

**7th Grade English/Writing Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

**Marking Period: First**

**Days: 30**

**Reporting Category/Strand: Writing**

SOL 7.8	<b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing-Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences, Use subject-verb agreement with intervening phrases and clauses.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b> All students should *understand that verbs must agree with subjects. *examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety, including: *noun; *verb;</p> <p><b>Essential Knowledge, Skills, and Processes:</b> To be successful with this standard, students are expected to *use a singular verb with a singular subject and a plural verb with a plural subject (e.g., The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.). *maintain verb tense (present, past, future) throughout an entire piece of writing.</p>
<b>Essential Questions</b>	<p>1.) How does a good writer use the eight parts of speech to write more clearly, powerfully, and creatively? 2.) Why do we write? 3.) What is the importance of sharing?</p>
<b>Primary Resources</b>	<p><b>Interactive Websites:</b><a href="#">Noun Dunk Game</a> <a href="#">Noun/Verb Games</a></p> <p><b>Textbook:</b> <i>McDougal Littell Language Network</i> pgs. 34-55, 90-123, 206-227, 228-247 <i>McDougal Littell Language Network Assessment Masters</i> pgs. 43-46, 55-60, 79-82, 83-86</p> <p><b>Workbook:</b> <i>McDougal Littell Grammar, Usage, Mechanics Book</i> pgs. 31-45, 76-102, 163-177, 178-189</p> <p><b>Video:</b> Grammar Rock</p>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. sentence-</li> <li>2. punctuation-</li> <li>3. dialogue-</li> <li>4. singular-</li> <li>5. subject-</li> </ol>

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	<ul style="list-style-type: none"> <li>6. plural-</li> <li>7. pronoun-</li> <li>8. antecedent-</li> <li>9. nonrestrictive-</li> <li>10. parenthetical-</li> <li>11. phrase</li> <li>12. clause-</li> </ul>
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**Marking Period: First**

**Days: 30**

**Reporting Category/Strand: Writing**

<b>SOL 7.7</b>	<b>The student will write in a variety of forms with an emphasis on exposition-Compose a topic sentence.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b>  All students should  *use a process for writing, including:  *planning;  *drafting;  *revising;  *proofreading;  *editing; and  *publishing.  *understand that good writing includes elaboration.  *understand that good writing has been improved through revision.  *understand and apply the elements of composing:  *central idea;  *elaboration;  *unity; and  *organization.</p> <p><b>Essential Knowledge, Skills, and Processes:</b>  To be successful with this standard, students are expected to  *identify intended audience and purpose.  *use a variety of prewriting strategies including:</p>

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	<ul style="list-style-type: none"> <li>*brainstorming;</li> <li>*webbing;</li> <li>*mapping;</li> <li>*outlining;</li> <li>*clustering;</li> <li>*listing; and</li> <li>*using graphic organizers.</li> <li>*differentiate between a thesis statement and a topic sentence.</li> </ul>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1.) How do writers vary their writing for different purposes and audiences?</li> <li>2.) What role do grammar and mechanics play in crafting a solid piece of writing?</li> <li>3.) How does the absence of proper grammar detract from the audience’s enjoyment and understanding?</li> <li>4.) How does following the writing process help a writer craft an effective piece of writing?</li> <li>5.) Why do we write?</li> <li>6.) How is your style of writing influenced by purpose?</li> <li>7.) What is the importance of sharing?</li> <li>8.) How do we approach writing?</li> <li>9.) How does each step in the process impact your writing?</li> <li>10.) How do we evaluate writing?</li> <li>11.) How can we use evaluation to improve our writing?</li> </ol>
<b>Primary Resources</b>	<p><b>Textbook:</b> <i>Prentice Hall Writing Coach</i> pgs. 50-51</p> <p><b>Interactive Websites:</b> <a href="#">Topic Sentence Activity</a>  <a href="#">Topic Sentence Practice</a>  <a href="#">Writing a Good Paragraph</a></p>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. embedded-</li> <li>2. clarify-</li> <li>3. vivid-</li> <li>4. precise-</li> <li>5. tone-</li> <li>6. emphasis-</li> <li>7. exposition-</li> <li>8. topic sentence-</li> <li>9. thesis statement-</li> <li>10. composition-</li> <li>11. unity-</li> </ol>

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	12. elaborate- 13. enhance- 14. voice- 15. coordination- 16. subordination-
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**Marking Period: Second**

