

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2008</b>	<b>Grade Level:</b>	7 <sup>th</sup> Grade
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**Essential Questions:**  
 How does understanding vocabulary affect the comprehension of a short story?  
 What affects do the literary elements have on the structure of a short story?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>	<b><i>Standard 1: Students will apply strategies and skills to comprehend information that is read, heard, or viewed.</i></b>	<b>Benchmark ID-PS4 Use knowledge of context and vocabulary to understand informational text</b>  <b>ID-PS1 Respond to various texts and literary selections using interpretive and evaluative reading processes:</b> <ul style="list-style-type: none"> <li>• Read a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, etc.)</li> </ul>	Understanding vocabulary     Plot Conflict Rising Action Climax Falling Action Resolution	<b>Vocabulary:</b> <b>Read a passage using context clues to decipher unknown vocabulary. Write a complete summary using the unknown vocabulary correctly. (group or individual)</b> <b>Assessment: Writing Rubric for Summary</b>  <b>Story elements:</b> <b>Students will read a short story and complete a story map.</b> <b>Assessment: story map</b>  <b>Using an internet activity determine characteristics of selected short story.</b> <b>Assessment: Assess the written quadrant w/ genre characteristics for content</b>  <b>Students will read fiction novel and complete a book report showing all the story elements.</b> <b>Assessment: Rubric Book report</b>	<b>Word Analysis &amp; Vocabulary Development -</b> <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a>  <b>Interpretive Comprehension -</b> <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a>  <b>Evaluative Comprehension-</b> <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a>  <b>Suggested short stories:</b> “Seventh Grade” “A Third Wish” “All Summer in a Day” “No Gumption” “After Twenty Years”  <a href="http://www.abcteach.com">http://www.abcteach.com</a>  Book from the library

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**Essential Questions:** What affects does the genre have on the theme of each short story?  
How does the perspective of time period determine peoples' ethics and standards?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>	<i><b>IIA Use speaking as an interpersonal communication tool</b></i>	<p>Analyzing what specific characteristics of literary works (fiction, non-fiction, poetry, drama) have on the meaning of the work</p> <p><b>ID-PS2 Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written</b></p>	<p><b>Identify the genre of each short story and how it affects the meaning of each story.</b></p> <p>Determine values and attitudes reflected in the setting</p>	<p><b>Have a class discussion to determine how story would be different if literary elements were not what they were. Write a short description using Schaffer method of the differences.</b></p> <p><b>Assessment: Rubrics for Written description</b></p> <p><b>Research a time or place that is a setting in a story. Discuss what effect it has on the story line. Produce a short written description of findings using the Schaffer method.</b></p> <p><b>Assessment: Rubrics for Written description</b></p>	<p><b>Literature Response &amp; Analysis -</b> <a href="http://tinyurl.com/kmh6s">http://tinyurl.com/kmh6s</a></p> <p><b>Evaluative Comprehension-</b> <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a></p>

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Essential Questions: How does proper collaboration promote teamwork and productivity?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>	<i><b>IIC Demonstrate competence in the skills and strategies of the writing process</b></i>	<p>*Offering personal opinions without dominating</p> <p>*Giving valid reasons that support opinions</p> <p>*Soliciting and considering others' opinions</p> <p><b>IIC-PS5 Introduce Schaffer Writing Method</b></p>	<p>Cooperation/courtesy</p> <p>Credible responses</p> <p>Terms</p> <p>Demonstrate parts</p> <p>Model Writing</p> <p>Group Practice</p> <p>Independent Practice</p>	<p><b>In small groups discuss topic without dominating process while supporting statements.</b></p> <p><b>Assessment: Teacher monitors group discussion.</b></p> <p>Students will write a two chunk Schaffer paragraph in response to literature.</p> <p><b>Assessment: Schaffer Writing Rubric for Paragraph</b></p>	<p><b>Writing Processes -</b> <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a></p> <p><b>Composition &amp; Structure -</b> <a href="http://tinyurl.com/ngggvq">http://tinyurl.com/ngggvq</a></p> <p><b>Basic Grammar &amp; Usage -</b> <a href="http://tinyurl.com/l3fq8l">http://tinyurl.com/l3fq8l</a></p> <p><b>Punctuation -</b> <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a></p> <p><b>Capitalization -</b> <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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Essential Questions: How does the use of correct punctuation clarify the understanding of a sentence?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>	<i><b>IIB Apply grammatical and language conventions to communicate</b></i>	<b>IIB-PS4 Punctuate by correctly using semicolons</b>	Use semicolons properly	Write sentences using semicolons.  Assessment: Grade sentences for correct use of semicolons	<a href="http://www.towson.edu/ow/s/exercisesemicolon.htm">http://www.towson.edu/ow/s/exercisesemicolon.htm</a>  <b>Punctuation -</b> <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a>

