

Riverside Middle School

7th Grade Language Arts Strategies Syllabus

Teacher: Mrs. K. Mathis

Room: F115

Phone: 355-7950

Email: kmathis@greenville.k12.sc.us

Textbook/novels:

Collections. Jago, Carol et al. Houghton Mifflin Harcourt Publishing. New York, 2015.

Various novels including *The Devil's Arithmetic*, *The Watson's Go to Birmingham*, and *Full Tilt*

Introduction

The goal of the middle school language arts program is to develop lifelong readers and writers. Students will apply their knowledge and skills and expand their use of language. This course enables students to study the elements of language arts through the study of short stories, nonfiction, drama, poetry, novels, and various writing units. A strong emphasis will be placed on vocabulary development and writing. During this course, the students will utilize listening and speaking skills emphasized in the textbook.

For further information about "Reading/ English Language Arts – Grade 7," please refer to the web page: <http://ed.sc.gov/agency/offices/cso/standards/ela>.

Learning and Developmental Goals

By the end of the seventh grade, students will:

1. Draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
2. Write for different audiences and purposes.
3. Recognize, demonstrate, and analyze the qualities of effective communication
4. Access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Instructional Units and Sequencing:

The seventh grade curriculum is divided into four units with one theme per unit. One unit will be covered each quarter.

Quarter One Theme: BOLD ACTIONS

Students will:

Know: A. Thematic development B. Elements of plot (e.g. exposition, conflict, rising action, climax, falling action, and resolution) C. Methods to develop a character (e.g. description of physical appearance, character's speech, thoughts, and actions, reactions of other characters to the character, narrator's direct comments, and indirect and direct characterization) D. Effect of setting (e.g. character and/or plot development) E. Impact of rhymes and other repetition of sounds (i.e. specific verses/stanzas of poems or sections of narrative/drama) F. Impact of text structures in prose, drama, and/or poetry	Do: A. Identify and analyze development of theme(s) B, C, D. Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot E. Analyze the impact of rhymes and other repetitions of sounds (i.e. specific verses/stanzas in a poem or sections of a narrative/drama) F. Analyze and critique the development of theme, setting, and/or plot based on the author's use of complex text structures in prose, drama, and poetry
---	---

<p>A. Strategies for reading informational texts (i.e. use 5W's and H questions, determine main ideas and details)</p> <p>B. Textual evidence supports (i.e. multiple examples to support inferences drawn from a text)</p> <p>C. Central ideas</p> <p>D. Strategies for writing an objective summary (e.g. key ideas, supporting details, avoiding personal bias)</p> <p>E. Citation of key supporting</p> <p>F. Text structures (e.g. cause and effect, sequential, compare and contrast)</p> <p>G. Text features (e.g. headings, subheadings, graphics, bolded, italics)</p> <p>H. Impact of text features and structures on an author's ideas or claim</p> <p>I. Language of argument (e.g. claim, reasons, and evidence)</p> <p>J. Effective arguments support the claim with logical reasoning and sufficient evidence</p> <p>K. Assessment of sound reasoning</p> <p>L. Assessment of relevant and sufficient evidence</p> <p>M. Strategies for effectively conducting cooperative reading in whole and small groups</p>	<p>A. Read informational text for purpose, understanding, and comprehension</p> <p>B. Cite multiple examples of textual evidence to support analysis and inferences (i.e. annotate the text, mark key words and phrases, flag pages and take notes, accurately cite quotes and paraphrased sections of text)</p> <p>C. Identify central ideas</p> <p>D. Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions</p> <p>E. Cite key supporting details found in the text</p> <p>F, G, H. Identify and analyze text structures and features to determine how they impact the author's ideas or claim</p> <p>I, J. Trace an argument</p> <ul style="list-style-type: none"> - identify the claim(s) in an argument - identify the reasons and evidence used to support claim(s) <p>K. Evaluate whether reasoning is logical and sound</p> <p>L. Evaluate whether evidence is relevant and sufficient to support the claim(s)</p> <p>M. Execute purposeful whole and small group reading in order to understand and evaluate the text(s)</p>
--	--

Quarter Two Theme: GUIDED BY A CAUSE

Students will:

