

Grade Curriculum Map  
Instructional Plan for 7 Classical Language Arts  
Robert J. Buss  
St. Paul's Lutheran School  
Revised: June 2021

**Grade 7 Curriculum**  
**Instructional Plan for Classical Language Arts: Grammar, Spelling, Handwriting, and Writing Process**  
**Submitted by Robert J. Buss**  
**Written: July 2019**

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	Content Type	Objectives	Standards	Assessment	Materials
<b>A U G U S T &amp; S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>24</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Review of cursive writing formation</li> <li>Spelling, Vocabulary, and Poetry</li> <li>Language Writing Process               <ul style="list-style-type: none"> <li>Letters— friendly,</li> <li>postcards,</li> <li>thank-you notes</li> </ul> </li> <li>Grammar               <ul style="list-style-type: none"> <li>Sentence structure,</li> <li>kinds of sentences</li> <li>Identifying subject and predicate</li> <li>nouns</li> </ul> </li> <li>Writing and Speaking in Response to Literature</li> <li>Self-management - Organization skills manage time and tasks effectively</li> <li>Reflection skills (re)consider the process of learning; choose and use ATL skills</li> <li>Research &amp; Information literacy skills find, interpret, judge and create information</li> <li>Media literacy skills interact with media to use and create ideas and information</li> <li>Capitalization:               <ul style="list-style-type: none"> <li>Proper nouns and words formed from proper nouns:</li> <li>Particular persons, places, things</li> <li>Words referring to Deity and Holy Scripture</li> <li>Words from proper nouns</li> <li>Common noun or adjective when part of proper name</li> <li>Titles of persons, titles of works</li> <li>First word of every sentence</li> <li>Pronoun I and interjection O</li> <li>First word of every line of poetry</li> </ul> </li> <li>Manuscript form:               <ul style="list-style-type: none"> <li>abbreviations, numbers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</li> </ul> </li> <li>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>Daily language assignments</li> <li>Weekly Spelling lists</li> <li>Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> <li>Concept Vocabulary and Word Study - Context clues Project</li> <li>Retelling a story Monologue Analyze the Media</li> <li>Formative: Connect: Ideas within selection to what you already know and have read</li> <li>Respond: 2 column character/reader response journal</li> <li>Complete Comprehension check and write a brief summary of the selection</li> <li>Informational report</li> <li>Speaking and Listening Focus: Present a Nonfiction Narrative in storyboard form</li> </ul>	<p>Abeka Language &amp; Composition I (7th)</p> <p>Abeka Language &amp; Composition II (8th)</p> <p>Novels</p> <ul style="list-style-type: none"> <li>Mark Twain: Prince &amp; the Pauper</li> <li>The Fault in Our Stars</li> </ul> <p>Abeka Spelling 7 Abeka Spelling 8</p>

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		<p>Essay Answer Standards for 7th grade and beyond</p> <p>Writing Letters:</p> <ul style="list-style-type: none"> <li>• Friendly: letter parts, thank-you note</li> <li>• Business: letter parts, appropriateness</li> </ul>			
O C T O B E R	• 20	<ul style="list-style-type: none"> <li>• Vocabulary building</li> <li>• Review of cursive writing formation</li> <li>• Spelling, Vocabulary, and Poetry</li> <li>• Language Writing Process           <ul style="list-style-type: none"> <li>◦ Gathering information</li> <li>◦ Writing with details</li> <li>◦ Writing an encyclopedia report</li> </ul> </li> <li>• Writing book reports</li> <li>• Grammar           <ul style="list-style-type: none"> <li>◦ punctuation, capitalization</li> </ul> </li> <li>• Close Read ellipses details sensory language repetition</li> <li>• Analyzing visual metaphors</li> <li>• Analyzing art Analyze the Text</li> <li>•</li> <li>• Concept Vocabulary and Word Study Latin Suffix: - ion Latin Suffix: -ent Latin suffix: -strict Greek Root: trauma-</li> <li>• Recognizing and using 3 parts of speech; noun, verb, pronoun</li> <li>• Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</li> </ul> <p>The sentence:</p> <ul style="list-style-type: none"> <li>• Recognizing eight parts of speech</li> <li>• Definition of sentence</li> <li>• Kinds of sentences classified by purpose: declarative, imperative, interrogative, exclamatory</li> <li>• Recognizing subjects and verbs: complete subject, simple subject, complete predicate, simple predicate, and verb phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> <li>• Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> <li>• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li> <li>• W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily language assignments</li> <li>• Weekly Spelling lists</li> <li>• Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> <li>• Video Review Summative:</li> <li>• Performance-Based Assessment Task</li> </ul>	<p>Abeka Language &amp; Composition I (7th)</p> <p>Abeka Language &amp; Composition II (8th)</p> <p>Novels</p> <ul style="list-style-type: none"> <li>• To Kill A Mockingbird</li> <li>• The Giver</li> </ul> <p>Abeka Spelling 7 Abeka Spelling 8</p>

