

# Language Arts

## Language Arts Mission Statement:

Seventh Grade Language Arts Students have a passion and vision for learning; they are intentional readers, writers, and thinkers.

## What will the Language Arts classroom look like?

The Language Arts classroom organizes instructional time and content within the curriculum priorities to ensure that students have periods of time for reading, writing and talking about their learning. We will use a mixture of whole-class, small group, partner and one on one instruction that centers on meaningful dialogue about reading, writing, responding to ideas, strategies for making meaning and opportunities for independent practice.

Each student will have access to the following:

- ❑ Time for reading, writing and learning
- ❑ A variety of different texts and resources
- ❑ Supportive teachers who are developing a greater understanding of the literacy processes
- ❑ Reading, writing and thinking opportunities on topics and ideas of their choice
- ❑ Instruction in skills and strategies
- ❑ High expectations
- ❑ Demonstrations of the processes and structure of texts
- ❑ Other learners to share and question ideas and understandings
- ❑ Frequent assessments to determine strengths and needs
- ❑ Support of their *own* reading and writing processes

(list adapted from Brauger & Lewis, *Building a Knowledge Base in Reading*)

The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.  
~ Dr. Seuss

Don't be afraid to live like a writer. Writers explore. There are two whole universes for you to explore- the one on the inside, and the physical one on the outside. Take your choice: inner or outer. Or best both.  
~Fletcher

## Long-Range Plan & Approximate Time Line

The Language Arts curriculum is based around the theme of Choice. Students will have the opportunity to explore concepts related to choice through a variety of genres while developing a variety of skills related to reading, writing, and thinking.

Unit	Genres	Learning
<b>Introductory Unit: Developing Habits of a Reader &amp; Writer</b>		Independent Reading Reader's Notebook Writer's Notebook Writing to prompts Writing Traits Writing Process
<b>Unit One: The Choices We Make</b>	Poetry Personal Narrative Folk Literature Myths	Tone Transitions/Sequence Characterization Rhyme Scheme Writing Product (Ideas, Organization, Language, Conventions) Writing Process (Plan, Draft, Revise, Edit, Publish)
<b>Unit Two: What Influences My Choices?</b>	Persuasive Advertisements Letter to an Editor Newspaper	Persuasive Techniques Audience Writing Process Fact/Opinion Developing an argument Expository/Persuasive Essay Writing
<b>Unit Three: Our Choices and Life's Lessons</b>	Novel Memo Film Short Story	Figurative Language Point of View Elements of Plot Conflict Annotated Bibliography Making Connections (personal, textual) Research

## Expectations

Language Arts students develop as readers, writers and thinkers. They read and write together in a community immersed in good literature and quality discussions. Students learn to use the writing/reading processes, develop a stronger understanding of self and discover more about the world around them. There are expectations that each student adheres to, to help create a community of learners, track personal growth, measure achievement and give each student an opportunity to learn.

### → Independent Reading/Writing:

*Students are asked to read EVERY DAY, at school and at least 20 minutes of reading a self-selected novel each day at home. Students will independently write each day at school and are asked to write each night at home.*

### → Group Discussion/ Read Aloud

*Demonstrations and group work will include discussions about thinking, reading/ writing experiences and learning. Students will also be asked to interact with literature through in- class read alouds and to study author's craft.*

### → Writer's/ Reader's/ Vocabulary Notebooks

*The reading and writing notebooks are tangible pieces of student thinking, a record of intellectual life. It can help the student build on understandings and reflect on new learning. Teachers and parents can refer to the notebooks to access student development and evaluate student needs and strengths.*

### → Reading/Writing Surveys

*The reading and writing surveys are periodic surveys for students to share information about their current life as a reader or writer.*

### → Reading/Writing Learning Reflections and Goals

*Each student will pause frequently from learning, look back at his or her development and plan for personal growth. Students will record personal discoveries.*

### → Formal Written Pieces

*All students will have frequent opportunities to complete the writing process and publish a written piece. The written pieces will be housed in a classroom portfolio and will be used to reflect on learning and in many cases made public for others to enjoy.*

## Assessment & Evaluation

I am never afraid of what I know.  
~Anna Sewell, Black Beauty, 1877

Assessments based on clear learning targets and objectives help students, teachers and families to focus on specific learning and evaluate student development. There will be many opportunities for assessment and evaluation throughout the year.

- Self-evaluation: Student analyzes his or her work as a reader and writer accompanied by assessment and evaluation of growth toward independent learning goals.
- Student Monitoring: Teacher supports student development based on one on one, small group and whole group conversations and discussions.
- Student Work: Students' daily writing and reading work reflects practice and growth.
- Standards Based Tests: formative and summative tests based on common core standards

*\*\* Student grades are based on all the above assessments to various degrees. Standards based assessments will account for the majority of the grade. Each standard will be reported at the student's current level of performance.*

## Teachers

### Tim Cosgrove

Contact Information:

- Phone – 360.676.4886 ext. 4729
- E-mail- [timothy.cosgrove@bellingshamschools.org](mailto:timothy.cosgrove@bellingshamschools.org)
- Classroom- Room 209

### Jodie Schoolcraft

Contact Information:

- Phone- 360) 676-4886 (ext. 4730)
- E-mail- [jodie.schoolcraft@bellingshamschools.org](mailto:jodie.schoolcraft@bellingshamschools.org)
- Classroom- Room 210

### Pippin Christiansen

Contact Information:

- Phone- 360) 676-4886 (ext. 4781)
- E-mail- [pippin.christiansen@bellingshamschools.org](mailto:pippin.christiansen@bellingshamschools.org)
- Classroom- Room 209