



Independent School District of Boise City

English 7: Course Overview		
<p>Students will receive instruction in spelling and grammar, but the main emphasis will be on improving writing skills. Students will become familiar with the processes of writing, including pre-writing activities, focusing of ideas, drafting, revising, and editing. Students will read and write poetry, and read and respond to literature through writing. The following four pieces of writing will be emphasized: expository essay, persuasive writing, reporting research, and literary response.</p>		
<p>Adopted Text: Allen, Janet., et al, eds. <i>Literature (7)</i>. Evanston, IL: McDougal Littell, 2008. <i>Grammar for Writing</i>. Evanston, IL: McDougal Littell, 2008.</p>		
English 7: Scope and Sequence		
<p>Teachers are encouraged to assign outside reading. Refer to the district approved novel list. <i>Essential</i> = will be on EOC <i>Expected</i> = A variety of these materials are expected to be covered throughout this unit and are suggested activities to enhance learning</p>		
Quarter 1: Expository Essay		
Essential [Required]	Expected [Recommended]	Sample Lang. Obj.*
<p>Writing:</p> <ul style="list-style-type: none"> • Writing process (ELD 4.1) <ul style="list-style-type: none"> • prewriting • rough draft • revision • editing • publishing [final copy] • Writer's Purpose/Audience • Emphasis: Expository Essay • Essay Structure (ELD 4.2.2) <ul style="list-style-type: none"> • introduction 	<p>Writing Process: Creative writing, especially poetry, should be taught throughout the year with a focus on figurative language. The following terms will be tested on the 2nd semester EOC: metaphor, simile, imagery, and personification Other literary devices such as hyperbole, repetition, alliteration, etc. should be mentioned when appropriate while teaching good writing techniques.</p> <ul style="list-style-type: none"> • Introduction techniques (dialogue, anecdotes, descriptions, etc.) 	<p>Draw a picture of a favorite memory and create a web of ideas for writing.</p> <p>Complete a graphic organizer to plan a paragraph.</p> <p>Read your writing with a partner. Using a sentence starter, ask questions about confusing parts.</p> <p>Sentence starter URL: http://www.sde.idaho.gov/site/lep/guidance_docs/SentenceStarters%20printable.pdf</p>

<ul style="list-style-type: none"> thesis statement topic sentence transitions conclusion 	<p>FALL WRITING SAMPLE: a narrative writing piece is suggested to be used as a benchmark at the beginning of the year.</p>	<p>Edit a paragraph using a short checklist (choose five things).</p> <p>Checklist URL: http://www.boiseschools.org/curriculum/la_supplement/editing_symbols.pdf</p> <p>Rewrite your edited paper so that you have a final draft.</p>
<p>Sentence Development:</p> <ul style="list-style-type: none"> Identify subject and predicate in order to correct common sentence errors: <ul style="list-style-type: none"> Fragments Run-ons Comma Splice Subject/Verb Agreement (ELD 4.3.4) 	<p>Sentence Development:</p> <ul style="list-style-type: none"> DOL Teach comma/semi-colon usage as it applies to correcting run-ons, fragments, and comma splices. 	<p>Sort verb and noun cards into groups. Match the nouns with the correct verb tenses.</p>
<p>Conventions:</p> <ul style="list-style-type: none"> Correcting sentence errors listed previously. End marks (review) (ELD 4.3.3) <ul style="list-style-type: none"> Period Exclamation point Question mark 	<p>Conventions:</p> <ul style="list-style-type: none"> Editing marks (Boise School District chart) Punctuation, including commas, should be taught throughout the year, especially when it appears as a difficulty in students' writing. The 2nd semester EOC will contain the majority of comma error questions. 	<p>Read the sentence and choose the correct end mark (. ! ?).</p>
<p>Vocabulary/Spelling: (semester long objectives) (ELD 4.3.1)</p> <ul style="list-style-type: none"> Common homophones Commonly confused words 	<p>Vocabulary/Spelling:</p> <ul style="list-style-type: none"> Lesser known prefixes and suffixes Apostrophe confusion Dictionary and thesaurus usage Content Vocabulary (narrative, expository, thesis statement, etc.) 	<p>Read a poem with confused homophones. With a partner, find and correct the confused words.</p>