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		<p>Verbs:</p> <ul style="list-style-type: none"> <li>• Recognizing action, linking, and helping verbs</li> <li>• Distinguishing verbs from verbals</li> <li>• Using principal parts of verbs</li> <li>• Regular verb endings</li> <li>• Irregular verbs</li> <li>• Using correct principal parts</li> <li>• Verb tense</li> <li>• Using consistent verb tense</li> <li>• Avoid incorrect verb forms</li> <li>• Use troublesome verbs correctly and avoid verb usage errors</li> </ul> <ul style="list-style-type: none"> <li>• Composition:             <ul style="list-style-type: none"> <li>o Summaries</li> <li>o The Writing Process: plan, write, rewrite, edit</li> </ul> </li> </ul>			
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<b>N O V E M B E R</b>	<ul style="list-style-type: none"> <li>• 19</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary building</li> <li>• Practice penmanship through creative writing and word exercises</li> <li>• Spelling, Vocabulary, and Poetry</li> <li>• Language Writing Process: Creative writing</li> <li>• Grammar             <ul style="list-style-type: none"> <li>o punctuation,</li> <li>o capitalization facts,</li> <li>o abbreviations,</li> <li>o possessive words</li> <li>o Word usage (deciphering plurals, possessives and contractions)</li> <li>o Forming plurals and common contractions</li> </ul> </li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• End marks:             <ul style="list-style-type: none"> <li>o Period for declarative sentences and abbreviations</li> <li>o Period or exclamation point for an imperative sentence</li> <li>o Question mark for interrogative sentences</li> <li>o Exclamation point for exclamatory sentences</li> </ul> </li> <li>• Commas:             <ul style="list-style-type: none"> <li>o Before a coordinating conjunction joining two independent clauses</li> </ul> </li> <li>• To indicate:             <ul style="list-style-type: none"> <li>o Omissions or avoid possible misreading</li> <li>o Nonessential elements in a sentence:                 <ul style="list-style-type: none"> <li>o Appositive and appositive phrase</li> <li>o Direct address</li> <li>o Well, yes, no, or why</li> </ul> </li> </ul> </li> <li>• Parenthetical expressions</li> </ul> <p>Overcoming problems locating subjects and verbs-- Finding:</p> <ul style="list-style-type: none"> <li>• Subject in an inverted sentence: interrogative sentence, sentence beginning with there or here</li> <li>• Subject of an imperative sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.             <ul style="list-style-type: none"> <li>o a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>o b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>o c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>o d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>o e. Provide a conclusion that follows from and reflects on the narrated experiences or events</li> <li>o</li> </ul> </li> </ul> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <ul style="list-style-type: none"> <li>• W.7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience</li> <li>• W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily language assignments</li> <li>• Weekly Spelling lists</li> <li>• Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> <li>• Narrative Task: Write</li> <li>• A Nonfiction Narrative Performance-Based</li> <li>• Assessment Task</li> </ul>	<p>Abeka Language &amp; Composition I (7th)</p> <p>Abeka Language &amp; Composition II (8th)</p> <p>Novels</p> <ul style="list-style-type: none"> <li>• Writings of Confucious</li> <li>• Lord of the Flies</li> </ul> <p>Abeka Spelling 7    Abeka Spelling 8</p>
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		<ul style="list-style-type: none"> <li>• Verb phrase that is interrupted by other words</li> <li>• Diagramming subjects and verbs</li> </ul> <p>Nouns:</p> <ul style="list-style-type: none"> <li>• Recognizing nouns: compound, common, and proper</li> <li>• Recognizing collective nouns</li> <li>• Keeping agreement of subject and verb</li> <li>• Recognizing nouns as predicate nominatives, direct objects, indirect objects, objects of prepositions, direct address</li> <li>• Diagramming nouns as predicate nominatives, direct objects, indirect objects, objects of prepositions</li> <li>• Recognizing and diagramming nouns as appositives</li> </ul> <p>Pronouns:</p> <ul style="list-style-type: none"> <li>• Antecedents             <ul style="list-style-type: none"> <li>o Recognizing: personal, interrogative, demonstrative, indefinite, compound</li> </ul> </li> <li>• Relative pronouns             <ul style="list-style-type: none"> <li>o Keeping agreement of verbs and indefinite pronoun subjects</li> </ul> </li> <li>• Nominative case:             <ul style="list-style-type: none"> <li>o For subjects and predicate nominatives</li> <li>o For appositives of subjects and appositives of predicate nominatives</li> </ul> </li> <li>• Objective case:             <ul style="list-style-type: none"> <li>o For direct objects, indirect objects, and objects of prepositions</li> <li>o For appositives of direct objects, indirect objects, objects of prepositions</li> </ul> </li> <li>• Possessive case</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>• Outline:             <ul style="list-style-type: none"> <li>o Topical outline</li> </ul> </li> </ul>			