<p>Know:</p> <p>A. Central ideas</p> <p>B. Strategies for writing an objective summary (e.g. key ideas, supporting details, avoiding personal bias)</p> <p>C. Citation of key supporting details to analyze their development</p> <p>D. Process for gathering relevant information from various sources (e.g. Discuss, electronic encyclopedia, video, print, audio, pictures and photos)</p> <p>E. Text structures (e.g. cause and effect, sequential, compare and contrast)</p> <p>F. Text features (e.g. headings, subheadings, graphics, bolded, italics)</p> <p>G. Impact of text structure and features on an author's ideas or claim</p> <p>H. Significance of author's perspective</p> <p>I. Effective arguments support the claim with logical reasoning and sufficient evidence</p> <p>J. Means of assessing whether reasoning is sound</p> <p>K. Means of assessing whether evidence is relevant and sufficient</p> <p>A. Thematic development</p>	<p>Do:</p> <p>A. Identify central ideas</p> <p>B. Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions</p> <p>C. Cite key supporting details found in the text</p> <p>D. Integrate gathered information from various sources to further understand a topic or issue</p> <p>E. Identify and analyze the use of text features to convey the author's ideas or claim</p> <p>F. Identify and analyze the use and impact of text structures to convey the author's ideas or claim</p> <p>G. Determine how an author's perspective or purpose is conveyed in informational text</p> <p>H, I. Trace and evaluate an argument</p> <ul style="list-style-type: none"> • identify the claim(s) in an argument • identify the reasons and evidence used to support claim(s)) <p>J. Evaluate whether reasoning is logical and sound</p> <p>K. Evaluate whether evidence is relevant and sufficient to support the claim(s)</p> <p>A. Identify and analyze development of theme(s)</p>
---	---

<p>B. Objective Summary without personal bias</p> <p>C. Author's use of historical context (e.g. compare/contrast and rhetorical effect)</p> <p>D. Elements of plot (e.g. exposition, conflict, rising action, climax, falling action, resolution)</p> <p>E. Character development (e.g. character appearance, speech, thoughts, and actions, reactions of other characters, and direct and indirect characterization)</p> <p>F. Effect of setting on character and/or plot development</p> <p>G. Types of contextual influence (e.g. historical, cultural, social, political)</p> <p>H. Impact of contextual influences on setting, plot, and characters</p> <p>I. Points of view (e.g. 1st-person, 2nd-person, 3rd-person limited, 3rd-person omniscient, 3rd-person objective)</p> <p>J. Impact of author's choice of point of view, perspective, or purposes on the content, meaning, and style</p>	<p>B. Provide an objective summary using key ideas and details to support analysis of thematic development</p> <p>C. Use comparison and contrast strategies to understand the rhetorical effect of the author's literary depiction of a time, place, or character to the historical account of the same time period.</p> <p>D, E, F. Apply understandings of plot elements and character types in order to analyze the effect of setting on the development of characters/and or plot</p> <p>G. Recognize types of contextual influences, such as historical, cultural, social, or political</p> <p>H. Explain the impact of contextual influences on setting, plot, and characters</p> <p>I. Examine various points view within a literary text</p> <p>J. Analyze the author's development and contrasting points of view in order to determine the impact on content, meaning, and style</p>
--	---

Quarter Three Theme: NATURE AT WORK

Students will:

<p>Know:</p> <p>A. Strategies for reading informational texts</p> <p>B. Figurative language (e.g. simile, metaphor, idiom, oxymoron, personification, alliteration, hyperbole, onomatopoeia, and clichés)</p> <p>C. Connotation/denotation of words and phrases</p> <p>D. Impact of word choice on meaning and tone</p> <p>E. Text structures (e.g. cause and effect, sequential, compare and contrast)</p> <p>F. Text features (e.g. headings, subheadings, graphics, bolded, italics)</p> <p>G. Impact of text structures and features on an author's ideas or claim</p> <p>H. Impact of text features and structures on an author's ideas or claims</p> <p>I. Practices and habits employed by self-directed, critical readers and thinkers</p>	<p>Do:</p> <p>A. Read informational text for purpose, understanding, and comprehension</p> <p>B, C. Determine the connotative/denotative (technical meanings) of words and phrases in a text</p> <p>D. Analyze the impact of word choice and its effect on meaning and tone</p> <p>E, F. Identify text structures and features which are used to convey the author's ideas or claim</p> <p>G, H. Analyze how text structures are used to convey the author's ideas or claim</p> <p>I. Independently regulate their own interpretive reading and critical thinking</p>
--	--

