

Saddlebrook Preparatory School
Wesley Chapel, Florida

Language Arts/Reading
Grade Seven Organizational Plan

Components	First Nine Weeks False Impressions	Second Nine Weeks Man & Nature	Third Nine Weeks Fantasy, Myth, & the Unexplained	Fourth Nine Weeks Individual & Society
Literature/Reading	<p>Reading: Genre studies</p> <ul style="list-style-type: none"> • Short stories • Biographies • Essays <p>Additional readings:</p> <ul style="list-style-type: none"> • One student-selected book personal reading <p>Competencies IA, IB</p>	<p>Major Work:</p> <ul style="list-style-type: none"> • Rikki-tikki-tavi <p>Additional readings:</p> <ul style="list-style-type: none"> • Other nonfiction • One student-selected book personal reading <p>Competency IB completed Competency IA</p>	<p>Major work:</p> <ul style="list-style-type: none"> • The Monsters are Due on Maple Street <p>Additional readings:</p> <ul style="list-style-type: none"> • Science fiction • Fables <p>Competency IA</p>	<p>Major work:</p> <ul style="list-style-type: none"> • The True Confessions of Charlotte Doyle <p>Additional readings:</p> <ul style="list-style-type: none"> • One student-selected book personal reading <p>Competency IA completed</p>
Composition	<p>Process writing</p> <ul style="list-style-type: none"> • expository • persuasive <p>Competencies IIA, IIB</p>	<p>Expository writing</p> <ul style="list-style-type: none"> • focus • organization • support • sentence variety <p>Competencies IIA, IIB</p>	<p>Persuasive writing:</p> <ul style="list-style-type: none"> • extension and elaboration using persuasive language <p>Competency IIA Competency IIB completed</p>	<p>Narrative/expressive writing Presentation portfolios</p> <p>Competency IIA completed</p>
Vocabulary	<p>Vocabulary in context</p> <ul style="list-style-type: none"> • word parts – prefixes, roots, suffixes 	<p>Word analysis</p> <ul style="list-style-type: none"> • biased language • connotation and denotation 	<p>Paraphrase passages from novel or drama, reflecting meaning and tone through denotation and connotation</p> <ul style="list-style-type: none"> • cultural vocabulary <p>Competency IIIA completed</p>	
Listening, Speaking, Viewing	<p>Summarizing: persuasive presentation</p>	<p>Informative presentation</p>	<p>Speaking skills:</p> <ul style="list-style-type: none"> • film, book, or other media • Oral interpretation or recitation (drama) <p>Competency IVA</p>	<p>Presentation of investigative project – informative</p> <p>Competency IVA completed</p>

<p>Information Literacy/Test taking Skills</p>	<p>Critical reading skills for:</p> <ul style="list-style-type: none"> • independent reading • informational reading <p>Competencies VA, VB</p>	<p>Critical reading skills for:</p> <ul style="list-style-type: none"> • independent reading • informational reading • functional reading <p>Competencies VA, VB</p>	<p>Investigate a subject related to this theme using a variety of sources, including text</p> <p>Informational reading:</p> <ul style="list-style-type: none"> • graphs/diagrams • references/resources <p>Competencies VA, VB</p>	<p>Presentation of investigative project – expository format</p> <p>Information literacy:</p> <ul style="list-style-type: none"> • print and electronic references/resources <p>Competencies VA, VB completed</p>
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**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
AND THE COMPETENCY-BASED CURRICULUM**