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		<ul style="list-style-type: none"><li>o Sentence outline</li><li>o Format of outline</li><li>o Parallelism in an outline</li></ul>			
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<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>● 15</li> </ul>	<ul style="list-style-type: none"> <li>● Practice penmanship through creative writing and word exercises</li> <li>● Two poems committed to memory</li> </ul> <p>Writing Process: Gathering information</p> <ul style="list-style-type: none"> <li>● Dictionary skills</li> </ul> <p>Grammar: Recognizing and using 5 parts of speech: noun, pronoun, verb, adjective, adverb</p> <ul style="list-style-type: none"> <li>● Formative: Support an argument</li> <li>● Persuasive presentation</li> <li>● Speaking and Listening Focus: Present an Argument             <ul style="list-style-type: none"> <li>○ Deliver an Oral</li> </ul> </li> </ul> <p>Great non-fiction study:</p> <ul style="list-style-type: none"> <li>● Presentation Activities: Close Read perspective italics parentheses similes details infographic Sound devices</li> <li>● Analyze the Text</li> <li>● Analyze Craft and Structure</li> <li>● Development of Themes Memoir and Reflective Writing Poetic Structures</li> <li>● Concept Vocabulary and Word Study Latin Prefix:-sub</li> <li>● Multiple-Meaning Words</li> <li>● Conventions Direct and Indirect Objects Pronoun Case</li> <li>● Participial and Infinitive Phrases</li> <li>● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</li> </ul> <p>Grammar intensive:</p> <ul style="list-style-type: none"> <li>● Recognizing and diagramming compound subjects and verbs</li> <li>● Locating 5 types of complements</li> <li>● Diagramming Complement</li> <li>● Distinguishing Complements from other parts of speech</li> <li>● Correcting fragments and run-on sentences</li> </ul>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             <ul style="list-style-type: none"> <li>○ a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>○ b. Form and use verbs in the active and passive voice.</li> <li>○ c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>○ d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ul> </li> <li>● W.7.2 Write text in a variety of modes:             <ul style="list-style-type: none"> <li>○ a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.</li> <li>○ c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.</li> </ul> </li> <li>● W.7.3 Create writing that utilizes: a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use a variety of appropriate transitions that connect and develop ideas. c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.</li> <li>● W.7.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Daily language assignments</li> <li>● Weekly Spelling lists</li> <li>● Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> <li>● Formative: Connect: Ideas within selection to what you already know and have read</li> <li>● Respond illustrate a scene or chapter:</li> <li>● Complete Comprehension check and write a brief summary of the selection</li> </ul>	<p>Abeka Language &amp; Composition I (7th)</p> <p>Abeka Language &amp; Composition II (8th)</p> <p>Novels</p> <ul style="list-style-type: none"> <li>● Pride &amp; Prejudice</li> <li>● Emily Dickinson</li> <li>● Mini-unit: Emma Lazarus Joyce Carol oates</li> </ul> <p>Abeka Spelling 7 Abeka Spelling 8</p>
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		<p>Adjectives:</p> <ul style="list-style-type: none"> <li>● Recognizing and diagramming:           <ul style="list-style-type: none"> <li>○ Adjectives and proper adjectives</li> <li>○ Participles</li> <li>○ Distinguishing adjectives from nouns and pronouns</li> <li>○ Recognizing and diagramming predicate adjectives</li> </ul> </li> <li>● Using and diagramming:           <ul style="list-style-type: none"> <li>○ Prepositional phrases as adjectives</li> <li>○ Participial phrases as adjectives</li> <li>○ Adjective clauses</li> </ul> </li> <li>● Placing and punctuating adjective modifiers</li> <li>● Using adjectives in comparison</li> <li>● Avoiding double comparison and double negatives</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>● Written book reports including introduction, body, conclusion</li> <li>● Oral book reports: written preparation and oral presentation</li> </ul>	<p>efficiently, as well as to interact and collaborate with others, including linking to and citing sources.</p>		