Quarter Four Theme: RISK AND EXPLORATION

Students will:

Know:	Do:
A. Central ideas B. Strategies for writing an objective summary (e.g. key ideas, supporting details, avoiding personal bias) C. Citation of key supporting details to analyze their development D. Text structures (e.g. cause and effect, sequential, compare and contrast) E. Text features (e.g. headings, subheadings, graphics, bolded, italics) F. Impact of text structures and features on an author's ideas or claim G. Significance of author's perspective H. Language of argument, including claim, reasons, and evidence I. Effective arguments support the claim with logical reasoning and sufficient evidence J. Means of assessing whether reasoning is sound K. Means of assessing whether evidence is relevant and sufficient	A. Identify central ideas B. Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions C. Cite key supporting details found in the text D. Identify and analyze the use of text features to convey the author's ideas or claim E. Identify and analyze the use of text structures to convey the author's ideas or claim F. Analyze and explain how text structures and features impact an author's ideas and claim G. Determine how an author's perspective or purpose is conveyed in informational text H, I. Trace and evaluate an argument <ul style="list-style-type: none"> identify the claim(s) in an argument identify the reasons and evidence used to support claim(s) J. Evaluate whether reasoning is logical and sound K. Evaluate whether evidence is relevant and sufficient to support the claim(s)

We will be studying several novels throughout the year. Novels scheduled to be studied are as follows but are subject to change:

Full Tilt by Neal Shusterman

The Devil's Arithmetic by Jane Yolen

The Watsons Go to Birmingham – 1963 by Christopher Paul Curtis

A Christmas Carol (play) by Charles Dickens

*** Because our primary goal is to maximize student achievement, material may be added, deleted, and/or substituted at the teacher's discretion based upon the individual needs, levels, and learning styles of each class. Creative projects, written assignments, and supplemental materials may be included also throughout the year as opportunities arise.

Weekly and Ongoing Assignments

Daily Dose(starters)- Monday through Friday we will do starters at the beginning of class. Every two weeks, starters will be taken up for a grade and there will be a quiz given on the concepts/standards addressed. Students may use their notes/starters on the quiz.

Stems- Stems tests are given on Wednesdays. The stems list is given two weeks prior to each test.

Materials and Resources

Students will need:

*three-ring binder *loose-leaf paper

*colored pencils

*composition book (journal)

*red pens and pencils *note cards

*dividers for notebook

Assessing, Evaluating, and Recording Students' Progress

Student grades are determined using the district grading scale, which is posted in the room. Grading is based on the school district weighting system of 50% minor (including but not limited to quizzes, small writing assignments, other class work, and homework), and 47% major (including but not limited to tests, formal writing assignments, etc.) and 3% Benchmark tests.

Late Work Policy: *Please refer to student handbook*

Homework may consist of studying for quizzes, test, and/or finishing an assignment started in class. Homework is kept to a minimum and should normally take no longer than 30 minutes.

Rules and Procedures

Classroom rules are posted on the wall of the classroom. My classroom rules are simple and easy to follow. My classroom rules are:

BE PROMPT.

-Be in your seat before the bell rings.

BE PREPARED.

-Have your materials every day.

-Bring a novel to class every day.

BE POLITE.

-Respect other people and their belongings.

-Respect me.

-Respect yourself.

I reserve the right to be creative in dealing with discipline problems, as the situation warrants. The basic class rules are clearly posted and there should be no confusion in this regard.

Communicating with Parents

Parent contact is made regularly. I respond promptly to all messages from parents. Notes are given to students for a variety of reasons and a log is kept of all parental contact. Parents may contact me through the school or directly through my email address listed at the beginning of this document.

Mrs. Mathis' Daily Schedule

7TH GRADE BELL SCHEDULE

1st period- ELA 7 Strategies 8:30-9:24

*9:24-9:31 Announcements

2nd period planning 9:35-10:25

3rd period ELA 7 GT 10:29-11:22

11:26-11:51-Lunch

11:55-12:25-Flex

4th period ELA 7 Strategies 12:29-1:22

5th period planning 1:26-2:16

6th period ELA 7 GT 2:20-3:15

Extra Help

If a student needs extra help, he/she will need to make arrangements with the teacher to come to her room after school from 3:15-3:45. Student must have a parent note in order to stay.