read grade-level text with an approximate rate of 167 words per minute Benchmark range: 145-165 wpm	*automatically decode words *maintains a vocabulary commensurate with grade-level text *use context strategies *read daily		
2nd NINE WEEKS Student Expectations : Oral and Visual Communications				
OV.1.7.1 Use vocabulary from content area texts and personal reading				
OV.1.7.7 Deliver oral presentations using standard English, appropriate vocabulary, examples, and/or analogies				
OV.1.7.8 Use a variety of <i>visual aids</i> in oral <i>presentations</i> across the curriculum				
OV.2.7.5 Evaluate <i>presentations</i> using established criteria/ <i>rubrics</i> (e.g.: purpose, content, organization, and delivery)				
OV.3.7.1 View a variety of visually presented materials for understanding of a specific topic				
OV.3.7.3 Design <i>presentations</i> that incorporate media visuals				

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
THIRD NINE WEEKS - WRITING Student Learning Expectations to be Addressed the Third Nine Weeks				
<i>Note: Refer to Ongoing Student Expectations to be Addressed Each Nine Weeks</i>				
Third Nine Weeks: Writing - Pre-writing				
Essential Question: How does an author develop a plan before beginning to write?				
W.4.7.1 Generate ideas by selecting and applying appropriate pre-writing strategies which shall include reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs	Generate ideas using strategies such as reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs	*identify pre-writing strategies to generate ideas (reading, discussing, observing, brainstorming, focused and unfocused free-writing and read/learning logs) *select pre-writing strategy appropriate for task *utilize strategies to generate ideas for tasks	pre-writing strategies focused/unfocused free-writing	
W.5.7.2 Select the form of writing that addresses the intended audience	Select the form of writing that addresses the intended audience	* identify and select the appropriate mode of writing based on purpose and audience	audience	
W.4.7.3 Determine a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, and descriptive writing	Select and align topic, audience, purpose and structure for expository , narrative, and descriptive writing	*determine appropriate mode of writing and organizational structure for writer's purpose	purpose audience format expository writing narrative writing descriptive writing mode of writing writer's purpose organizational structure	
W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics	Organize ideas by such using graphic organizers as webbing, mapping, charts/graphs , Venn diagrams, and formal outlining with main topics and sub-topics	*identify graphic organizers *select graphic organizer according to the mode of writing *utilize appropriate organizer based on task (i.e., webbing, mapping, charts/graphs, Venn Diagrams, and formal outlining with main topics and sub-topics)	graphic organizers webbing mapping charts/graphs Venn diagrams formal outlining	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
Third Nine Weeks: Writing - Drafting				
Essential Question: How does drafting help an author get his thoughts on paper?				
W.5.7.1 Write to develop narrative, expository, descriptive, and persuasive pieces	Compose narrative, expository, descriptive, and persuasive pieces	*create narrative pieces *create expository pieces *create descriptive pieces *create persuasive pieces	narrative expository descriptive persuasive	
W.5.7.8 Write responses to literature that demonstrate understanding or interpretation	Write responses to literature that demonstrate understanding or interpretation	*apply comprehension skills in order to gain meaning *demonstrate ability to write a response to reading (reading journals, reading logs) *demonstrate interpretation and understanding of literature through the writing	reading strategies	
W.5.7.3 Create expository, narrative, descriptive, and persuasive writings	Create expository , narrative, descriptive , and persuasive writings	*identify characteristics of expository writings *compose expository writing pieces *identify characteristics of persuasive writing *compose persuasive writing pieces	narrative persuasive	
Third Nine Weeks: Writing - Revising				
Essential Question: How can writing be improved through revising?				