**Days: 30**

**Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy**

<b>SOL 7.1</b>	<b>The student will participate in and contribute to conversations, group discussions, and oral presentations.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b>          All students should          *understand and demonstrate appropriate audience behavior.          *participate effectively in group discussions and presentations.          *show awareness of audience, topic, and purpose.</p> <p><b>Essential Knowledge, Skills, and Processes:</b>          To be successful with this standard, students are expected to          *contribute relevant ideas, opinions, and feelings in large and small diverse groups.          *offer and seek summary statements of their own ideas and the ideas of others.          *select vocabulary, tone, and style with audience and purpose in mind.          *state points clearly and directly.          *maintain a focused discussion.          *ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.          *provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.          *use a variety of strategies to actively listen, including:          *give speaker undivided attention;          *use body language and gestures to show they are listening;          *provide feedback or paraphrase;          *allow the speaker to finish without interruptions; and respond appropriately.</p>

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<b>Essential Questions</b>	1.) How do you listen? 2.) What impact does listening have? 3.) How do you speak effectively? 4.) In what ways are ideas communicated orally?
<b>Primary Resources</b>	<b>Textbook:</b> <i>The Devil's Arithmetic</i> <b>Interactive Websites:</b> <a href="#">Seminar Questions for The Devil's Arithmetic</a> <a href="#">The Devil's Arithmetic Lesson Plans</a>
<b>Essential Vocabulary</b>	1. participate- 2. contribute- 3. communicate- 4. probing- 5. clarification- 6. communicate- 7. tactful- 8. style- 9. demonstrate- 10. relevant- 11. opinion- 12. acknowledge- 13. insight- 14. justified- 15. modify- 16. paraphrase-

**Marking Period: Second**

**Days: 20**

**Reporting Category/Strand: Writing**

<b>SOL 7.8</b>	<b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing-Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</b>
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<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>Essential Understandings:</b> All students should *examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety, including: *pronoun; *adjective; *adverb; *preposition; *conjunction; and *interjections</p> <p><b>Essential Knowledge, Skills, and Processes:</b> To be successful with this standard, students are expected to *use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., All students should bring their notebooks to class. Each student must provide his own pen.)</p>
<p><b>Essential Questions</b></p>	<p>1.) How does a good writer use the eight parts of speech to write more clearly, powerfully, and creatively?</p>
<p><b>Primary Resources</b></p>	<p><b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs. 56-89, 124-149, 150-167 McDougall Littell Assessment Masters pgs. 47-54, 61-66, 67-70 <b>Workbook:</b> McDougall Littell <i>Grammar, Usage, Mechanics Book</i> pgs. 46-75, 103-123, 125-135 <b>Interactive Websites:</b> <a href="#">Pronoun Clubhouse</a> <a href="#">Adjective/Adverb Millionaire Game</a> <a href="#">Puppy's Preposition Notes</a> <a href="#">Prepositional Phrase Game</a> <a href="#">Conjunction Worksheets</a> <a href="#">Conjunction Wheel of Fortune</a> <a href="#">Interjection Game</a></p> <p><b>Video:</b> Grammar Rock</p>
<p><b>Essential Vocabulary</b></p>	<ol style="list-style-type: none"> <li>1. sentence-</li> <li>2. punctuation-</li> <li>3. dialogue-</li> <li>4. singular-</li> <li>5. subject-</li> <li>6. plural-</li> <li>7. pronoun-</li> </ol>

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	<ul style="list-style-type: none"> <li>8. antecedent-</li> <li>9. nonrestrictive-</li> <li>10. parenthetical-</li> <li>11. phrase</li> <li>12. clause</li> </ul>
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**Marking Period: Third**

**Days: Ongoing**

**Reporting Category/Strand: Writing**

<b>SOL 7.7</b>	<b>The student will write in a variety of forms with an emphasis on exposition-Revise sentences for clarity of content including specific vocabulary and information.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b>  All students should use a process for writing, including:  *planning;  *drafting;  *revising;  *proofreading;  *editing; and  *publishing.  *understand that good writing includes elaboration.  *recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific *statement.  *understand that good writing has been improved through revision.  *understand and apply the elements of composing:  *central idea;  *elaboration;  *unity; and  *organization.</p> <p><b>Essential Knowledge, Skills, and Processes:</b>  To be successful with this standard, students are expected to  *identify intended audience and purpose.  *use a variety of prewriting strategies including:</p>

