

RIDGECROFT SCHOOL

GRADE 7 LANGUAGE ARTS - GRAMMAR

Language Arts has four components, literature, writing, grammar, and spelling. This course focuses on the grammar and spelling components.

| PACING GUIDE | | | |
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| TOPICS/CONCEPTS | TIME | OBJECTIVES | RESOURCE(S): |
| FIRST GRADING PERIOD | | | |
| READING COMPREHENSION STRUCTURE | 30 | | |
| SECOND GRADING PERIOD | | | |
| READING COMPREHENSION STRUCTURE | 30 | | |
| THIRD GRADING PERIOD | | | |
| READING COMPREHENSION STRUCTURE | 25 | | |
| REVIEW AND ASSESSMENT | 5 | | |
| FOURTH GRADING PERIOD | | | |
| READING COMPREHENSION STRUCTURE | 30 | | |
| FIFTH GRADING PERIOD | | | |
| READING COMPREHENSION STRUCTURED DRAMA | 30 | | |
| SIXTH GRADING PERIOD | | | |
| READING COMPREHENSION STRUCTURE | 25 | | |
| REVIEW AND ASSESSMENT | 5 | | |

9-2008

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for Language Arts in grade 6 specifies objectives that teachers will use as a foundation to spiral instruction throughout the school year.

Sixth grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in sixth grade is placed on personal expression, students also:

- Interpret and synthesize information
- Develop an understanding of the foundations of argument
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

GOAL 1: THE LEARNER WILL USE LANGUAGE TO EXPRESS INDIVIDUAL PERSPECTIVES DRAWN FROM PERSONAL OR RELATED EXPERIENCE.

1.01 Narrate an expressive account (e.g. fictional or autobiographical) which:
 • uses a coherent organizing structure appropriate to purpose,

1.03 Interact appropriately in a group setting by:
 • listening attentively.
 • showing empathy

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| <p>audience, and content,</p> <ul style="list-style-type: none"> • tells a story or establishes the significance of an event or events. • uses remembered feelings and specific details. • uses a range of appropriate strategies (e.g. dialogue, suspense, movement, gestures, expressions) <p>1.02 Explore expressive materials that are read, heard, or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding that are read, heard, and/or viewed. • analyzing the characteristics of expressive works • determining the effect of literary devices and/or strategies on the reader/viewer/listener. • making connections between works, self and related topics. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • determining the main idea and/or significance of events. • generating a learning log or journal. • creating an artistic interpretation that connects self to the work. • discussing print and non-print expressive works formally and informally. | <ul style="list-style-type: none"> • contributing relevant comments connecting personal experiences to content. • monitoring own understanding of the discussion and seeking clarification as needed. <p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> • describing personal learning growth and changes in perspective. • identifying changes in self throughout the learning process. • interpreting how personal circumstances and background shape interaction with text. |
| <p>GOAL 2: THE LEARNER WILL EXPLORE AND ANALYZE INFORMATION FROM A VARIETY OF SOURCES.</p> | |
| <p>2.01 Explore informational materials that are read, heard, or viewed by:</p> <ul style="list-style-type: none"> • Monitoring comprehension for understanding of what is read, hear and/or viewed. • Studying the characteristics of informational works. • Restating and summarizing information. • Determining the importance and accuracy of information. • Making connections between works, self and related topics/information. • Comparing and/or contrasting information • Drawing inferences and/or conclusions • Generating questions. | <p>2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:</p> <ul style="list-style-type: none"> • Exploring a variety of sources from which information may be attained (e.g. books, Internet, electronic databases, CD-ROM). • Distinguishing between primary and secondary sources. • Analyzing the effects of the presentation and/or the accuracy of information. |
| <p>GOAL 3: THE LEARNERS WILL EXAMINE THE FOUNDATIONS AND THE USE OF ARGUMENT.</p> | |
| <p>3.01 Explore argumentative works that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • Monitoring comprehension for understanding what is read, heard, and/or viewed. • Analyzing the characteristics of argumentative works. • Determining the importance of author's work choice and focus. • Summarizing the author's purpose and stance. • Making connections between works, self and related topics • Drawing inferences. • Responding to public documents (such as but not limited to editorials and school and community policies) • Distinguishing between fact and opinion. | <p>3.02 Explore the problem solution process by:</p> <ul style="list-style-type: none"> • Studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. • Preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. <p>3.03 Study arguments that evaluate through:</p> <ul style="list-style-type: none"> • Exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, the use of relevant and coherent reasons for support • Preparing individual and/or groups essays and presentations that use evaluative techniques. |
| <p>GOAL 4: THE LEARNER WILL USE CRITICAL THINKING SKILLS AND CREATE CRITERIA TO EVALUATE PRINT AND NON-PRINT MATERIALS.</p> | |
| <p>4.01 Determine the purpose of the author or creator by:</p> <ul style="list-style-type: none"> • Monitoring comprehension for understanding of what is read, heard and/or viewed. • Exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. | <p>4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of a communication by:</p> <ul style="list-style-type: none"> • Using knowledge of language structure and literary or media techniques. |

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| <ul style="list-style-type: none"> • Identifying and exploring the underlying assumptions of the author/creator. • Analyzing the effects of author’s craft on the reader/viewer/listener. | <ul style="list-style-type: none"> • Drawing conclusions based on evidence, reasons, or relevant information. • Considering the implications, consequences, or impact of those conclusions. <p>4.03 Recognize and develop a stance of a critic by:</p> <ul style="list-style-type: none"> • Considering alternative points of view or reasons. • Remaining fair-minded and open to other interpretations. • Constructing a critical response/review of a work/topic. |
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GOAL 5: THE LEARNER WILL RESPOND TO VARIOUS LITERARY GENRES USING INTERPRETIVE AND EVALUATIVE PROCESSES.