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Essential Questions: How will writing help students demonstrate understanding of literary perspective?  
How can dictionaries and thesaurus assist students in improving writing skills?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
	<i><b>IIC-Demonstrate competence in the skills and strategies of the writing process</b></i>	<p><b>IIC-PS1 Express individual perspectives in written response to personal, social, cultural, and historical issues.</b></p> <p><b>IIC-PS2 Differentiate shades of meaning and multiple meanings of words (vocabulary)</b></p>	<p>Respond to literature through writing</p> <p>Use dictionaries and thesaurus Understand synonyms and antonyms Proper use of homophones</p>	<p>Students in small groups will read assigned stories that show individual perspective on personal, social, and cultural issues, i.e. First day of school, Bullies, Bests friends, Acceptance by peers, ethnic differences, Linguistic differences...</p> <p>Write about a time they or a friend experienced such a situation.</p> <p><b>Assessment: Rubric for Student writing</b></p> <p>Create a visual or mnemonic reflecting word meanings, synonyms, antonyms, etc. <b>Assessment: Mnemonics</b></p> <p>“Dictionary Work” use this worksheet to find words in the dictionary or thesaurus by guide words. <b>Assessment: Percentage correct on Worksheet</b></p> <p>Students make their own thesaurus to use for creative writing. <b>Assessment: Rubric for creation of student Thesaurus</b></p> <p>Students draw homophones <b>Assessment: Drawings</b></p>	<p>7<sup>th</sup> Grade Literature Book short story “Seventh Grade”</p> <p><b>Writing Processes -</b> <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> <b>Composition &amp; Structure -</b> <a href="http://tinyurl.com/nqgqvq">http://tinyurl.com/nqgqvq</a> <b>Basic Grammar &amp; Usage -</b> <a href="http://tinyurl.com/l3fq8l">http://tinyurl.com/l3fq8l</a> <b>Punctuation -</b> <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> <b>Capitalization -</b> <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p><b>Dictionaries and Thesaurus</b></p> <p><a href="http://atozteacherstuff.com">http://atozteacherstuff.com</a> <a href="http://atozteacherstuff.com">http://atozteacherstuff.com</a></p>