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	<ul style="list-style-type: none"> <li>*brainstorming;</li> <li>*webbing;</li> <li>*mapping;</li> <li>*outlining;</li> <li>*clustering;</li> <li>*listing; and</li> <li>*using graphic organizers.</li> <li>*explain, analyze, or summarize a topic.</li> <li>*write an effective thesis statement focusing, limiting, or narrowing the topic.</li> <li>*differentiate between a thesis statement and a topic sentence.</li> <li>*choose an appropriate strategy for organizing ideas such as comparison/contrast, cause/effect, etc., and provide transitions between ideas.</li> <li>*create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.</li> <li>*include an appropriate introduction and satisfying conclusion.</li> <li>*sustain a formal style.</li> <li>*use written expression to draft and revise compositions with attention to: <ul style="list-style-type: none"> <li>*voice;</li> <li>*tone;</li> <li>*selection of information;</li> <li>*embedded phrases and clauses that clarify meaning;</li> <li>*vivid and precise vocabulary;</li> <li>*sentence variety.</li> </ul> </li> <li>*apply revising procedures in peer and self-review, including: <ul style="list-style-type: none"> <li>*rereading;</li> <li>*reflecting;</li> <li>*rethinking; and</li> <li>*rewriting</li> </ul> </li> </ul>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1.) How do writers vary their writing for different purposes and audiences?</li> <li>2.) What role do grammar and mechanics play in crafting a solid piece of writing?</li> <li>3.) How does the absence of proper grammar detract from the audience’s enjoyment and understanding?</li> <li>4.) How does following the writing process help a writer craft an effective piece of writing?</li> </ol>
<p><b>Primary Resources</b></p>	<p><b>Textbook:</b> <i>Prentice Hall Writing Coach</i> pgs. 26-46, 196-221</p> <p><b>Interactive Websites:</b> <a href="#">Six Steps to Improve Writing</a>  <a href="#">Graphic Organizers</a>  <a href="#">Expository Writing Graphic Organizers</a></p>



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<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. embedded-</li> <li>2. clarify-</li> <li>3. vivid-</li> <li>4. precise-</li> <li>5. tone-</li> <li>6. emphasis-</li> <li>7. exposition-</li> <li>8. topic sentence-</li> <li>9. thesis statement-</li> <li>10. composition-</li> <li>11. unity-</li> <li>12. elaborate-</li> <li>13. enhance-</li> <li>14. voice-</li> <li>15. coordination-</li> <li>16. subordination-</li> </ol>

**Marking Period: Third**

**Days: 30**

**Reporting Category/Strand: Writing**

<b>SOL 7.8</b>	<b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge, Skills, and Processes:</b> To be successful with this standard, students are expected to *use complete sentences with appropriate punctuation, including dialogue.</p>
<b>Essential Questions</b>	1.) What is the purpose of applying grammar and mechanics skills?
<b>Primary Resources</b>	<p><b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs. 4-33, 168-205, 248-275 McDougall Littell Assessment Masters pgs. 35-42, 71-74, 87-92</p>

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	<b>Workbook:</b> McDougall Littell <i>Grammar, Usage, and Mechanics Book</i> pgs. 1-30, 136-147, 190-213
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. sentence-</li> <li>2. punctuation-</li> <li>3. dialogue-</li> <li>4. singular-</li> <li>5. subject-</li> <li>6. plural-</li> <li>7. pronoun-</li> <li>8. antecedent-</li> <li>9. nonrestrictive-</li> <li>10. parenthetical-</li> <li>11. phrase</li> <li>12. clause</li> </ol>

**Marking Period: Fourth**

**Days: 30**

**Reporting Category/Strand: Writing**

<b>SOL 7.8</b>	<b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b> *examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety</p> <p><b>Essential Knowledge:</b> *use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>
<b>Essential Questions</b>	1.) What is the purpose of applying grammar and mechanics skills?
<b>Primary Resources</b>	<p><b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs. 168-183, 184-205, 248-280 McDougall Littel <i>Assessment Masters</i> pgs. 14-15, 16-17, 22-23</p> <p><b>Workbook:</b> McDougall Littell <i>Grammar, Usage, and Mechanics Book</i> pgs. 136-148, 148-162, 190-213</p>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. sentence-</li> </ol>

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	<ol style="list-style-type: none"> <li>2. punctuation-</li> <li>3. dialogue-</li> <li>4. singular-</li> <li>5. subject-</li> <li>6. plural-</li> <li>7. pronoun-</li> <li>8. antecedent-</li> <li>9. nonrestrictive-</li> <li>10. parenthetical-</li> <li>11. phrase</li> <li>12. clause</li> </ol>
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**Marking Period: Fourth**

**Days: 10**

**Reporting Category/Strand: Writing**

<b>SOL 7.7</b>	<b>The student will write in a variety of forms with an emphasis on exposition.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge, Skills, and Processes:</b></p> <ul style="list-style-type: none"> <li>*vary sentence structure by using coordinating conjunctions: for, and, nor, but, or, yet, and so.</li> <li>*use subordinating conjunctions to form complex sentences: after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while.</li> <li>*incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to:</li> <li>*coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;</li> <li>*subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and</li> <li>*modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb.</li> </ul>
<b>Essential Questions</b>	1.) How does good sentence structure improve clarity of writing?
<b>Primary Resources</b>	<p><b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs.184-205 McDougall Littel <i>Assessment Masters</i> pgs. 75-78</p> <p><b>Workbook:</b> McDougall Littell <i>Grammar, Usage, and Mechanics Book</i> pgs. 148-162</p>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. participate-</li> </ol>