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J A N U A R Y	<ul style="list-style-type: none"> <li>21</li> </ul>	<ul style="list-style-type: none"> <li>Two poems committed to memory</li> <li>Grammar: Recognizing and using 6 parts of speech: noun, verb, pronoun, adjective, adverb, conjunction</li> <li>Dictionary skills, glossary skills</li> <li>Argumentative essay</li> <li>Research Report 1 of 2 (reviewed with Writing Process)</li> <li>First-Person Account</li> <li>Group discussion Summative:</li> <li>Performance-Based Assessment Task</li> <li>Write an Argument Performance-Based Assessment Task</li> <li>Speaking Across Texts</li> <li>Determining an author's POV in persuasive writing and expository writing</li> <li>Explanatory Essay</li> <li>Semicolons:               <ul style="list-style-type: none"> <li>Between independent clauses:</li> <li>If not using coordinating conjunction</li> <li>If joined by</li> <li>Transitional words</li> <li>Coordinating conjunction if clauses already contain commas</li> </ul> </li> <li>Adverbs:               <ul style="list-style-type: none"> <li>Recognizing and diagramming adverbs</li> <li>Distinguishing adverbs from adjectives</li> <li>Using and diagramming:                   <ul style="list-style-type: none"> <li>Prepositional phrases as adverbs</li> <li>Adverb clauses</li> </ul> </li> <li>Correct placement of adverb modifiers</li> <li>Using adverbs in comparison</li> </ul> </li> <li>Composition:               <ul style="list-style-type: none"> <li>Introducing paragraphs:                   <ul style="list-style-type: none"> <li>Topic sentence</li> <li>Summarizing sentence</li> </ul> </li> <li>Paragraph development with details</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ul> </li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul> </li> <li>W.7.7 Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Daily language assignments</li> <li>Weekly Spelling lists</li> <li>Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> </ul>	<p>Abeka Language &amp; Composition I (7th)</p> <p>Abeka Language &amp; Composition II (8th)</p> <p>Novels</p> <ul style="list-style-type: none"> <li>Stargirl</li> <li>Science-Fiction Cradlesong by C.S. Lewis</li> <li>Phyllis Wheatley</li> <li>Robert Frost</li> </ul> <p>Abeka Spelling 7</p> <p>Abeka Spelling 8</p>