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Essential Questions: How will the use of multimedia assist in the writing process?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
		<p><b>IIC-PS4 Compose a variety of writing that develops sentence fluency to communicate ideas and information clearly using a variety of multimedia technologies.</b></p>	<p>Write Schaffer paragraph on computer using correct sentence structure</p>	<p>Students will independently respond to literature or prompt by writing a two chunk Schaffer paragraphs on the computer.</p> <p>Assessment: Rubric for Student writing</p>	<p>Laptops and literature prompts</p> <p>Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a>            Composition &amp; Structure - <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a>            Basic Grammar &amp; Usage - <a href="http://tinyurl.com/l3fq8l">http://tinyurl.com/l3fq8l</a>            Punctuation - <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a>            Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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Essential Questions: What is the importance of communicating specifically to support assumptions with valid data?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>	<b><i>Benchmark I-C</i></b> <b><i>Apply critical thinking skills to analyze information</i></b>	<p><b>IC-PS1 Use problem-solving process to refine understanding</b></p> <p>Were problems solved realistically in the text</p> <p>Solve problems within the text</p> <p>Respond by presenting an essay and/or presentation to solve a problem in text</p>	<p>Group discussion Response to literature</p> <p>Group discussion Short answer questions</p> <p>Critical Thinking</p>	<p>Using the graphic organizer “Conflict Map” from the Writing support activity book (pg 9) students will identify what the conflict in the short story is as well as literary elements.</p> <p><b>Assessment: Conflict Map</b></p> <p>Write a Schaffer two chunk paragraph analyzing a character in a literature selection.</p> <p><b>Assessment: Rubric for Student writing</b></p> <p>Choose a problem from teacher list and make a poster or oral presentation</p> <p><b>Assessment: Rubric for Poster</b></p>	<p>Short stories from 7<sup>th</sup> grade Literature Book or classroom novels</p> <p><i>Writing and Grammar workbook: Writing support activity book</i></p> <p>Writing prompts or short answer questions created from Literature Book or teacher</p> <p><b>Writing Processes -</b> <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a></p> <p><b>Literature Response &amp; Analysis -</b> <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p> <p><b>Interpretive Comprehension -</b> <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a></p> <p><b>Evaluative Comprehension-</b> <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a></p> <p>Teacher list and poster materials</p>

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Essential Questions: What strategies need to be incorporated to gain the most out of reading a selection of information?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>		<p><b>IA-2 Respond to informational materials that are read, heard, or viewed</b></p> <p>Summarized information Determine the importance of the information Making connections to related topics/information Monitor information Draw inferences Generate questions</p> <p><b>IC-4 Interpret universal themes, values, and conflicts in a selection</b></p>	<p>Summarization Making connections to prior knowledge Determine important information Draw inferences Generate questions Monitor information</p> <p>Use critical thinking skills</p> <p>Write Schaffer paragraph Oral discussion</p>	<p>Student reads newspaper or magazine article. Students will summarize their findings in written or oral form.</p> <p>Assessment: Writing rubric for Summary</p> <p>Respond to the writing prompt: Write a Two chunk paragraph using the Schaffer writing method on the universal themes, values, and/or conflicts presented in the literature.</p> <p>Assessment: Grade paragraph using rubric</p> <p>Have oral discussion analyzing literary work. Assessment: Use rubric for student responses and Teacher observation</p>	<p>Newspapers and magazine articles</p> <p>Web site: <a href="http://www.learner.org/interactives/literature/story/arm.html">http://www.learner.org/interactives/literature/story/arm.html</a></p> <p>Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a></p> <p>Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a></p> <p>7<sup>th</sup> Grade Literature Book or Class Novels</p>

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Essential Questions: What affect does author’s purpose and perspective have on selected piece of literary work?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1st</b>		<p><b>ID-3 Accurately identify author’s purpose and perspective</b></p> <p>Stating a firm judgment</p> <p>Justifying the judgment with logical, relevant reasons, clear examples, and Supporting details</p> <p>Creating an organizing structure appropriate to purpose, audience, and context</p>	<p>Analyze literary works for author’s purpose and perspective</p>	<p>Read literary examples found on website and determine the author’s purpose for writing.</p> <p>Assessment: Web site activity.</p> <p>After reading a short story use a graphic organizer to identify the author’s purpose for writing and support student ideas through concrete details.</p> <p>Assessment: Grade graphic organizer responses for content</p>	<p><a href="http://www.technology.com/worksheets/language_arts/authors/">http://www.technology.com/worksheets/language_arts/authors/</a></p> <p>Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a></p> <p>Graphic Organizers: <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a></p> <p>7<sup>th</sup> grade Literature book</p>