W.4.7.8 * central idea *organization * unity * elaboration (e.g., explanation, examples, description, etc	evaluate written texts by revising content for: * central idea *organization *elaboration *unity	*re-read the draft *change or revise to assure that the writing -contains a central idea -is organized according to purpose and mode -maintains a central focus -contains appropriate amount of content	revise content central idea elaboration clarity	
W.4.7.9 * sentence variety * voice *selected vocabulary *selected information, tone	Revise style for * sentence variety, tone * voice selected vocabulary selected information	*revise to assure that the writing -contains a variety of sentence types and lengths -maintains a consistent tone (mood) -contains voice (writer's personality) -contains selected vocabulary and information	revise sentence variety tone style voice selected vocabulary selected information	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<p>W.4.7.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)</p>	<p>Revise using tools/methods such as <u>peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)</u></p>	<p>*identify various revision tools/methods *select appropriate revision tool/method *revise using selected revision tool/method</p>	<p>revision tool/method</p>	
<p>W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences and different kinds of sentences -declarative -interrogative -imperative -exclamatory</p>	<p>A. Vary sentence structure by using simple, compound, and complex sentences B. Vary sentence structure using different kinds of sentences (declarative, interrogative, imperative, exclamatory)</p>	<p>*identify complex sentences *differentiate between simple, compound, and complex sentences of varied lengths *utilize different types and structures of sentences within a written piece</p>	<p>simple sentence compound sentence declarative sentence interrogative sentence exclamatory sentence imperative sentence</p>	
<p>W.7.7.1 Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers</p>	<p>Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers</p>	<p>*define personification and hyperbole *explain how personification and hyperbole can shape and control language *use personification and hyperbole in a written piece to affect readers</p>	<p>personification figurative language hyperbole symbolism alliteration allusion</p>	
<p>W.7.7.5 Use purposeful vocabulary with emphasis on developing voice</p>	<p>Use purposeful vocabulary with emphasis on developing voice</p>	<p>*define elements of voice *read a variety of text that reflects voice *identify vocabulary that was purposefully chosen to engage the reader and communicate a message *create a variety of writing that demonstrates purposeful vocabulary</p>	<p>voice purposeful vocabulary</p>	
<p>W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences</p>	<p><u>Correct fragments, run-ons, comma splices, and fused sentences</u></p>	<p>*recognize and correct fragments and run-ons *Identify comma splices, and fused sentences within a written piece *correct comma splices and fused sentences in a written piece</p>	<p>fragment run-on comma splice fused sentence</p>	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<p>W.6.7.5 Analyze personal and peer sentence formation for effective use of the parts of speech</p> <ul style="list-style-type: none"> -Precise nouns -Pronouns •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs -Adjectives •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -Adverbs •manner •time •place •degree •negative •interrogative -Conjunctions •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<p>Analyze personal and peer sentence formation for effective use of the parts of speech</p> <ul style="list-style-type: none"> -Precise nouns -Pronouns •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs <u>-Adjectives</u> <u>•possessive</u> <u>•article</u> <u>•interrogative</u> <u>•numeral</u> <u>•demonstrative</u> <u>•indefinite</u> <u>•descriptive</u> <u>-Adverbs</u> <u>•manner</u> <u>•time</u> <u>•place</u> <u>•degree</u> <u>•negative</u> <u>•interrogative</u> -Conjunctions •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<ul style="list-style-type: none"> *define and identify the parts of speech to construct effective sentences *differentiate effective and ineffective use of parts of speech in a sentence *create effective sentences using parts of speech such as -Precise nouns -Pronouns •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs -Adjectives •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -Adverbs •manner •time •place •degree •negative •interrogative -Conjunctions •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<p>parts of speech (see list in SLE) differentiate</p>	

7th Grade English Language Arts

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
Third Nine Weeks: Writing - Editing				
Essential Question: How can writing be improved through editing?				