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	<ul style="list-style-type: none"> <li>2. contribute-</li> <li>3. communicate-</li> <li>4. probing-</li> <li>5. clarification-</li> <li>6. communicate-</li> <li>7. tactful-</li> <li>8. style-</li> <li>9. demonstrate-</li> <li>10. relevant-</li> <li>11. opinion-</li> <li>12. acknowledge-</li> <li>13. insight-</li> <li>14. justified-</li> <li>15. modify-</li> <li>16. paraphrase-</li> </ul>
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**Marking Period: Fourth**

**Days: 9**

**Reporting Category/Strand: Research**

<b>SOL 7.9</b>	<b>The student will apply knowledge of appropriate reference materials to produce a research product.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b> All students should</p> <ul style="list-style-type: none"> <li>*understand that research tools are available in school media centers and libraries.</li> <li>*understand that a primary source is an original document or a firsthand or eyewitness account of an event.</li> <li>*understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.</li> </ul> <p><b>Essential Knowledge, Skills, and Processes:</b> To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>*use available resource tools, including:</li> <li>*educational online resources;</li> <li>*reference books;</li> <li>*scholarly journals;</li> </ul>

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	<ul style="list-style-type: none"> <li>*magazines;</li> <li>*the Internet, as appropriate for school use; and</li> <li>*general and specialized (or subject-specific) databases.</li> <li>*organize and synthesize information with tools, including:</li> <li>*graphic organizers;</li> <li>*outlines;</li> <li>*spreadsheets;</li> <li>*databases; and</li> <li>*presentation software.</li> <li>*create a “Works Cited” page using MLA format for oral and written presentations.</li> <li>*differentiate between a primary and a secondary source.</li> <li>*gather relevant information from multiple print and digital sources; assess the credibility and validity of each source;</li> <li>*prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases.</li> <li>*evaluate the validity and authenticity of texts, using questions, such as:             <ul style="list-style-type: none"> <li>Does the source appear in a reputable publication?</li> <li>Is the source free from bias?</li> </ul> </li> </ul>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1.) How is information organized?</li> <li>2.) Why is information organized in different ways?</li> <li>3.) Why do we ask questions?</li> </ol>
<b>Primary Resources</b>	<p><b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs. 474-489          McDougall Littel <i>Assessment Masters</i> pgs. 168-173</p> <p><b>Interactive Website:</b> <a href="#">Research Lesson Plans</a></p>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. reference</li> <li>2. research</li> <li>3. multiple</li> <li>4. validity-</li> <li>5. authenticity-</li> <li>6. organize-</li> <li>7. evaluate-</li> <li>8. communicate-</li> <li>9. primary-</li> <li>10. secondary-</li> </ol>

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	11. source- 12. plagiarism- 13. bias-
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**Marking Period: Fourth**

**Days: 9**

**Reporting Category/Strand: Communication: Speaking, Listening, and Media Literacy**

<b>SOL 7.2</b>	<b>The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b>          *exhibit confidence when speaking.          *exhibit courtesy when listening.          *use appropriate facial expressions, posture, and gestures to indicate active listening.</p> <p><b>Essential Knowledge, Skills, and Processes:</b>          *match vocabulary, tone, and volume to the audience, purpose, and topic of the message.          *use proper posture and stance when speaking.          *identify whether or not a nonverbal message complements the spoken message.          *use appropriate facial expressions and gestures or motions to add to what is being said.</p>
<b>Essential Questions</b>	1.) How do you speak effectively? 2.) In what ways are ideas communicated orally?
<b>Primary Resources</b>	<p><b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs. 536-551  <b>Interactive Website:</b> <a href="#">Oral Presentation Rubric</a>  <a href="#">Oral Presentation Notes</a></p>
<b>Essential Vocabulary</b>	1. identify 2. demonstrate 3. verbal 4. nonverbal 5. word choice 6. pitch 7. tone 8. voice

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	<ul style="list-style-type: none"> <li>9. intended</li> <li>10. eye contact</li> <li>11. posture</li> <li>12. compare</li> <li>13. contrast</li> </ul>
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**Marking Period: Fourth**