First Nine Week

Grade Seven

<p>Focus: False Impressions</p>	<p>Readings: Short Stories, Biographies, Essays</p>
<p>READING BENCHMARKS</p>	<p>COMPETENCIES</p>
<p>LA.A.1.3.2 The student uses a variety of strategies to analyze words and test, draw conclusions, use context and word structure clues, and recognize organizational patterns.</p> <p>The Grade Level Expectation require students to</p> <ul style="list-style-type: none"> • use context and word structure clues to interpret words and ideas in text. • make inferences and generalizations about what is read. • Use graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts • Compare and contrast similar information contained indifferent text selections <p>LA.A.2.2.7 The student recognizes the use of comparison and contrast in text.</p> <p>LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.</p> <p>The Grade Level Expectation requires students to</p> <ul style="list-style-type: none"> • Extend the expectation of the sixth-grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas). <p>LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.</p>	<p>Ongoing Competencies: IA Analyze fiction IB Analyze nonfiction VB Demonstrate study and test taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction in</p> <ul style="list-style-type: none"> • Identification and analysis of characteristics of several genres, such as poetry, short stories, dramas, novels, myths, essays, biographies, and autobiographies with emphasis on the short story and the novel. • Literary analysis focusing on story elements such as characterization, plot (conflict/problem, sequence of events, climax, resolution), setting, theme, point of view. • Literary analysis focusing on characterization, especially in relation to culture, and elements of the author’s craft, such as figurative language, symbolism, and irony. • Identification and analysis of textual patterns, such as analogies, comparison/contrast, cause/effect, problem/solution, and detail/.main idea in major works and/or passages. • Critical reading skills for independent and informational reading, including strategies for determining vocabulary meanings in context. • Learning strategies such as reader response, peer questioning, student-generated questions, previewing and predicting content, reviewing, skimming and scanning, reading for detail. Note taking, sequencing, and graphic organizers. • Test-taking strategies, such as timed reading and writing activities, and presenting and organizing data to write accurate and complete answers to prompts and essay questions.

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First Nine Weeks

Grade 7

WRITING BENCHMARKS	COMPETENCIES
<p>LA.B.1.3.2 The student drafts and revises writing that</p> <ul style="list-style-type: none"> • is focused, purposeful, and reflects insight into the writing situation; • conveys a sense of completeness and wholeness with adherence to the main idea; • has an organizational pattern that provides for a logical progression of ideas; • has support that is substantial, specific, relevant, concrete, and/or illustrative; • demonstrates an involvement with the subject; • uses creative writing strategies appropriate to the purpose of the paper • demonstrates a command of language (word choice) with freshness of expression; • has varied sentence structure and sentences that are complete except when fragments are used purposefully; and • has few, if any, convention errors in mechanics, usage, punctuation. <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • focus on a central idea or topic). • use devices to develop relationships among ideas (transitions, change in time, idea, or place). • use supporting ideas, details, and facts. • demonstrate an involvement with the subject that engages the reader. • demonstrate a command of the language (word choice, appropriate figurative language). • use an effective organizational pattern and substantial support to achieve a sense of completeness. • proofread writing to correct convention errors in mechanics, usage, and punctuation using dictionaries, handbooks, and other resources, including teacher or peers as appropriate. • Analyze and revise draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning. <p>LA.B.2.3.3 The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p> <p>The Grade Level Expectation requires students to</p> <ul style="list-style-type: none"> • Select and use a format for writing which addresses the audience, purpose, and occasion (narrative, persuasive, and expository). 	<p>Ongoing Competencies: IIA Prepare a portfolio IIB Write to a prompt VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction in</p> <ul style="list-style-type: none"> • Preparing and maintaining a portfolio of writing containing unfinished and finished pieces, in evaluating these pieces, and in reflecting upon growth in writing. • The writing process: prewriting, drafting, revising, editing, and publishing. • Writing a variety of modes (expository, persuasive, narrative/expressive) and in a variety of formats. • Evaluating student writing by applying the scoring guide and rubric (focus, organization, support, and conventions). • Test-taking strategies, such as participating in timed reading and writing activities and presenting and organizing data to write accurate and complete answers to prompts and essay questions. <p>ASSESSMENT: Text-based, teacher-made tests, and alternative assessments</p>

SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS AND THE COMPETENCY-BASED CURRICULUM