<p>W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting •spelling</p>	<p>Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting •spelling</p>	<p>*re-read the draft *change or edit to assure that the writing -contains complete sentences -contains no run on sentences -contains sentences that have been expanded using standard coordination and modifiers -contains sentences that employ elaboration through standard subordination and modifiers -contains sentences that make sense -contains standard inflections, subject-verb agreement, word meaning and conventions -contains correct capitalization, punctuation, format, and spelling</p>	<p>grade-level conventions</p>	
<p>W.6.7.10 Use semi-colons and colons in compound and compound-complex sentences</p>	<p>Use semi-colons and colons in compound and compound-complex sentences</p>	<p>* identify semi-colons and colons in a piece of writing * identify compound and compound-complex sentences within a piece of writing * explain proper use of semi-colons, colons, compound and compound-complex sentences. * create compound and compound-complex sentences that effectively use semi-colons and colons</p>	<p>semi-colons colons compound sentence compound-complex sentence</p>	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<p>W.6.7.6 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> -Agreement •subject-verb •pronoun and antecedent -Parts of speech -Parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -Conjugation in progressive -Verb forms -Prepositional phrases as -Modifiers -Dependent clauses 	<p>Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> -Agreement •subject-verb •pronoun and antecedent -Parts of speech -Parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -Conjugation in progressive -Verb forms -Prepositional phrases as -Modifiers -Dependent clauses 	<ul style="list-style-type: none"> *define conventions of grammar *identify conventions of grammar in student-created examples *construct sentences that demonstrate knowledge of grade-level conventions of grammar *demonstrate effective use of grammatical conventions in writing with emphasis on -agreement •subject-verb •pronoun and antecedent -parts of speech -parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -conjugation in progressive -verb forms -prepositional phrases as -modifiers -dependent clauses 	<p>progressive conjugation direct/indirect object linking verbs predicate nominative/predicate adjective dependent clauses sentence patterns antecedent pronoun agreement</p>	
Third Nine Weeks: Writing - Publishing				
Essential Questions: When is a piece of writing ready to share with an audience?				
<p>W.4.7.13 Maintain a writing portfolio that exhibits growth in meeting goals and expectations</p>	<p>Maintain a writing portfolio that exhibits growth in meeting goals and expectations</p>	<ul style="list-style-type: none"> *create pieces of different genres *select pieces to include in the portfolio based upon pre-set goals and criteria that demonstrate growth 	<p>Fourth Nine Weeks Writing</p>	
<p>THIRD NINE WEEKS - READING Student Learning Expectations to be Addressed the Third Nine Weeks</p>				
Third Nine Weeks: Reading Comprehension				
Essential Questions: What strategies do good readers use to understand text?				

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.9.7.3 Prioritize questions formulated and purposes established for reading	Prioritize questions formulated and purposes established for reading	*identify the purposes for reading (enjoyment, information, persuading) *create questions to establish purposes for reading *adapt/revise questions when meaning needs to be clarified or extended *prioritize questions to determine importance and purpose	prioritize purposes for reading	
R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning	Generate and prioritize questions related to universal themes to interpret meaning	*create appropriate questions related to universal themes *prioritize questions to aid in interpreting meaning	universal themes interpret	
R.9.7.5 Monitor reading strategies, including re-reading, using resources and questions, and modify them when understanding breakdowns	Evaluate their own understanding with regard to the questions generated	*apply reading strategies (re-reading, using resources and questions) *determine when understanding breaks down *alter reading strategies to meet the needs	reading strategies modify	
R.9.7.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	A. Connect own background knowledge and personal experience to make inferences B. Connect own background knowledge and personal experience to respond to new information presented in text	a. *make connections between text and personal experience/background information *infer with supporting evidence based on background knowledge and personal experience b. *recall new information from text *create original responses to new information based on background knowledge and personal experience	inferences	
R.9.7.13 Use the text features to locate and recall information, with emphasis on graphics	Show knowledge of text features by locating and recalling information (emphasis on graphics)	*identify text features (bold, italics, graphics, subheadings, charts, footnotes, etc.) *locate information using text features *recall information gathered from text features	text feature graphics italics	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.9.7.19 Evaluate personal, social, and political issues as presented in text	Evaluate personal, social, and political issues as presented in text	<ul style="list-style-type: none"> *define personal issues *define social issues *define political issues *read a variety of texts *distinguish among personal, social, and political issues *determine personal, social, and/or political issues in text 	personal issues social issues political issues	