**Days: 9**

**Reporting Category/Strand: Communication: Speaking, Listening, and Media Literacy**

<b>SOL 7.1</b>	<b>The student will participate in oral presentations.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>*exhibit confidence when speaking.</li> <li>*exhibit courtesy when listening.</li> <li>*use appropriate facial expressions, posture, and gestures to indicate active listening.</li> <li>*participate effectively in presentations.</li> <li>*show awareness of audience, topic, and purpose.</li> <li>*understand and demonstrate appropriate audience behavior.</li> </ul> <p><b>Essential Knowledge, Skills, and Processes:</b></p> <ul style="list-style-type: none"> <li>*select vocabulary, tone, and style with audience and purpose in mind.</li> <li>*state points clearly and directly.</li> <li>*include multimedia in presentations.</li> <li>*maintain a focused discussion.</li> <li>*use a variety of strategies to actively listen, including:               <ul style="list-style-type: none"> <li>*give speaker undivided attention;</li> <li>*use body language and gestures to show they are listening;</li> <li>*provide feedback or paraphrase;</li> <li>*allow the speaker to finish without interruptions; and</li> <li>*respond appropriately.</li> </ul> </li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>1.) How do you speak effectively?</li> <li>2.) In what ways are ideas communicated orally?</li> </ul>
<b>Primary Resources</b>	<b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs. 536-551

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	<b>Interactive Website:</b> <a href="#">Oral Presentation Rubric</a> <a href="#">Oral Presentation Notes</a>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. participate-</li> <li>2. contribute-</li> <li>3. communicate-</li> <li>4. probing-</li> <li>5. clarification-</li> <li>6. communicate-</li> <li>7. tactful-</li> <li>8. style-</li> <li>9. demonstrate-</li> <li>10. relevant-</li> <li>11. opinion-</li> <li>12. acknowledge-</li> <li>13. insight-</li> <li>14. justified-</li> <li>15. modify-</li> <li>16. paraphrase-</li> </ol>

**Marking Period: Fifth**

**Days: Ongoing**

**Reporting Category/Strand: Writing**

<b>SOL 7.7</b>	<b>The student will write in a variety of forms with an emphasis on exposition.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Essential Understandings:</b> All students should *use a process for writing, including: *planning; *drafting; *revising; *proofreading; *editing; and



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- \*publishing.
- \*understand that good writing includes elaboration.
- \*recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement.
- \*understand that good writing has been improved through revision.
- \*understand and apply the elements
- \*central idea;
- \*elaboration;
- \*unity; and
- \*organization.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to

- \*identify intended audience and purpose.
- use a variety of prewriting strategies including:
  - \*brainstorming;
  - \*webbing;
  - \*mapping;
  - \*outlining;
  - \*clustering;
  - \*listing; and
  - \*using graphic organizers.
- \*explain, analyze, or summarize a topic.
- \*write an effective thesis statement focusing, limiting, or narrowing the topic.
- \*differentiate between a thesis statement and a topic sentence.
- \*choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas.
- \*develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.
- \*engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- \*organize an event sequence that unfolds naturally and logically.
- \*use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- \*create multi-paragraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.
- \*include an appropriate introduction and satisfying conclusion.
- \*sustain a formal style.
- \*use written expression to draft and revise compositions with attention to:
  - \*voice;
  - \*tone;

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	<ul style="list-style-type: none"> <li>*selection of information;</li> <li>*embedded phrases and clauses that clarify meaning;</li> <li>*vivid and precise vocabulary;</li> <li>*sentence variety.</li> <li>*apply revising procedures in peer and self-review, including:             <ul style="list-style-type: none"> <li>*rereading;</li> <li>*reflecting;</li> <li>*rethinking; and</li> <li>*rewriting.</li> </ul> </li> <li>*vary sentence structure by using coordinating conjunctions: for, and, nor, but, or, yet, and so.</li> <li>*use subordinating conjunctions to form complex sentences:             <ul style="list-style-type: none"> <li>*after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while.</li> </ul> </li> <li>*incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to:             <ul style="list-style-type: none"> <li>*coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;</li> <li>*subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and</li> <li>*modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb.</li> </ul> </li> <li>*use available computer technology to assist throughout the writing process.</li> </ul>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1.) How do writers vary their writing for different purposes and audiences?</li> <li>2.) What role do grammar and mechanics play in crafting a solid piece of writing?</li> <li>3.) How does the absence of proper grammar detract from the audience’s enjoyment and understanding?</li> <li>4.) How does following the writing process help a writer craft an effective piece of writing?</li> </ol>
<b>Primary Resources</b>	<p><b>Textbook:</b> <i>Prentice Hall Writing Coach</i> pgs. 26-46, 196-221</p> <p><b>Interactive Websites:</b> <a href="#">Six Steps to Improve Writing</a>  <a href="#">Graphic Organizers</a>  <a href="#">Expository Writing Graphic Organizers</a></p>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. participate-</li> <li>2. contribute-</li> <li>3. communicate-</li> <li>4. probing-</li> <li>5. clarification-</li> <li>6. communicate-</li> <li>7. tactful-</li> </ol>