Second Nine Weeks

Grade Seven

<p>Focus: Man and Nature</p>	<p>Major Work: Rikki-tikki-tavi Additional Readings: Other Nonfiction and student selected literature</p>
<p>READING BENCHMARKS</p>	<p>COMPETENCIES</p>
<p>LA.A.2.3.2 The student identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • -understand ways the author’s perspective or point of view affects a text. • state the author’s purpose and relate it to specific details from the text. <p>LA.A.2.3.8 The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • cite, examine, and discuss the use of and differences between fact and opinion within a text. • know differences between strong versus weak arguments and relevant and irrelevant information in reading selections. • understand the use of comparison and contrast in a text. • understand the influence of personal values on the conclusions an author draws. <p>LA.E.2.3.1 The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.</p> <p>The Grade Level Expectations require students to.</p> <ul style="list-style-type: none"> • know the reasons for a character’s actions. • know the events in the plot related to the central conflict. • know ways cause-and-effect relationships affect the development of a plot. • know ways the tone of a literary work is used to support its story line. • know and describe from various characters’ points of view a situation related to the central conflict in a literary work. <p>LA.E.1.3.2 The student recognizes complex elements of plot, including setting,</p>	<p>Competencies to be completed:</p> <p>IB Analyze nonfiction</p> <p>IA Analyze fiction</p> <p>VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction and/or reinforcement in</p> <ul style="list-style-type: none"> • critical reading skills for independent, informational, and functional texts, such as understanding a cause/effect diagram, graph, chart, or map, including strategies for determining vocabulary meanings through word analysis. • reading strategies, such as recognizing propaganda , drawing conclusions, making judgments based on text information, clarifying information, and using evidence from a selection to support opinion. • literary analysis focusing on story elements such as characterization, plot, setting, theme, and point of view. • literary analysis focusing on characterization, especially in relation to culture, and elements of the author’s craft, such as figurative language, symbolism, and irony. • analyzing and evaluating the author’s purpose and perspective (personal bias or point of view) toward a topic. • Test-taking strategies, such as using an answer sheet, participating in timed reading and in timed writing activities, and organizing and presenting data to write accurate and complete answers to prompts and essay questions.

character development, conflicts, and resolutions.

The Grade Level Expectations require students to

- compare and contrast characters from various texts
- compare and contrast settings from various texts
- compare and contrast plot elements from various texts.
- Know the primary conflicts and explain their resolutions in a variety of text types.

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Second Nine Weeks

Grade Seven

WRITING BENCHMARKS	COMPETENCIES
<p>LA.B.1.3.2 The student drafts and revises writing that</p> <ul style="list-style-type: none"> • is focused, purposeful, and reflects insight into the writing situation; • conveys a sense of completeness with adherence to the main idea; • has an organizational pattern that provides for logical progression of ideas; • has support that is substantial, specific, relevant, concrete, and/or illustrative; • demonstrates a command of language (word choice); • has varied sentence structure and sentences that are complete except when fragments are used purposefully; and • has few, if any, convention errors in mechanics, usage, punctuation <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • focus on a central idea or topic. • use devices to develop relations among ideas; • use supporting ideas, details, and facts from a variety of sources to develop and elaborate topic. • demonstrate a commitment to the subject that engages the reader. • demonstrate a command of the language (precise word choice, appropriate figurative language). • use an effective organizational pattern and substantial support to achieve a sense of completeness (audience, sequencing of events, effective words, specific detail). • proofread writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers. • analyze and revise draft to further develop a piece of writing by adding or deleting details and explanations, clarifying, rearranging words, sentences, and paragraphs to improve meaning. <p>LA.B.2.3.3 The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p> <p>The Grade Level Expectation requires students to</p> <ul style="list-style-type: none"> • select and use a format for writing which addresses the audience, purpose, and occasion (Narrative, persuasive, expository). 	<p>Ongoing Competencies:</p> <p>IIA Prepare a portfolio</p> <p>IIB Write to a prompt</p> <p>VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction and/or reinforcement in</p> <ul style="list-style-type: none"> • maintaining a portfolio of writing containing unfinished and finished pieces, in evaluating these pieces, and in reflecting growth in writing. • the writing process: prewriting, drafting, revising, editing, and publishing. • writing in a variety of modes (expository, persuasive, narrative/expressive) and in a variety of formats, emphasizing audience and purpose focus, organizational patterns and transitions, conclusions, support, including appropriate word choices and figurative language, and a variety of sentence lengths and structures. • evaluating student writing by applying the scoring guide and rubric (focus, organization, support, conventions). • test-taking strategies such as participating in timed reading and writing activities, and presenting and organizing data to write accurate and complete answers to prompts and essay questions. <p>ASSESSMENT:</p> <p>Text-based, teacher-made tests, and alternative assessments.</p>