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Essential Question: How do social levels influence cultures?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 <sup>nd</sup>		<p><b>III A-Use Language, literature, and media to understand various social and cultural perspectives</b></p> <p><b>III A-1 Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.</b></p> <p><b>III A-2 Analyze themes and central ideas in literature and media in relation to personal issues and experiences</b></p>	<p>Become aware of different social levels</p> <p>Understand and appreciate more than one's own culture</p> <p>Understand story elements</p> <p>Discriminate individual perspective in response to personal social, cultural, and historical issues</p> <p>Analyze ideas and themes in relation to experience and personal issues</p>	<p><b>Complete a KWL on various social issues and cultures. Read about different cultures and respond orally through class discussion about the differences.</b></p> <p><b>Assessment: completed KWL and participated in discussion.</b></p> <p><b>After reading a short story individually and then within groups analyze cultural and historical perspectives through graphic organizers.</b></p> <p><b>Assessment: Grade graphic organizer for content and teacher observation.</b></p> <p><b>In whole group read the short story with a universal theme and then write a narrative or personal account using Shaffer Method in relation to that theme.</b></p> <p><b>Assessment: Grade written account with writing rubric written account</b></p>	<p>KWL organizer from Web site <a href="http://www.graphic.org/goindex.html">www.graphic.org/goindex.html</a></p> <p>7<sup>th</sup> Literature Book</p> <p><i>Reading</i> Word Analysis &amp; Vocabulary Development - <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension- <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmh6s">http://tinyurl.com/kmh6s</a> <i>Language Usage</i> Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/ngqgvq">http://tinyurl.com/ngqgvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/l3fq8l">http://tinyurl.com/l3fq8l</a> Punctuation - <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p>7<sup>th</sup> Literature Book: "The Melting Pot" "A Boy and a Man" "The Zoo"</p> <p>Views and Values: "By Any Other Name" "The Necklace"</p> <p>Bridges to Literature (Green): "The Valentine"</p> <p>Trade book: <u>Is There Really a Human race</u></p> <p>Writing material</p>

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Essential Questions: Why are story elements important?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>2nd</b>	<i>IIIB Identify ideas and make connections AMONG literary works</i>	<p><b>IIIB-1 Identify examples of distortion and stereotype in literary works</b></p> <p><b>IIIB-2 Identify recurring themes in literary works.</b></p> <p><b>IIIB-3 Critique the credibility of characterization and the degree to which a plot is contrived or realistic</b></p>	<p>Understand story elements</p> <p>Read a variety of text</p> <p>Understand theme</p> <p>Read a variety of text</p> <p>Understand story elements</p> <p>Read a variety of text</p>	<p>Read and analyze original version of the “Three Little Pigs” and then a distorted version of the “Three Little Pigs.” Read a version of another classic children’s story and write a distorted version from the antagonist point of view.</p> <p><b>Assessment: Grade with writing rubric the final written account</b></p> <p>Have students read short stories and/or poems and compare the treatment of recurring themes through the use of a “Comparison and Contrast” graphic organizer in <u>Writing and Grammar Support Activity Book</u> (pg 48).</p> <p><b>Assessment: Comparison and Contrast Graphic Organizer</b></p>	<p>For original story read original story from web site <a href="http://www.authorama.com/english-fairy-tales-16.html">www.authorama.com/english-fairy-tales-16.html</a></p> <p><i>Reading</i> Word Analysis &amp; Vocabulary Development - <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension- <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p> <p><i>Language Usage</i> Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqggvg">http://tinyurl.com/nqggvg</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/l3fq8l">http://tinyurl.com/l3fq8l</a> Punctuation - <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p>For distorted version read “The True Story of the 3 Little Pigs!”</p> <p>“Hey Little Ant” “Diary of a Worm”</p> <p>Short Stories from <u>Views and Values</u></p> <p>Aesop Fables</p> <p>Poetry Trade Books 7<sup>th</sup> grade Literature book <u>Writing and Grammar Support Activity Book</u></p>