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	<ul style="list-style-type: none"> <li>8. style-</li> <li>9. demonstrate-</li> <li>10. relevant-</li> <li>11. opinion-</li> <li>12. acknowledge-</li> <li>13. insight-</li> <li>14. justified-</li> <li>15. modify-</li> <li>16. paraphrase-</li> </ul>
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**Marking Period: Fifth**

**Days: Ongoing**

**Reporting Category/Strand: Writing**

<b>SOL 7.8</b>	<b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understandings:</b> All students should *become independent in checking spelling, using dictionaries and/or electronic tools.</p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>1.) Why is it important to use correct spelling?</li> <li>2.) How can usage of spelling rules and patterns improve written communication?</li> <li>3.) What are the benefits of using resources to improve your spelling?</li> </ul>
<b>Primary Resources</b>	<p><b>Textbook:</b> McDougall Littell <i>Vocabulary and Spelling</i> pgs. 91-152 <b>Interactive Website:</b> <a href="#">Spelling Lists</a></p>
<b>Essential Vocabulary</b>	<ul style="list-style-type: none"> <li>1. sentence-</li> <li>2. punctuation-</li> <li>3. dialogue-</li> <li>4. singular-</li> <li>5. subject-</li> <li>6. plural-</li> </ul>

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	<ul style="list-style-type: none"> <li>7. pronoun-</li> <li>8. antecedent-</li> <li>9. nonrestrictive-</li> <li>10. parenthetical-</li> <li>11. phrase</li> <li>12. clause</li> </ul>
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**Marking Period: Fifth**

**Days: 10**

**Reporting Category/Strand: Writing**

<b>SOL 7.8</b>	<b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understanding:</b> examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety, including:</p> <ul style="list-style-type: none"> <li>*noun;</li> <li>*verb;</li> <li>*pronoun;</li> <li>*adjective;</li> <li>*adverb;</li> <li>*preposition;</li> <li>*conjunction; and</li> <li>*interjection.</li> </ul> <p><b>Essential Knowledge, Skills, and Processes:</b> To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>*diagram sentences with phrases and clauses.</li> </ul>
<b>Essential Questions</b>	1.) How does the absence of proper grammar detract from the audience’s enjoyment and understanding?
<b>Primary Resources</b>	<p><b>Textbook:</b> McDougall Littell <i>Language Network</i> 276-283</p> <p><b>Workbook:</b> McDougall Littell <i>Grammar, Usage, and Mechanics Book</i> 217-219</p>
<b>Essential Vocabulary</b>	<ul style="list-style-type: none"> <li>1. sentence-</li> <li>2. punctuation-</li> </ul>

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	<ul style="list-style-type: none"> <li>3. dialogue-</li> <li>4. singular-</li> <li>5. subject-</li> <li>6. plural-</li> <li>7. pronoun-</li> <li>8. antecedent-</li> <li>9. nonrestrictive-</li> <li>10. parenthetical-</li> <li>11. phrase</li> <li>12. clause</li> </ul>
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**Marking Period: Fifth**

**Days: 5**

**Reporting Category/Strand: Writing**

<b>SOL 7.7</b>	<b>The student will write in a variety of forms with an emphasis on exposition.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge, Skills, and Processes:</b></p> <ul style="list-style-type: none"> <li>*use written expression to draft and revise compositions with attention to:</li> <li>*tone;</li> <li>*figurative language;</li> <li>*recognize terms illustrative of tone, such as, but not limited to:</li> <li>*serious;</li> <li>*sarcastic;</li> <li>*objective;</li> <li>*enthusiastic;</li> <li>*solemn;</li> <li>*humorous;</li> <li>*hostile;</li> <li>*personal; and</li> <li>*impersonal.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>1.) Why do we write?</li> <li>2.) How is your style of writing influenced by purpose?</li> <li>3.) How does the audience influence the format of your writing?</li> </ul>

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<b>Primary Resources</b>	<b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs. 398-411 <b>Interactive Website:</b> <a href="#">Tone Slideshare</a> <a href="#">Tone &amp; Purpose Notes/Activities</a>
<b>Essential Vocabulary</b>	participate- contribute- communicate- probing- clarification- communicate- tactful- style- demonstrate- relevant- opinion- acknowledge- insight- justified- modify- paraphrase-

**Marking Period: Sixth**

**Days: 30**

**Reporting Category/Strand: Writing**

<b>SOL 7.8</b>	<b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Essential Understanding:</b> *become independent in checking spelling, using dictionaries and/or electronic tools.
<b>Essential Questions</b>	1.) Why is it important to use correct spelling? 2.) How can usage of spelling rules and patterns improve written communication? 3.) What are the benefits of using resources to improve your spelling?