R.10.7.6 Organize and synthesize information for use in written and oral presentation	Synthesize information by organizing for written and oral presentations	<ul style="list-style-type: none"> *locate and gather information *prioritize information *construct a written and/or oral presentation 	prioritize	
R.10.7.12 Analyze advertisements for bias and propaganda	Analyze advertisements for bias and propaganda	<ul style="list-style-type: none"> *identify advertisements *define bias and propaganda *identify examples of bias and propaganda in advertisements *evaluate advertisements for bias and propaganda 	advertisements bias propaganda	
R.10.7.11 Read and utilize functional/practical texts, including forms, reports, cover letters, letterheads, and business letters	Apply knowledge of functional and practical texts by reading and utilizing forms, reports, cover letters, letter heads, and business letters	<ul style="list-style-type: none"> *identify examples of practical text *recognize features of practical text *locate specific information within a given piece of functional/practical text *use text features to locate information in a selected functional/practical text 	functional/practical texts forms reports cover letters letterheads business letters recipes	
R.10.7.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies	Use skimming, scanning, note taking, outlining, and questioning as study strategies	<ul style="list-style-type: none"> *use text features to locate specific information and/or formulate a general idea *demonstrate effective note-taking skills *produce a variety of outlines *develop effective questions 	skimming scanning note-taking outlining questioning study strategies	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Third Nine Weeks: Reading Word Study				
Essential Question: How will developing a better vocabulary improve reading?				
R.11.7.6 Use resources to determine meaning of technical and specialized vocabulary	Use resources to determine meaning of technical and specialized vocabulary	*identify available resources (content area texts, dictionary, thesaurus, etc.) *use resources to determine meaning	resources dictionary thesaurus science journal	
R.11.7.5 Use context to determine meaning of multiple-meaning words	Use context to determine meaning of multiple-meaning words	*demonstrate ability to use context clues (restatement, embedded definition, etc.) in multiple reading situations *identify words with possible multiple meanings *use context clues to determine meaning	parts of speech multiple meaning context	
R.11.7.7 Determine useful and relevant words	Determine useful and relevant words	*identify text features (bold print, italics, highlighted) *determine useful and relevant words using text features *apply learned word meaning to multiple reading and writing situations	text features relevance bold italics colored print charts	
Third Nine Weeks: Reading Fluency				
Essential Question: What are the goals for seventh grade fluency?				
R.11.7.11 Read grade-level text with an approximate rate of 167 words per minute	Read grade-level text with an approximate rate of 167 words per minute Benchmark range: 155-175 wpm	*automatically decode words *maintains a vocabulary commensurate with grade-level text *use context strategies *read daily		
Third NINE WEEKS Student Expectations : Oral and Visual Communications				
OV.3.7.2 Use appropriate criteria to evaluate media for bias and propaganda				

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
FOURTH NINE WEEKS - WRITING				
<i>Note: Refer to Ongoing Student Expectations to be Addressed Each Nine Weeks</i>				
Fourth Nine Weeks: Writing - Pre-writing				
Essential Question: How does an author develop a plan before beginning to write?				
W.4.7.1 Generate ideas by selecting and applying appropriate pre-writing strategies which shall include reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs	<u>Generate ideas using strategies such as reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs</u>	*identify pre-writing strategies to generate ideas (reading, discussing, observing, brainstorming, focused and unfocused free-writing and read/learning logs) *select pre-writing strategy appropriate for task *utilize strategies to generate ideas for tasks	pre-writing strategies focused/unfocused free-writing	
W.5.7.2 Select the form of writing that addresses the intended audience	Select the form of writing that addresses the intended audience	* identify and select the appropriate mode of writing based on purpose and audience	audience	
W.4.7.3 Determine a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, and descriptive writing	Select and align topic, audience, purpose and structure for expository , narrative, and descriptive writing	*determine appropriate mode of writing and organizational structure for writer's purpose	purpose audience format expository writing narrative writing descriptive writing mode of writing writer's purpose organizational structure	
W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics	Organize ideas by using such graphic organizers as webbing, mapping , charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics	*identify graphic organizers *select graphic organizer according to the mode of writing *utilize appropriate organizer based on task (i.e., webbing, mapping, charts/graphs, Venn Diagrams, and formal outlining with main topics and sub-topics)	graphic organizers webbing mapping charts/graphs Venn diagrams formal outlining	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
Fourth Nine Weeks: Writing - Drafting				
Essential Question: How does drafting help an author get his thoughts on paper?				