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Essential Questions: How does the use of correct punctuation clarify the understanding of a sentence?  
How does understanding the parts of speech support in writing a sentence?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>2nd</b>	<i><b>IIB Apply grammatical and language conventions to communicate</b></i>	<p><b>IIB-PS3 Identify all parts of speech and types and structure of sentences</b></p> <p><b>IIB-PS6 Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons</b></p> <p><b>IIB-PS7 Apply the parts of speech to clarify language usage</b></p>	<p>Know and distinguish noun, verb, adjective, adverb, etc</p> <p>Be familiar with various sentence types</p> <p>Understand end punctuation</p> <p>Understand sentence structure</p> <p>Accurately identify social/cultural perspective in response to purpose and perspective of text</p>	<p><b>Diagram sentences and write sentences using proper sentence structure. Use Mad Glibs or Fun Brain website to reinforce definitions of parts of speech.</b></p> <p><b>Assessment: Grade completed diagramming sentences and completed activities on located websites.</b></p> <p><b>Punctuate several sets of sentences using all types of end marks. Write sentences using correct end marks.</b></p> <p><b>Punctuate several sets of sentences by avoiding fragments and run-ons. Write sentences avoiding fragments and run-ons.</b></p> <p><b>Assessment: Grade Sentences</b></p> <p><b>Read a short selection and then write a Schaffer paragraph identifying social/cultural perspective.</b></p> <p><b>Assessment: Writing rubric to grade paragraph</b></p>	<p><a href="http://www.Madglibs.com">www.Madglibs.com</a></p> <p><a href="http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html">http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html</a></p> <p><b>7<sup>th</sup> Grade Writing and Grammar Book</b></p> <p><b>7<sup>th</sup> Grade Writing and Grammar Book</b></p> <p><b>Writing Processes -</b> <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> <b>Composition &amp; Structure -</b> <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a> <b>Basic Grammar &amp; Usage -</b> <a href="http://tinyurl.com/l3fq8l">http://tinyurl.com/l3fq8l</a> <b>Punctuation -</b> <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> <b>Capitalization -</b> <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p><b>7<sup>th</sup> Grade Literature Book Classroom Novel or Tradebook</b></p>

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Essential Questions: How do literary devices influence author's meaning?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>3rd</b>	<i><b>IA- Listen to, read, react to, and interpret information.</b></i>	<p><b>IA-PS3-Identify the effect of literary devices such as figurative language, diction, dialogue, and description</b></p> <p><b>IA-1 Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and which orients and engages the reader</b></p>	<p>Review figurative language, diction, dialogue, and descriptions</p> <p>Understand the effects of audience on an account</p> <p>Review required context</p> <p>Review purpose of text</p>	<p><b>Test Prep activities using figurative language, diction, dialogue, and descriptions.</b></p> <p><b>Assessment: Grade test prep pages</b></p> <p><b>Read an account relating to news or history and write a narrative taking into consideration audience and purpose then share in small groups.</b></p> <p><b>Assessment: Use writing rubric to evaluate written account and utilize teacher observation of small groups</b></p>	<p>Use Prentice Hall Test Preparation workbooks</p> <p><b>Writing Processes -</b> <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a></p> <p><b>Composition &amp; Structure -</b> <a href="http://tinyurl.com/ngggvq">http://tinyurl.com/ngggvq</a></p> <p><b>Basic Grammar &amp; Usage -</b> <a href="http://tinyurl.com/l3fg8l">http://tinyurl.com/l3fg8l</a></p> <p><b>Punctuation -</b> <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a></p> <p><b>Capitalization -</b> <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p>Using laptops go to <a href="http://www.cnn.com">www.cnn.com</a> <a href="http://www.learner.org/interactives/literature/story/arm.html">http://www.learner.org/interactives/literature/story/arm.html</a></p> <p><b>Word Analysis &amp; Vocabulary Development -</b> <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a></p> <p><b>Literal Comprehension -</b> <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a></p> <p><b>Interpretive Comprehension -</b> <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a></p> <p><b>Evaluative Comprehension-</b> <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a></p> <p><b>Literature Response &amp; Analysis -</b> <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>