<p>Speaking/Listening: (ELD 1.1.1, ELD 1.1.2, ELD 2.1.1, ELD 2.1.2)</p> <ul style="list-style-type: none"> • Answer questions in an appropriate manner • Follow verbal instructions • Work collaboratively • Share ideas verbally • Listen respectfully • Participate in discussion 	<p>Speaking/ Listening:</p> <ul style="list-style-type: none"> • Students should be given the opportunity throughout the year to share their writing or ideas with their classmates formally and informally. This could include: <ul style="list-style-type: none"> • Reciting/reading poetry • Readings of stories, essays, journal entries, etc. • Sharing of projects 	<p>Listen to three directions given orally and restate directions to a partner.</p> <p>Read a poem with a small group. Use a sentence starter to share ideas with the group.</p> <p>Listen to a classmate’s presentation. Ask them a question about the presentation.</p> <p>* Language Objectives are drawn from State English Language Development Standards, the National Council for Teachers of English, and International Reading Association.</p> <p>Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.</p>
<p>The 1st quarter common assignment is an expository essay.</p> <p>This common writing assignment may be completed at the teacher’s convenience any time during the first nine weeks. Teachers have the option of turning this into a longer writing project or limiting it to one or two days. Regardless of the approach, this assignment must be evaluated using a common rubric. Teachers should also assign this a letter/point grade and use it as an assignment grade.</p>		

Quarter 2: Persuasive Writing

Continuation of Quarter 1

Essential [Required]	Expected [Recommended]	Sample Lang. Obj.
<p>Writing Process: Key Traits of Writing (ELD 4.1)</p> <ul style="list-style-type: none"> • Ideas • Organization • Fluency • Word Choice • Voice • Conventions 	<p>Writing Process:</p>	<p>Writing Process: Make a list about a specific topic to gather ideas for writing.</p> <p>Circle repeated words in your writing. From the classroom wordbank, find other word choices.</p> <p>Complete a graphic organizer to plan writing.</p> <p>Highlight nouns and verbs in writing. With a partner check for agreement and change mistakes.</p>
<p>Sentence Development: (ELD 4.3.2)</p> <ul style="list-style-type: none"> • Sentence Combining • Simple vs. compound sentences <ul style="list-style-type: none"> • use of appropriate conjunctions 	<p>Sentence Development:</p> <ul style="list-style-type: none"> • DOL 	<p>Write two simple sentences with a partner.</p> <p>Choose a coordinating conjunction to combine.</p> <p>Write a paragraph on a topic of your choice.</p> <p>Use at least one compound sentence and highlight it in your writing.</p>
<p>Writing Development:</p> <ul style="list-style-type: none"> • DWA (practice, analyze, score) • Emphasis: Persuasion <ul style="list-style-type: none"> • Elements of Argument <ul style="list-style-type: none"> • Claims • Evidence/Reasons • Persuasive Techniques 	<p>Writing Development:</p> <ul style="list-style-type: none"> • Review previous DWA prompts • Use DWA scoring rubric • Suggested writing could include: <ul style="list-style-type: none"> • Letter to editor • Editorial • School policy change 	<p>Writing Development:</p> <ul style="list-style-type: none"> • DWA (practice, analyze, score)