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| <p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • Using effective reading strategies to match type of text. • Reading self-selected literature and other materials of individual interest. • Reading literature and other materials selected by the teacher. • Discussing literature in teacher-student conferences and small group discussions. • Taking an active role in whole class seminars. • Discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. • Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. • Investigating examples of distortion and stereotypes. • Recognizing underlying messages in order to identify theme(s) within and across works. • Extending understanding by creating products for different purposes, different audiences and within various contexts. • Exploring relationships between and among characters, ideas, concepts and/or experiences. | <p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> • Reading a variety of literature and other text (e.g. novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse) • Interpreting what impact genre-specific characteristics have on the meaning of the work. • Exploring how the author’s choice and the use of a genre shape the meaning of the literary work. • Exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution. |
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GOAL 6 THE LEARNER WILL APPLY CONVENTIONS OF GRAMMAR AND LANGUAGE USAGE.

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| <p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • Using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. • Using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • Demonstrating the different roles of the parts of speech in sentence construction. • Using pronouns correctly, including clear antecedents and correct case. • Using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses) • Determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • Extending vocabulary knowledge by learning and using new words. • Exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. • Developing an awareness of language conventions and usage during oral presentations. | <p>6.02 Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • Reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • Applying proofreading symbols when editing • Producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. • Developing an awareness of errors in errors in everyday speech. • |
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6-8 GRADE SPAN CONTINUUM FOR LANGUAGE ARTS COMPETENCIES (www.ncpublicschools.org)

| WRITTEN LANGUAGE | | ORAL LANGUAGE | OTHER MEDIA/TECHNOLOGY |
|---|---|--|---|
| READING | WRITING | | |
| <p>Students can:</p> <ul style="list-style-type: none"> Understand the text which includes inferential as well as literal information. Extend the ideas of text by making connections to their own experiences and other readings, drawing conclusions, and by making inferences. <p>LITERARY TEXT</p> <ul style="list-style-type: none"> Integrate personal experiences with ideas in the text to draw and support conclusions. Appreciate the world and how it is depicted through language. Be able to identify some of the devices authors use in composing text. <p>INFORMATIONAL TEXT</p> <ul style="list-style-type: none"> Apply text information appropriately. Connect background information with ideas in the text to draw and support conclusions. <p>PRACTICAL TEXT</p> <ul style="list-style-type: none"> Apply information or directions to complete a task. | <p>Students can:</p> <ul style="list-style-type: none"> Write to different audiences for a variety of purposes. Create an effective response to the task in form, content, and language. Express analytical, critical, and/or creative thinking. Demonstrate an awareness of the purpose and intended audience. Use logical and observable organization appropriate to the task. Show effective use of transitional elements. Use sufficient elaboration to clarify and enhance the central idea. Use language (for example variety of word choice and sentence structure) appropriate to the task. Compose with few errors in spelling, grammar, punctuation, and capitalization that interfere with communication. | <p>Students can:</p> <ul style="list-style-type: none"> Speak and listen appropriately and effectively for different purposes, in varied contexts, and to different speakers/audiences. Participate in formal and informal discussions and seminars as articulate speakers. Present to groups fluently and effectively. | <p>Students can:</p> <ul style="list-style-type: none"> Use word processing and/or desktop publishing for a variety of writing assignments/projects. Use electronic resources for research. Select and use technological tools for class assignments and presentations. Engage in ethical behavior in the use of technology. Make translations of their understanding from one communication mode to another (e.g., drama/reading) |

GRADES 6-8 READING GENRES REQUIREMENTS (www.ncpublicschools.org)

| GRADE LEVEL | FICTION | NONFICTION | POETRY | DRAMA |
|----------------|--|---|---|---|
| GRADE 6 | <ul style="list-style-type: none"> Novels Myths | <ul style="list-style-type: none"> Autobiographies Magazines Essays | <ul style="list-style-type: none"> Pattern Poems Blank Verse | <ul style="list-style-type: none"> Plays |
| GRADE 7 | <ul style="list-style-type: none"> Mysteries Novels Science Fiction | <ul style="list-style-type: none"> Mysteries Historical Documents Newspapers | <ul style="list-style-type: none"> Lyric Poems | <ul style="list-style-type: none"> Skits |
| GRADE 8 | <ul style="list-style-type: none"> Young Adult Novels Short Stories | <ul style="list-style-type: none"> Biographies | <ul style="list-style-type: none"> Free Verse Narrative Poems | <ul style="list-style-type: none"> Plays |