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<b>Primary Resources</b>	<b>Textbook:</b> McDougall Littell <i>Vocabulary and Spelling</i> pgs. 91-152 <b>Interactive Website:</b> <a href="#">Spelling Lists</a>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. sentence-</li> <li>2. punctuation-</li> <li>3. dialogue-</li> <li>4. singular-</li> <li>5. subject-</li> <li>6. plural-</li> <li>7. pronoun-</li> <li>8. antecedent-</li> <li>9. nonrestrictive-</li> <li>10. parenthetical-</li> <li>11. phrase</li> <li>12. clause</li> </ol>

**Marking Period: Sixth**

**Days: 30**

**Reporting Category/Strand:**

<b>SOL 7.7</b>	<b>The student will write in a variety of forms with an emphasis on exposition.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>*use a process for writing, including:</li> <li>*planning;</li> <li>*drafting;</li> <li>*revising;</li> <li>*proofreading;</li> <li>*editing; and</li> <li>*publishing.</li> <li>*understand that good writing includes elaboration.</li> <li>*recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement.</li> <li>*understand that good writing has been improved through revision.</li> <li>*understand and apply the elements of composing:</li> <li>*central idea;</li> </ul>

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\*elaboration;  
\*unity; and  
\*organization.

**Essential Knowledge, Skills, and Processes:**

\*identify intended audience and purpose.

\*use a variety of prewriting strategies including:

\*brainstorming;

\*webbing;

\*mapping;

\*outlining;

\*clustering;

\*listing; and

\*using graphic organizers.

\*explain, analyze, or summarize a topic.

\*write an effective thesis statement focusing, limiting, or narrowing the topic.

\*differentiate between a thesis statement and a topic sentence.

\*choose an appropriate strategy for organizing ideas such as comparison/contrast,, cause/effect, etc., and provide transitions between ideas.

\*create multi-paragraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.

\*include an appropriate introduction and satisfying conclusion.

\*sustain a formal style.

\*use written expression to draft and revise compositions with attention to:

\*voice;

\*tone;

\*selection of information;

\*embedded phrases and clauses that clarify meaning;

\*vivid and precise vocabulary;

\*figurative language; and

\*sentence variety.

\*recognize terms illustrative of tone, such as, but not limited to:

\*serious;

\*sarcastic;

\*objective;

\*enthusiastic;

\*solemn;

\*humorous;



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	<ul style="list-style-type: none"> <li>*hostile;</li> <li>*personal; and</li> <li>*impersonal.</li> <li>*apply revising procedures in peer and self-review, including:</li> <li>*rereading;</li> <li>*reflecting;</li> <li>*rethinking; and</li> <li>*rewriting. vary sentence structure by using coordinating conjunctions: for, and, nor, but, or, yet, and so.</li> <li>*use subordinating conjunctions to form complex sentences: after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while.</li> <li>*incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to:</li> <li>*coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;</li> <li>*subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and</li> <li>*modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb.</li> <li>*use available computer technology to assist throughout the writing process.</li> </ul>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1.) How do writers vary their writing for different purposes and audiences?</li> <li>2.) What role do grammar and mechanics play in crafting a solid piece of writing?</li> <li>3.) How does the absence of proper grammar detract from the audience’s enjoyment and understanding?</li> <li>4.) How does following the writing process help a writer craft an effective piece of writing?</li> </ol>
<p><b>Primary Resources</b></p>	<p><b>Textbook:</b> <i>Prentice Hall Writing Coach</i> pgs. 26-46, 196-221</p> <p><b>Interactive Websites:</b> <a href="#">Six Steps to Improve Writing</a>  <a href="#">Graphic Organizers</a>  <a href="#">Expository Writing Graphic Organizers</a></p>
<p><b>Essential Vocabulary</b></p>	<ol style="list-style-type: none"> <li>1. sentence-</li> <li>2. punctuation-</li> <li>3. dialogue-</li> <li>4. singular-</li> <li>5. subject-</li> <li>6. plural-</li> <li>7. pronoun-</li> <li>8. antecedent-</li> <li>9. nonrestrictive-</li> <li>10. parenthetical-</li> </ol>

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	11. phrase 12. clause
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**Marking Period: Sixth**