<ul style="list-style-type: none"> • Appeals by association • Emotional Appeals • Loaded Language 	<ul style="list-style-type: none"> • Parent argument • Public Service Announcement • Brochure • Print Ad • See pages 908-961 in <i>Literature</i> 	
Essential [Required]	Expected [Recommended]	Sample Lang. Obj.
Conventions: Parts of speech (ELD 4.3.3) <ul style="list-style-type: none"> • nouns • verbs • adjectives • adverbs • pronouns • conjunctions • prepositions (prepositional phrases) • interjections <ul style="list-style-type: none"> • Subject/verb agreement • Capitalization (ELD 4.3.4) 	Conventions: <ul style="list-style-type: none"> • Common capitalization errors: <ul style="list-style-type: none"> • Seasons • Directions • Words in titles • Titles used as names • Languages • Titles 	<u>Highlight</u> proper nouns and common nouns in your writing. <u>Check</u> that proper nouns are capitalized. <u>Replace</u> overused nouns with appropriate pronouns.
Vocabulary/Spelling: <ul style="list-style-type: none"> • Continue from 1st Quarter (ELD 4.3.1) 	Vocabulary/Spelling: <ul style="list-style-type: none"> • Continue from 1st Quarter 	Vocabulary/Spelling: Continue from 1st Quarter
Speaking/Listening: (ELD 1.1.1, ELD 1.1.2, ELD 2.1.1, ELD 2.1.2) <ul style="list-style-type: none"> • Answer questions in an appropriate manner • Follow verbal instructions • Work collaboratively • Share ideas verbally • Listen respectfully • Participate in discussion 	Speaking/ Listening: <ul style="list-style-type: none"> • Students should be given the opportunity throughout the year to share their writing or ideas with their classmates formally and informally. This could include: <ul style="list-style-type: none"> • Reciting/reading poetry • Readings of stories, essays, journal entries, etc. • Sharing of projects 	Speaking/ Listening: <u>Read</u> your own writing to a partner. Next, <u>read</u> your writing to a small group.
The 2nd quarter common assignment is an in-building Direct Writing Assessment.		

Quarter 3: Research Writing.		
Essential [Required]	Expected [Recommended]	Sample Lang. Obj.
<p>Writing:</p> <ul style="list-style-type: none"> Teacher chosen writing activities to emphasize the writing process and key traits of writing taught previously in the year. (ELD 4.1, ELD 4.2.2) <p>• Emphasis: Research</p> <ul style="list-style-type: none"> MLA formatting Works Cited page <ul style="list-style-type: none"> Heading Spacing Proper Citations Avoiding Plagiarism 	<p>Writing:</p> <ul style="list-style-type: none"> Entries for <i>Writing Without Walls</i> (district publication) Suggested research writing could include: <ul style="list-style-type: none"> Article Summary (paraphrase?) Exotic pets research Historical research Travel brochures Country research Travel journal 	<p>Write a list of places you would like to visit.</p> <p>Read an article about the place you would like to visit most. Highlight information you want to remember.</p>
<p>Sentence Development:</p> <ul style="list-style-type: none"> Simple Sentences Compound Sentences (ELD 4.3.2) Complex sentences Subject/verb agreement 	<p>Sentence Development:</p> <ul style="list-style-type: none"> DOL 	<p>Write a simple sentence.</p> <p>Add a prepositional phrase to the beginning or end of your sentence.</p> <p>Combine your sentence with a partner's to create a compound sentence.</p>

