

Glendale Unified School District

Middle School

April, 2004

Department: English/Language Arts

Course Title: English Essentials 7

Course Number:

Grade: 7

Length of Course: Six weeks/2 hours per day summer session or equivalent number of hours; zero or 7<sup>th</sup> period during school year.

Semester Credit: 5 (Credit/No Credit)

Approved Text: Daybook of Critical Reading and Writing  
By F. Claggett, L. Reid, R. Vinz  
Great Source Education Group  
1999

Strategies to Achieve Reading Success (STAR) Level 5  
By various authors  
Curriculum Associates, Inc.  
2002

Comprehensive Assessment of Reading Strategies (CARS)  
Curriculum Associates  
Copyright 1998

Course Description: This course is a standards-based intervention course designed to meet the literacy needs of students who have not passed English 7 or have significant gaps in reading and writing. Instruction is focused on improvement of oral fluency, reading comprehension, and writing. Through direct explicit instruction and practice, students learn how to read literature critically and how to write effectively about it. Analysis of literature includes effective and thoughtful use of annotations of text, analysis of story connections in literature, examining author's perspective, and studying the language of the writer.

I. Student Learning Objectives

A. Reading

1. **Word Analysis, Fluency, and Systematic Vocabulary Development**  
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
  - a. Identify idioms, analogies, metaphors, and similes. (1.1)
  - b. Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. (1.2)
  - c. Clarify word meanings through the use of definition, examples, restatement, or contrast. (1.3)
2. **Reading Comprehension (Focus on Informational Materials)** Students read and understand narrative and expository text material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
  - a. Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). (2.1)
  - b. Analyze text that uses the cause-and-effect organizational pattern. (2.3)
  - c. Identify and trace the development of an author's argument, point of view, or perspective in text. (2.4)
  - d. Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. (2.6)
3. **Literary Response and Analysis**  
Students read and respond to historically or culturally significant works of literature.
  - a. Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). (3.2)

- b. Identify and analyze recurring themes. (3.4)
- c. Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. (3.5)
- d. Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses. (3.6)

B. Writing

1. Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process.

- a. Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. (1.1)
- b. Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. (1.2)
- c. Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. (1.3)

2. Writing Applications (Genres and Their Characteristics)

Students write expository compositions, and Response to Literature of at least 500 to 700 words. The writing demonstrates a command of standard American English and drafting strategies outlined in Writing Standard 1.0.

- a. Write responses to literature: (2.2)
  - 1) Develop interpretations exhibiting careful reading, understanding, and insight.
  - 2) Organize interpretations around several clear ideas, premises, or images from the literary work.
  - 3) Justify interpretations through sustained use of examples and textual evidence.

- b. Write summaries of reading materials including the main ideas and most significant details. (2.5)

C. Written and Oral English Language Conventions

- 1. Written and Oral English Language Conventions  
Students write and speak with a command of standard English conventions appropriate to the grade level.

- a. Identify all parts of speech and types and structure of sentences. (1.3)
- b. Demonstrate the mechanics of writing and appropriate English usage. (1.2)

II. Timeline

A.	Reading Word Analysis	10%
B.	Reading Comprehension	40%
C.	Writing	40%
D.	Written Conventions	10%

III. Assessment

- A. Word Analysis/Fluency (Pre/Post)

San Diego Quick assessment of Fluency

- B. Reading Comprehension (Pre/Post)

McLeod Assessment of Reading Comprehension  
Comprehensive Assessment of Reading Strategies  
Globe Fearon Secondary Reading Assessment Inventory  
Strategies to Achieve Reading Success (STAR)

- C. Writing (Pre/Post)

Response to Literature – Reading a passage and responding to a prompt.

#### IV. Recommended Materials

##### A. CORE

Daybook of Critical Reading and Writing, Level (6)  
Great Source Education Group  
1999

Strategies to Achieve Reading Success (STAR) Level (5)  
Comprehensive Assessment of Reading Strategies (CARS) Level (5)

##### B. Supplemental Materials

###### Leveled Reading

Social Studies/Science Content (Recommended list)

Avalanche! The Deadly Slide, 3.5

Earthquake! On Shaky Ground, 3.7

Fire! Raging Destruction, 3.8

Floods! Rising, Raging Waters 4.2

Hurricane! Nature's Most Destructive Force, 4.3

Tornado! The Strongest Winds on Earth, 3.9

Tsunami! Death Wave, 3.6

Volcano! Dome of Fire, 3.6

Cave Story: An underground Adventure, 3.8

The Iditarod: The Greatest Win Ever, 2.6

Ocean Diving, 3.8

The American Revolution, 3.8

America's Early Settlers, 4.2

The Civil War, 3.6

From Smoke Signals to Email, 5.0

Pioneer Days, 4.1

Disaster Series (5 Titles) 3.5-5.9

Harry Potter and the Chamber of Secrets, (Rowling), 4

Harry Potter and the Sorcerer's Stone, (Rowling), 5

My Brother Sam is Dead, (Collier), 6

Out of the Dust, (Hesse), 5

###### Independent Reading

Leveled Reading (grades 4, 5, 6, and 7)

Accelerated Reader