**Days: Thirty**

**Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy**

<b>SOL 7.3</b>	<b>The student will understand the elements of media literacy.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>*understand that facts can be verified and opinions cannot.</li> <li>*distinguish fact from opinion.</li> <li>*identify the effect of persuasive messages on the audience.</li> <li>*notice use of persuasive language and connotations to convey viewpoint.</li> <li>*recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations.</li> <li>*analyze a media text considering what techniques have been used and their purpose.</li> </ul> <p><b>Essential Knowledge, Skills, and Processes:</b></p> <ul style="list-style-type: none"> <li>*layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.</li> <li>*recognize that production elements in media are composed based on audience and purpose to create specific effects.</li> <li>*identify persuasive techniques in the media including:             <ul style="list-style-type: none"> <li>*name calling or innuendo – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;</li> <li>*glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence;</li> <li>*bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;</li> <li>*testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility;</li> <li>*appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and</li> <li>*appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul> </li> <li>*recognize and identify opinions in the media.</li> <li>*recognize and identify facts in the media.</li> </ul>

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	<p>*recognize that evidence is fact and a valid inference is the interpretation of fact.          *recognize that the effectiveness of any media message is determined by the impact on the intended audience. For example, the Don't Drink and Drive campaign has been an effective campaign because the number of traffic accidents due to drunk driving has been reduced.          *describe the effect on the audience of persuasive messages in the media.          *identify effective word choice in the media.          *identify and analyze a variety of viewpoints expressed in the media.          *create and publish age-appropriate media messages, such as public service announcements aimed at a variety of audiences with different purposes; include multimedia components in presentations to emphasize points.</p>
<p><b>Essential Questions</b></p>	<p>1.) How do writers vary their writing for different purposes and audiences?          2.) What role do grammar and mechanics play in crafting a solid piece of writing?          3.) How does the absence of proper grammar detract from the audience's enjoyment and understanding?          4.) How does following the writing process help a writer craft an effective piece of writing?</p>
<p><b>Primary Resources</b></p>	<p><b>Textbook:</b> McDougall Littell <i>Language Network</i> pgs. 552-565  <i>Media Focus</i> pgs. 11-26, 31-51, 55-70,  <b>Video:</b> <i>Media Focus</i>  <b>Interactive Website:</b> <a href="#">Analyzing Persuasive Techniques</a></p>
<p><b>Essential Vocabulary</b></p>	<ol style="list-style-type: none"> <li>1. media literacy</li> <li>2. persuasive</li> <li>3. informative</li> <li>4. nonprint</li> <li>5. fact</li> <li>6. opinion</li> <li>7. evidence</li> <li>8. inference</li> <li>9. word choice</li> <li>10. convey</li> <li>11. craft</li> </ol>

**Marking Period: Sixth**

**Days: Five**

**Reporting Category/Strand: Writing**

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<b>SOL 7.8</b>	<b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Understanding:</b>          *examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety, including:          *noun;          *verb;          *pronoun;          *adjective;          *adverb;          *preposition;          *conjunction; and          *interjection.</p>
<b>Essential Questions</b>	1.) How does a good writer use the eight parts of speech to write more clearly, powerfully, and creatively?
<b>Primary Resources</b>	<p><b>Interactive Websites:</b> <a href="#">Noun Dunk Game</a>  <a href="#">Noun/Verb Games</a></p> <p><b>Textbook:</b> <i>McDougal Littell Language Network</i> pgs. 34-55, 90-123, 206-227, 228-247  <i>McDougal Littell Language Network Assessment Masters</i> pgs. 43-46, 55-60, 79-82, 83-86</p> <p><b>Workbook:</b> <i>McDougal Littell Grammar, Usage, Mechanics Book</i> pgs. 31-45, 76-102, 163-177, 178-189</p> <p><b>Textbook:</b> <i>McDougal Littell Language Network</i> pgs. 56-89, 124-149, 150-167  <i>McDougal Littell Assessment Masters</i> pgs. 47-54, 61-66, 67-70</p> <p><b>Workbook:</b> <i>McDougal Littell Grammar, Usage, Mechanics Book</i> pgs. 46-75, 103-123, 125-135</p> <p><b>Interactive Websites:</b> <a href="#">Pronoun Clubhouse</a>  <a href="#">Adjective/Adverb Millionaire Game</a>  <a href="#">Puppy's Preposition Notes</a>  <a href="#">Prepositional Phrase Game</a>  <a href="#">Conjunction Worksheets</a>  <a href="#">Conjunction Wheel of Fortune</a>  <a href="#">Interjection Game</a></p> <p><b>Video:</b> Grammar Rock</p>
<b>Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. sentence-</li> <li>2. punctuation-</li> <li>3. dialogue-</li> <li>4. singular-</li> </ol>

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|--|---|
|  | <ol style="list-style-type: none"><li>5. subject-</li><li>6. plural-</li><li>7. pronoun-</li><li>8. antecedent-</li><li>9. nonrestrictive-</li><li>10. parenthetical-</li><li>11. phrase</li><li>12. clause</li></ol> |
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