**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2008</b>	<b>Grade Level:</b>	7 <sup>th</sup> Grade
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Essential Questions: How does understanding the parts of speech support in writing?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<i><b>IIB Apply grammatical and language conventions to communicate</b></i>	<p><b>IIB-PS1 Place modifiers properly and use the active voice</b></p> <p><b>IIB-PS2 Identify and use infinitives and participles and make clear references between pronouns and antecedents</b></p>	<p>Review parts of speech</p> <p>Introduce active voice</p> <p>Practice using infinitives and participles</p> <p>Practice pronouns and antecedents</p>	<p>Students will work in small groups to act out the active voice in a given set of sentences.</p> <p><b>Assessment: One-on-one each student will develop there own sentences using parts of speech cards and they will identify the active voice in each sentence.</b></p> <p>Use “My Skills Tutor” as a review tool.</p> <p><b>Assessment: Evaluate MySkills tutor data mastery</b></p>	<p><b>7<sup>th</sup> Grade Writing and Grammar Book</b></p> <p><b>Parts of Speech Cards</b></p> <p><b>Writing Processes -</b>  <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a>  <b>Composition &amp; Structure -</b>  <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a>  <b>Basic Grammar &amp; Usage -</b>  <a href="http://tinyurl.com/l3fq8l">http://tinyurl.com/l3fq8l</a>  <b>Punctuation -</b>  <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a>  <b>Capitalization -</b>  <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p><a href="http://www.myskillstutor.com">www.myskillstutor.com</a></p>





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<b>Subject:</b>	Language Arts	<b>2008</b>	<b>Grade Level:</b>	7 <sup>th</sup> Grade
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Essential Question(s): How does showing the differences and similarities of literary pieces help in the understanding of said pieces?  
How do hyphens, dashes, brackets, and semicolons change the meaning of a text?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<i><b>IIB Apply grammatical and language conventions to communicate</b></i>	<p>Comparing, contrasting, and evaluating information from different sources about the same topic</p> <p>Evaluating information for extraneous details, inconsistencies, relevant facts, and organization</p> <p><b>IIB-PS4 Punctuate by correctly using hyphens, dashes, brackets, and semicolons</b></p>	<p>Comparing and Contrasting various texts</p> <p>Be familiar with rules for hyphens, dashes, brackets, and Semicolons</p>	<p><b>The students will work in small group and use Non-Fiction trade books on the same topic to compare and contrast the information found in each book.</b></p> <p><b>Assessment: Students will complete an information chart.</b></p> <p><b>Interact and learn through resourceful web sites.</b></p> <p><b>Assessment: Grammar worksheet on hyphens, dashes, brackets, and semicolons.</b></p>	<p><b>Graphic Organizers:</b> <a href="http://www.graphic.org/goindex.html">www.graphic.org/goindex.html</a></p> <p>Use web sites for instruction <b>Review Grammar:</b> <a href="http://www.infoplease.com/ipa/A0001609.html">www.infoplease.com/ipa/A0001609.html</a> <a href="http://www.buzzin.net/english/brackets.htm">www.buzzin.net/english/brackets.htm</a></p> <p><b>Interact with Grammar:</b> <a href="http://www.brainbasher.com/funsites.asp">http://www.brainbasher.com/funsites.asp</a> <a href="http://www.funbrain.com/grammar/index.html">http://www.funbrain.com/grammar/index.html</a> <b>Writing Processes -</b> <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> <b>Composition &amp; Structure -</b> <a href="http://tinyurl.com/nqqgvq">http://tinyurl.com/nqqgvq</a> <b>Basic Grammar &amp; Usage -</b> <a href="http://tinyurl.com/l3fq8l">http://tinyurl.com/l3fq8l</a> <b>Punctuation -</b> <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> <b>Capitalization -</b> <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>2008</b>	<b>Grade Level:</b>	7 <sup>th</sup> Grade
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Essential Question(s): Why is it important to know who your audience is?

Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<i><b>IIA Use Speaking as an interpersonal communication tool</b></i>	<b>IIA-PS1 Choose precise and engaging language, well suited to the topic and audience</b>	Understand the importance of audience on written text and presentation	<p><b>Write different variations of a letter, i.e., friendly letter, formal letter, business letter, etc.</b></p> <p><b>Assessment: Teacher grade letters</b></p>	<p>“Write Source” handbook</p> <p><b>Writing Processes -</b> <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a></p> <p><b>Composition &amp; Structure -</b> <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a></p> <p><b>Basic Grammar &amp; Usage -</b> <a href="http://tinyurl.com/l3fg8l">http://tinyurl.com/l3fg8l</a></p> <p><b>Punctuation -</b> <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a></p> <p><b>Capitalization -</b> <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p><b>Web site:</b> <a href="http://www.gigglepoetry.com">www.gigglepoetry.com</a></p> <p><a href="http://www.gamequarium.com/figurativelanguage.html">www.gamequarium.com/figurativelanguage.html</a></p> <p>7<sup>th</sup> Grade Literature Book</p> <p>Use various movie clips with distinct dialects.</p> <p><a href="http://www.moviesoundclips.net/movies.php">www.moviesoundclips.net/movies.php</a></p>
		<b>IIA-PS2 Use figurative language and a variety of speech patterns</b>	Review figurative language and speech pattern	<p><b>Write poetry using figurative language.</b></p> <p><b>Assessment: Rubric for figurative language poem</b></p>	
		<b>IIA-PS3 Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience</b>	<p>Understand dialects</p> <p>Read and/or listen to a variety of text</p>	<p><b>Listen to various dialects to gain understanding of speaking in different geographical regions. In small group students will be assigned a specific dialect that they heard. In readers theatre students will demonstrate that dialect.</b></p> <p><b>Assessment: Rubric for reader theatre</b></p>	

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Essential Question(s): Why is it important to form individual opinions and be able to support their opinion?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>4th</b>	<i><b>IIB Apply grammatical and language conventions to communicate</b></i>	<p><b>IIA-PS5 Express individual perspective in response to personal social, cultural, and historical</b></p> <p><b>IIB-PS11 Provide constructive feedback to a speaker concerning a speech’s content delivery, and overall impact</b></p> <p><b>IIB-PS12 Proofread, listen to, and monitor self to correct errors</b></p>	<p>Accurately identify social/cultural perspective in response to purpose and perspective of text</p> <p>Oral or written feedback to presentation models</p> <p>Independently check work for errors and/or revisions</p>	<p><b>After reading a selected piece of Literature, students will break up into groups and will debate an opinion and will support that opinion in a mock debate.</b></p> <p><b>Assessment: Debate Rubric</b></p> <p><b>Teacher will give a good and bad model of a presentation. Students will then point out strong and weak points of each model. Students will fill out a criteria chart while the teacher is presenting the model.</b></p> <p><b>Assessment: Criteria Chart</b></p> <p><b>Students participate in the “Three Before Me” activity. (Three students proofread material before it is turned in.)</b></p> <p><b>Assessment: Rubric for proof Reading</b></p>	<p>7<sup>th</sup> Grade Literature Book</p> <p>Mock debate</p> <p><i>Reading</i></p> <p>Word Analysis &amp; Vocabulary Development - <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a></p> <p>Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a></p> <p>Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a></p> <p>Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a></p> <p>Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p> <p><i>Language Usage</i></p> <p>Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a></p> <p>Composition &amp; Structure - <a href="http://tinyurl.com/ngqgvq">http://tinyurl.com/ngqgvq</a></p> <p>Basic Grammar &amp; Usage - <a href="http://tinyurl.com/l3fg8l">http://tinyurl.com/l3fg8l</a></p> <p>Punctuation - <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a></p> <p>Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p><a href="http://www.educationworld.com/a_curr/strategv/strategy012.shtml">www.educationworld.com/a_curr/strategv/strategy012.shtml</a></p> <p>Students, their written papers, and colored pens.</p>