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 Revised: June 2021

		<ul style="list-style-type: none"> <li>Paragraph unity</li> <li>Paragraph coherence:           <ul style="list-style-type: none"> <li>Chronological order, order of importance, and transitional expressions</li> <li>Space order, pronoun reference, and repetition</li> </ul> </li> </ul>			
<b>F E B R U A R Y</b>	<ul style="list-style-type: none"> <li>18</li> </ul>	<ul style="list-style-type: none"> <li>Story Grammar</li> <li>Theme           <ul style="list-style-type: none"> <li>Determine a theme of a story, drama, or poem from details in the text</li> </ul> </li> <li>Character:           <ul style="list-style-type: none"> <li>How characters in a story or drama respond to challenges</li> <li>How the speaker in a poem reflects upon a topic;</li> <li>Summarize the text.</li> </ul> </li> <li>Grammar Recognizing and using 7 parts of speech: noun, verb, pronoun, adj, adv, conj, exclamation</li> <li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Analyze Craft and Structure</li> <li>Analyze Text Structures in Drama Character Motivation Central Idea and Supporting Details</li> <li>Author's Style: Word Choice</li> <li>Author's Purpose and Point of View</li> </ul> <p>Colons:</p> <ul style="list-style-type: none"> <li>Before a list of items</li> </ul> <ul style="list-style-type: none"> <li>Between           <ul style="list-style-type: none"> <li>Chapter and verse of Bible reference</li> <li>Hour and minute of time reference</li> <li>After salutation of a business letter</li> </ul> </li> </ul> <p>Italics:</p> <ul style="list-style-type: none"> <li>for titles of books, magazines, newspapers, plays, works of art, ships,</li> </ul>	<ul style="list-style-type: none"> <li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</li> <li>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</li> <li>W.7.2 Write text in a variety of modes:           <ul style="list-style-type: none"> <li>b. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.</li> </ul> </li> <li>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)</li> </ul>	<ul style="list-style-type: none"> <li>Daily language assignments</li> <li>Weekly Spelling lists</li> <li>Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> <li>Formative: Connect: Ideas within selection to what you already know and have read</li> <li>Daily language assignments</li> <li>Weekly Spelling lists</li> <li>Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> <li>Respond: four character perspective journal</li> <li>Complete Comprehension check and write a brief summary of the selection</li> </ul>	<p>Abeka Language &amp; Composition I (7th)</p> <p>Abeka Language &amp; Composition II (8th)</p> <p>Novels</p> <ul style="list-style-type: none"> <li>The Boy in the Striped Pajamas</li> <li>Gwendolyn Brooks</li> <li>Margaret Walker</li> <li>My Side of the Mountain</li> </ul> <p>Abeka Spelling 7 Abeka Spelling 8</p>

Grade Curriculum Map  
Instructional Plan for 7 Classical Language Arts  
Robert J. Buss  
St. Paul's Lutheran School  
Revised: June 2021

		<p>trains, aircraft, and spacecraft</p> <p>Hyphens:</p> <ul style="list-style-type: none"><li>o To divide a word at the end of line</li><li>o In compound numbers</li></ul> <p>Prepositions:</p> <ul style="list-style-type: none"><li>• Recognizing prepositions, prepositional phrases, and objects of prepositions</li><li>• Distinguishing between prepositions and adverbs</li><li>• Using prepositions correctly</li></ul> <p>Conjunctions:</p> <ul style="list-style-type: none"><li>• Recognizing:<ul style="list-style-type: none"><li>o Coordinating and correlative conjunctions</li><li>o Subordinating conjunctions</li></ul></li></ul> <p>Informative Essay</p> <ul style="list-style-type: none"><li>• Writing descriptions:<ul style="list-style-type: none"><li>o character sketch</li></ul></li><li>• Steps: point of view, careful selection of details, arrangement of details, use of exact nouns and verbs</li><li>• The library: Dewey Decimal System, Library of Congress Classification System, using the catalog and reference section</li></ul>			
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	Content Type	Objectives	Standards	Assessment	Materials
M A R C H	<ul style="list-style-type: none"> <li>• 17</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process:               <ul style="list-style-type: none"> <li>◦ Making an outline</li> <li>◦ Writing a library research paper</li> </ul> </li> <li>• Grammar: Recognizing and using all eight parts of speech (add prepositions)</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>• Quotation Marks:               <ul style="list-style-type: none"> <li>◦ In a direct quotation</li> <li>◦ To enclose titles of short poems, songs, chapters, articles, and other parts of books or magazines</li> </ul> </li> <li>• Apostrophes:               <ul style="list-style-type: none"> <li>◦ To form possessive case of nouns</li> <li>◦ To show omissions from words</li> <li>◦ With s to form plurals of letters, numbers, signs, and words used as words</li> </ul> </li> <li>• Interjections</li> </ul> <p>Sentence structure:</p> <ul style="list-style-type: none"> <li>◦ Defining dependent and independent clauses</li> </ul> <li>• Recognizing and diagramming:               <ul style="list-style-type: none"> <li>◦ Simple and compound sentences</li> <li>◦ Complex and compound-complex sentences</li> </ul> </li> <p>Composition:</p> <ul style="list-style-type: none"> <li>• Research paper:               <ul style="list-style-type: none"> <li>◦ Planning the paper:</li> <li>◦ selecting subject,</li> <li>◦ finding sources,</li> <li>◦ noting bibliography information,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>• Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.               <ul style="list-style-type: none"> <li>◦ a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul> </li> <li>• W.7.2 Write text in a variety of modes:               <ul style="list-style-type: none"> <li>◦ a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.</li> <li>◦ b. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Daily language assignments</li> <li>• Weekly Spelling lists</li> <li>• Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> </ul>	<p>Abeka Language &amp; Composition I (7th)</p> <p>Abeka Language &amp; Composition II (8th)</p> <p>Novels</p> <ul style="list-style-type: none"> <li>• The House on Mango Street</li> <li>• Dogsong</li> </ul> <p>Abeka Spelling 7 Abeka Spelling 8</p>