W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry	Write poems using a variety of techniques/devices, with emphasis on lyric poetry	*identify lyric poetry and its characteristics as a type of poetry *create poems using a variety of poetic devices, with an emphasis on lyric poetry	lyric poetry poetic devices onomatopoeia comparisons alliteration rhyme poetic techniques	
W.5.7.1 Write to develop narrative, expository, descriptive, and persuasive pieces	Write to develop <u>narrative, expository, descriptive, and persuasive pieces</u>	*create narrative, expository, descriptive, and persuasive pieces	persuasive	
W.5.7.3 Create expository, narrative, descriptive, and persuasive writings	Create expository, narrative, descriptive, and persuasive writings	*identify characteristics of expository, narrative, descriptive and persuasive writings *compose expository, narrative, descriptive, and persuasive pieces	persuasive	
Fourth Nine Weeks: Writing - Revising				
Essential Question: How can writing be improved through revising?				
W.4.7.8 Revise content for -central idea -organization -unity	Evaluate written texts by revising content for <u>-central idea</u> <u>-organization</u> <u>-unity</u>	*re-read the draft *change or revise to assure that the writing -contains a central idea -is organized according to purpose and mode -maintains a central focus -contains appropriate amount of content	revise content central idea elaboration clarity	
W.4.7.9 Revise style for -sentence variety -tone -voice	Revise style for <u>-sentence variety</u> <u>-tone</u> <u>-voice</u>	*revise to assure that the writing -contains a variety of sentence types and lengths -maintains a consistent tone (mood) -contains voice (writer's personality) -contains selected vocabulary	revise sentence variety tone style voice selected vocabulary selected information	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
W.4.7.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)	Revise using tools/methods such as <u>peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)</u>	*identify various revision tools/methods *select appropriate revision tool/method *revise using selected revision tool/method	revision tool/method	
W.7.7.3 Use word or sentence repetition for effect	Use word or sentence repetition for effect	*define repetition *identify repetition in writing *explain the effect of repetition *create repetition in personal writing for effect	repetition effect	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<p>W.6.7.5 Analyze personal and peer sentence formation for effective use of the parts of speech</p> <ul style="list-style-type: none"> -Precise nouns -Pronouns <ul style="list-style-type: none"> •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs -Adjectives <ul style="list-style-type: none"> •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -Adverbs <ul style="list-style-type: none"> •manner •time •place •degree •negative •interrogative -Conjunctions <ul style="list-style-type: none"> •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<p>Analyze personal and peer sentence formation for effective use of the parts of speech</p> <ul style="list-style-type: none"> <u>-Precise nouns</u> <u>-Pronouns</u> <ul style="list-style-type: none"> •<u>demonstrative</u> •<u>compound personal</u> °<u>reflexive</u> °<u>intensive</u> •<u>personal</u> °<u>interrogative</u> °<u>relative</u> °<u>indefinite</u> <u>-Active and linking verbs</u> <u>-Adjectives</u> <ul style="list-style-type: none"> •<u>possessive</u> •<u>article</u> •<u>interrogative</u> •<u>numeral</u> •<u>demonstrative</u> •<u>indefinite</u> •<u>descriptive</u> <u>-Adverbs</u> <ul style="list-style-type: none"> •<u>manner</u> •<u>time</u> •<u>place</u> •<u>degree</u> •<u>negative</u> •<u>interrogative</u> <u>-Conjunctions</u> <ul style="list-style-type: none"> •<u>coordinate</u> •<u>correlative subordinate interjections for excitement</u> •<u>prepositions to indicate relationship</u> 	<ul style="list-style-type: none"> *define and identify the parts of speech to construct effective sentences *differentiate effective and ineffective use of parts of speech in a sentence *create effective sentences using parts of speech such as -Precise nouns -Pronouns <ul style="list-style-type: none"> •demonstrative •compound personal °reflexive °intensive •personal °interrogative °relative °indefinite -Active and linking verbs -Adjectives <ul style="list-style-type: none"> •possessive •article •interrogative •numeral •demonstrative •indefinite •descriptive -Adverbs <ul style="list-style-type: none"> •manner •time •place •degree •negative •interrogative -Conjunctions <ul style="list-style-type: none"> •coordinate •correlative subordinate interjections for excitement •prepositions to indicate relationship 	<p>parts of speech (see list in SLE) differentiate</p>	
<p>W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences</p>	<p>Correct fragments, run-ons, comma splices, and fused sentences</p>	<ul style="list-style-type: none"> *recognize and correct fragments and run-ons *Identify comma splices, and fused sentences within a written piece *correct comma splices and fused sentences in a written piece 	<p>fragment run-on comma splice fused sentence</p>	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
Fourth Nine Weeks: Writing - Editing				
Essential Question: How can writing be improved through editing?				
W.6.7.11 Use colons in compound and compound-complex sentences and to introduce lists	Use semi-colons and colons in compound and compound-complex sentences	*identify semi-colons and colons in a piece of writing *identify compound and compound-complex sentences within a piece of writing *explain proper use of semi-colons, colons, compound and compound-complex sentences *create compound and complex sentences	semi-colons colons compound sentence compound-complex sentence	
W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting •spelling	Edit individually or in groups for appropriate grade-level conventions, within the following features: - <u>Sentence formation</u> • <u>completeness</u> • <u>absence of fused sentences</u> • <u>expansion through standard coordination and modifiers</u> • <u>embedding through standard subordination and modifiers</u> • <u>standard word order</u> - <u>Usage</u> • <u>standard inflections</u> • <u>agreement</u> • <u>word meaning</u> • <u>conventions</u> - <u>Mechanics</u> • <u>capitalization</u> • <u>punctuation</u> • <u>formatting</u> • <u>spelling</u>	*re-read the draft *change or edit to assure that the writing -contains complete sentences -contains no run on sentences -contains sentences that have been expanded using standard coordination and modifiers -contains sentences that employ elaboration through standard subordination and modifiers -contains sentences that make sense -contains standard inflections, subject-verb agreement, word meaning and conventions -contains correct capitalization, punctuation, format, and spelling	grade-level conventions	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Fourth Nine Weeks: Writing - Publishing				
Essential Questions: When is a piece of writing ready to share with an audience?				
W.4.7.13 Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	*create pieces of different genres *select pieces to include in the portfolio based upon pre-set goals and criteria that demonstrate growth	writing portfolio	

AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
FOURTH NINE WEEKS - READING Student Learning Expectations to be Addressed the Fourth Nine Weeks				
Fourth Nine Weeks: Reading Comprehension				
Essential Question: What strategies do good readers use to understand text?				