<p>Conventions:</p> <ul style="list-style-type: none"> • Comma Usage (ELD 4.3.3) <ul style="list-style-type: none"> • Dates • Addresses • Items in a series • Direct address • Compound/Complex Sentences • Introductory clauses or phrases • Colon • Semi-Colon 	<p>Conventions:</p> <ul style="list-style-type: none"> • DOL 	<p>Conventions:</p> <p>List your three favorite foods. Using commas, write a sentence including your list.</p>
<p>Vocabulary/Spelling (semester long objectives):</p> <ul style="list-style-type: none"> • Spelling Patterns (ELD 4.3.1) <ul style="list-style-type: none"> • ie/ei • possessives 	<p>Vocabulary/Spelling:</p> <ul style="list-style-type: none"> • Continue from 1st Quarter 	<p>Vocabulary/Spelling:</p> <p>Continue from 1st Quarter</p>
<p>Speaking/Listening: (ELD 1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.1.3)</p> <ul style="list-style-type: none"> • Answer questions in an appropriate manner • Follow verbal instructions • Work collaboratively • Share ideas verbally • Listen respectfully • Participate in discussion 	<p>Speaking/ Listening:</p> <ul style="list-style-type: none"> • Students should be given the opportunity throughout the year to share their writing or ideas with their classmates formally and informally. This could include: <ul style="list-style-type: none"> • Reciting/reading poetry • Readings of stories, essays, journal entries, etc. • Sharing of projects 	<p>Speaking/ Listening:</p> <p>Complete an outline about a first day of school. Use sentence starters to share your thoughts with a small group.</p> <p>Sentence starter URL: http://www.sde.idaho.gov/site/lep/guidance_docs/SentenceStarters%20printable.pdf</p>
<p>The 3rd quarter common assignment is research writing.</p> <p>The common assignment for 3rd quarter will be a form of research writing chosen by the individual teacher. It is expected that the writing will include a properly formatted works cited page. Students should be looking at multiple sources to acquire information. Writing should follow MLA formatting when appropriate. Teachers should give the assignment a percentage/point grade to be added to the gradebook.</p>		

Quarter 4: Literary Analysis and Response

Essential [Required]	Expected [Recommended]	Sample Lang. Obj.
<p>Writing:</p> <ul style="list-style-type: none"> Teacher chosen writing activities to emphasize the writing process and key traits of writing taught previously in the year. <p>• Emphasis: Literary Analysis and Response/Reaction</p> <ul style="list-style-type: none"> Teacher chosen literature selections: novels, short stories, memoirs, poems, etc. Focus on text to self, text to text, and text to world connections (ELD 4.1) 	<p>Writing:</p> <ul style="list-style-type: none"> Entries for <i>Writing Without Walls</i> (district publication) Suggested writing could include: <ul style="list-style-type: none"> Compare and contrast Summary Essays Persuasive writing Literary Analysis options are noted in the Teacher's Edition of <i>Literature</i> in red boxes SPRING WRITING SAMPLE: a piece of writing should be used as a final benchmark toward the end of the year. <ul style="list-style-type: none"> This could be a timed writing sample or other writing assignment of the teacher's choosing. 	<p>Read a short story. Answer text to self questions (Have you ever been in a similar situation?).</p> <p>Using text to self connections, write a paragraph to share your thoughts.</p>

<p>Conventions:</p> <ul style="list-style-type: none"> • Punctuation of titles (ELD 4.3.2) <ul style="list-style-type: none"> • books • short stories • poems • CD's • Songs • Movies • Magazines/Newspapers • Magazine/Newspaper articles • Punctuating Dialogue • Review types of sentences (ELD 4.3.3) <ul style="list-style-type: none"> • interrogative • declarative • imperative • exclamatory 	<p>Conventions:</p> <ul style="list-style-type: none"> • DOL • Reinforce all previous material • Punctuation review 	<p>Conventions:</p> <p>Write a simple sentence. Change the sentence to a question, exclamation, command and/or statement. Choose your favorite sentence and use it to begin a short story.</p>
<p>Speaking/Listening: (ELD 1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.1.3)</p> <ul style="list-style-type: none"> • Answer questions in an appropriate manner • Follow verbal instructions • Work collaboratively • Share ideas verbally • Listen respectfully • Participate in discussion 	<p>Speaking/ Listening:</p> <ul style="list-style-type: none"> • Students should be given the opportunity throughout the year to share their writing or ideas with their classmates formally and informally. This could include: <ul style="list-style-type: none"> • Reciting/reading poetry • Readings of stories, essays, journal entries, etc. • Sharing of projects 	<p>Listen to a classmate. Write down the main idea. List two of the supporting details.</p>
<p>The 4th quarter common assignment will be a literary analysis or response/reaction piece of writing. This piece of writing can be persuasive, comparative, or expository. This might not necessarily be an essay, but should focus on students' attitudes and views towards literature. Teachers should assign this a percentage/point grade to be added to the gradebook.</p>		