Grade Curriculum Map  
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		<ul style="list-style-type: none"> <li>o making a preliminary outline,</li> <li>o taking notes,</li> <li>o avoiding plagiarism</li> <li>o Writing the paper: introduction, body, conclusion</li> <li>o Using parenthetical citations</li> <li>• Rewriting the paper--Check:           <ul style="list-style-type: none"> <li>o Organization, introduction, and conclusion</li> <li>o Unity, coherence, and citations</li> <li>o Editing the paper: check each paragraph, sentence, word; capitalization and punctuation</li> <li>o Preparing works cited page</li> <li>o Finalizing the paper</li> </ul> </li> <li>• Documenting the research paper</li> </ul>			
<p><b>A P R I L</b></p>	<ul style="list-style-type: none"> <li>• 20</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., non-fiction, graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> <li>• Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> <li>• Grammar: Recognizing and using all eight parts of speech (add prepositions)</li> <li>• Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>• Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</li> <li>• Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</li> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• W.7.2 Write text in a variety of modes:           <ul style="list-style-type: none"> <li>o c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Daily language assignments</li> <li>• Weekly Spelling lists</li> <li>• Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> </ul>	<p>Abeka Language &amp; Composition I (7th)</p> <p>Abeka Language &amp; Composition II (8th)</p> <p>Novels</p> <ul style="list-style-type: none"> <li>• The Great and Only Barnum: The Tremendous, Stupendous Life of Showman P. T. Barnum</li> <li>• Of Mice and Men</li> <li>• Out of the Dust</li> </ul> <p>Abeka Spelling 7 Abeka Spelling 8</p>

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 Instructional Plan for 7 Classical Language Arts  
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 St. Paul's Lutheran School  
 Revised: June 2021

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MA Y	<ul style="list-style-type: none"> <li>24</li> </ul>	<ul style="list-style-type: none"> <li>Grammar               <ul style="list-style-type: none"> <li>Diagramming Sentence structure, progressively as able</li> </ul> </li> <li>Write a nonfiction narrative--develop experiences or events using effective techniques (rubric scored/menu based writing)</li> <li>Poetry Writing Unit</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</li> <li>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently</li> </ul>	<ul style="list-style-type: none"> <li>Daily language assignments</li> <li>Weekly Spelling lists</li> <li>Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment</li> <li>Formative: Connect: Ideas within selection to what you already know and have read</li> <li>Respond in final essay comparing any two novels from the year.</li> </ul>	Abeka Language & Composition I (7th)  Abeka Language & Composition II (8th)  Novels <ul style="list-style-type: none"> <li>Radio Play: Dark They Were and Golden Eyed by Ray Bradbury</li> <li>And Then There Were None</li> </ul> Abeka Spelling 7 Abeka Spelling 8