R.10.7.4 Understand how word choice and language structure convey an author's viewpoint	Understand how word choice and language structure convey an author's viewpoint	<ul style="list-style-type: none"> *define word choice *define language structure (sentence structure) *define author's viewpoint (perspective) *examine word choice (i.e., vivid verbs, adjectives, precise nouns, figurative language) and language structure (sentence structure) in a text *determine author's viewpoint *explain how word choice and language structure convey the author's viewpoint 	word choice language structure author's viewpoint	
R.9.7.8 Infer mood of text	Evaluate text by inferring the mood	<ul style="list-style-type: none"> *read a variety of texts *define mood *identify types of mood *explain infer *infer mood of text 	mood infer	
R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning	Generate and prioritize questions related to universal themes to interpret meaning	<ul style="list-style-type: none"> *create appropriate questions related to universal themes *prioritize questions to aid in interpreting meaning 	universal themes interpret	
R.9.7.5 Monitor reading strategies, including re-reading, using resources and questions, and modify them when understanding breakdowns	Evaluate their own understanding with regard to the questions generated	<ul style="list-style-type: none"> *apply reading strategies (re-reading, using resources and questions) *determine when understanding breaks down *alter reading strategies to meet the needs 	reading strategies modify	
R.10.7.8 Read a variety of poetry, with emphasis on lyric poetry	Read a variety of poetry, with emphasis on lyric poetry	<ul style="list-style-type: none"> *identify and recognize lyric poetry *read a variety of poetry including lyric poetry 	lyric poetry	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
R.10.7.9 Identify the use of poetic devices, including comparison, alliteration, repetition, onomatopoeia, and rhyme	Identify the use of poetic devices, including comparison, alliteration, repetition, onomatopoeia, and rhyme	*define and distinguish between poetic devices *identify poetic devices within poetry	comparison simile metaphor analogies alliteration repetition onomatopoeia rhyme	
R.10.7.10 Examine the effect of imagery on the mood or meaning of the poem	Examine the effect of imagery on the mood or meaning of the poem	*define imagery and mood of poem *identify imagery in poetry *determine meaning and mood of poem *explain the effect of imagery on the mood and meaning of poem	imagery mood	
Fourth Nine Weeks: Reading Word Study				
Essential Question: How will developing a better vocabulary improve reading?				
R.11.7.4 Use knowledge of root words and affixes and word relationships to determine meaning	Use knowledge of root words and affixes and word relationships to determine meaning	*identify root words, affixes (prefixes and suffixes) and word relationships *determine meaning using root words, affixes and word relationships	root words word relationships affixes prefixes suffixes	
R.11.7.5 Use context to determine meaning of multiple-meaning words	Use context to determine meaning of multiple-meaning words	*demonstrate ability to use context clues (restatement, embedded definition, etc.) in multiple reading situations *identify words with possible multiple meanings *use context clues to determine meaning	parts of speech multiple meaning context	
R.11.7.8 Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases	Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases	*define analogies *identify idioms and comparisons in text *distinguish between idioms and comparisons *use idioms and comparisons to infer the literal or figurative meanings of phrases	idioms comparisons analogies metaphors similes literal meaning figurative meaning	
R.11.7.10 Use context to determine meaning of multiple-meaning words.	Use knowledge of context to determine meaning of multiple-meaning words	*identify multiple-meaning words in context *explain the meaning of the word by relating it to the context	multiple-meaning words context	

7th Grade English Language Arts

AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Fourth Nine Weeks: Reading Fluency				
Essential Question: What are the goals of seventh grade fluency?				
R.11.7.11 Read grade-level text with an approximate rate of 167 words per minute	Read grade-level text with an approximate rate of 167 words per minute Benchmark range: 167-187 wpm	*automatically decode words *maintains a vocabulary commensurate with grade-level text *use context strategies *read daily		
R.9.7.16 Use skimming, scanning, note-taking, outlining, and questioning as study strategies	Apply study strategies by skimming, scanning, note-taking, outlining and questioning	*define skimming, scanning, note-taking, outlining, and questioning *practice skimming, scanning, note-taking, outlining, and questioning *distinguish the difference between skimming, scanning, note-taking, outlining, and questioning *determine which strategy best accomplishes the study task *use skimming, scanning, note-taking, outlining, and questioning as study strategies	skimming scanning note-taking outlining questioning study strategies	
Fourth Quarter Student Expectations : Oral and Visual Communications				
OV.1.7.9 Participate in a variety of speaking activities including oral interpretations of poems, stories, and monologues				