

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	P Oral Language and Fluency	G Grammar Awareness
				relations in a selection	better understand other people EN7L7-III-g-2.2.2: Explain literary devices used		interview, a panel discussion, in a forum and in a debate	
6	EN7RC-III-f-2.8: Make predictions about the text	EN7LC-III-f-3.7: Sequence a series of events mentioned in the listened to	EN7VC-III-f-1.4: Make a stand on the material viewed	EN7V-III-f-1.3.8: Determine words or expressions with genus-species (hyponymous) relations in a selection	EN7L7-III-f-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7L7-III-f-2.2.3: Determine tone, mood, technique, and purpose of the author	EN7WC-III-f-2.2.14: Compose a travelogue	EN7OL-III-f-3.4.1: Express ideas and opinions based on text listened to	EN7G-III-f-3: Use direct and reported speech appropriately in varied contexts
7	EN7RC-III-g-9: Identify the author's intentions for writing EN7RC-III-g-2.1.3: Distinguish fact from opinion, fantasy from reality in the text	EN7LC-III-g-7.1: Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made	EN7VC-III-g-1.4: Make a stand on the material viewed	EN7V-III-g-1.3.11.2: Identify words or expressions with part-whole (partitive) relations	EN7L7-III-g-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7L7-III-g-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN7WC-III-g-2.2.14: Compose a travelogue	EN7OL-III-g-3.4.1: Express ideas and opinions based on text listened to	EN7G-III-g-3: Use direct and reported speech appropriately in varied contexts
8	EN7RC-III-h-2.1.3: Distinguish fact from opinion, fantasy from reality in the text	EN7LC-III-h-7.1: Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made	EN7VC-III-h-1.4: Make a stand on the material viewed	EN7V-III-h-1.3.11.2: Identify words or expressions with part-whole (partitive) relations	EN7L7-III-h-5: Discover literature as a tool to assert one's unique identity and to better understand other people	EN7WC-III-h-2.2.15: Compose a personal letter to a friend, relative, and other people	EN7OL-III-h-1.3.1: Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.	EN7G-III-h-3: Use the past and past perfect tenses correctly in varied contexts

K To 12 Curriculum Guide In English Grade 7

Sabine Zange



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Resources in Education ,1992 *Research in Education* ,1971 *English Language Arts in American High Schools*
Arno Joseph Jewett,1959 **Sharing Our Success** George Taylor Fulford,2007 Reducing the persistent achievement gap
between Aboriginal students and their peers is recognized as a national priority This report springs from a study of schools
that despite extraordinary challenges are producing tangible progress for Aboriginal learners The research conducted in
2006 was designed to identify practices that appear to contribute to their success **California Curriculum Newsletter**
,1965 *ERIC Educational Documents Index, 1966-69: Major descriptors* ,1970 **ERIC Educational Documents Index**
Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession
numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier
called Research in education *ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index* CCM
Information Corporation,1970 **Curriculum Development Library** ,1980 *Teaching Language and Literature* Walter
Loban,Margaret A. Ryan,James R. Squire,1969 **Resources in Education** ,1995 **English Journal** ,1992
Education ,1967 **Research in Education** ,1973 *Writing in the Schools--improvement Through Effective
Leadership* Allan A. Glatthorn,1981 Intended to provide school principals and administrators with suggestions for leading a
schoolwide writing improvement effort this book describes the writing process and addresses the kinds of considerations of
which administrators should be aware Chapters in the book discuss 1 the composing process and the teaching of writing 2
evaluating a school s writing program 3 planning and implementing a staff development program 4 improving the
composition curriculum improving writing across the curriculum 6 supervising the writing program 7 working with parents
to improve student writing and 8 improving the administrator s own writing A chapter of resources in the testing and
teaching of writing concludes the book HTH **The State of State English Standards, 2005** Sandra Stotsky,2005
Annual Report for the Year Ended June 30 ... Manitoba. Department of Education,1982 *ERIC Educational Documents
Index, 1966-69: Minor descriptors and author index* ,1970 *Especially for Teachers* ,1982 *CSE Secondary School Test
Evaluations: Grades 7 and 8* University of California, Los Angeles. Center for the Study of Evaluation,1974

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