

ENGLISH – GRADE 7 – MRS. DOWLING

PROCTOR JUNIOR/SENIOR HIGH SCHOOL

Course Description: This year we will be developing further our reading and writing skills according to the Vermont Writing Portfolio requirements. We will be writing Response to Literature, narratives, personal essays and poetry. Editing and revising skills will be reinforced. Grammar lessons will be taught along with the Literature story that we read in class. Vocabulary is also taught through these class readings and from other sources like the newspaper. Emphasis will be put on the writing and understanding of context clue sentences and also learning root words and what they mean in various words. New areas of study will be recognizing organizational structures within the text, summarizing the key ideas to set context, text-to-world connections, understanding theme and the author's craft, using sentence patterns to create voice and tone, using effective transitional devices, and understanding character motivation. Students will be encouraged to think abstractly and synthesize information, evaluate, see relationships, and determine accuracy of information. Also, they will be taught how to draw conclusions from what they read and to know all the genres of reading.

Resources:

Applebee, Arthur N., Senior Consultant, *The Language of Literature*. McDougal Littell. C 2006.

Also: handouts, audio visual materials, library books of all genres, grammar workbook pages.

Assessments:

- Tests and quizzes
- Written assignments
- Projects
- Class participation
- Learning Journals
- Readers Log
- Reading outside of class

Course Outline:

- Review and practice of all the reading strategies
- Reading a range of text including all the genres
- 25 books a year read in and outside of class
- Writing-draft, revise, edit and critique – purpose, organization, voice, tone
- Writing conventions- grammar, sentence structure, spelling, mechanics
- Narrative and analyzing its parts

Listening – making interpretations and connections
Reflection on personal experiences
Poetry and figurative language
Questioning- critical evaluation
Responding to text (self, text, and world) and making inferences
Persuasive Writing – taking a stance and supporting it
Some class reading will be paired with American history
One play of Shakespeare will be studied, *Much Ado About Nothing*

Standards Taught

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| 1.1 Variety of Strategies for Reading | 5.8 Types of Literature |
| 1.2 Reading Accuracy | 5.9 American Literature |
| 1.3 Reading Comprehension | 5.10 Diverse Literary Traditions |
| 1.4 Range of Texts | 5.11 Literary Elements and Devices |
| 1.5 Writing Dimensions | 5.12 Literate Community |
| 1.6 Writing Conventions | 5.13 Responding to Text |
| 1.7 Response to Literature | 5.14 Responding to Media |
| 1.9 Narratives | 5.16 Changes in Language |
| 1.11 Persuasive | 5.17 Dialects |
| 1.12 Writing Personal Essays | 5.18 Structures |
| 1.13 Listening, Clarification and Restatement | |
| 1.14 Critique | |
| 1.15 Expression | |
| 1.23 Poetry | 6.13 Concepts of Culture |
| 2.1 Types of Questions | |
| 2.2 Problem Solving Process | |
| 2.3 Types of Problems | |
| 2.10 Fluency | |
| 2.11 Elaboration | |
| 2.12 Flexibility | |
| 3.1 Goal Setting | |
| 3.2 Learning Strategies | |
| 3.3 Respect | |
| 3.10 Teamwork | |
| 3.11 Interactions | |

3.12 Conflict Resolution
3.13 Roles and Responsibility

5.1 Eras and Styles
5.2 Times and Cultures
5.3 Universal Themes
5.4 Aesthetic Judgment
5.5 Point of View
5.6 Critique and Revision
5.7 Audience Response