

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			
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 7 specifies objectives that teachers will use as a foundation to spiral instruction throughout the school year.

Seventh 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 seventh grade is placed on argument, students also:

- Express individual perspectives in response to personal, social, cultural, and historical issues.
- Interpret and synthesize information.
- Critically analyze print and non-print communication.
- 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.

<p>1.01 Narrate an expressive account which:</p> <ul style="list-style-type: none"> • Creates a coherent organizing structure appropriate to purpose, audience, and content, • Orients the reader/listener to the scene, the people, and the events • Engages the reader/listener by establishing a context and creating a point of view. • Establishes the significance of events. <p>1.02 Respond to 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. • Summarizing the characteristics of expressive works • Determining the importance of literary effects 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 • Maintaining an annotated list of works read/viewed • Creating an artistic interpretation that connects self and/or society to that selection • Constructing and presenting book/media reviews. 	<p>1.03 Interact in group setting by:</p> <ul style="list-style-type: none"> • Responding appropriately to comments and questions • Offering personal opinions confidently without dominating. • Giving appropriate reasons that support opinions. • Soliciting and respecting another person’s opinion. <p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> • Analyzing personal learning growth and changes in perspective. • Examining changes in self throughout the learning process. • Determining 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 Respond to 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. • Analyzing the characteristics of informational works. • Summarizing information. • Determining the importance information. • Making connections to related topics/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"> • Identifying and using appropriate primary and secondary courses • Comparing, contrasting, and evaluating information from different sources about the same topic • Evaluating information for extraneous details, inconsistencies, relevant facts, and organization.
<p>GOAL 3: THE LEARNERS WILL EXAMINE THE FOUNDATIONS AND THE USE OF ARGUMENT.</p>	
<p>3.01 Explore and analyze 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. • Identifying the arguments and positions stated or implied and the evidence used to support them • Recognizing bias, emotional factors, and /or semantic slanting • Examining the effectiveness of style, tone, and use of language. • Summarizing the author’s purpose and stance. • Examining the importance and impact of establishing a position or point-of-view • Making connections between works, self and related topics • Drawing inferences. 	<p>3.02 Explore and analyze the problem solution process by:</p> <ul style="list-style-type: none"> • Studying problems and solutions within various texts and situations. • Utilizing the problem-solution process within various contexts/situations. • Constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. • Recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. <p>3.03 Study and create arguments that evaluate by:</p> <ul style="list-style-type: none"> • Understanding the importance of establishing a firm judgment. • Justifying the judgment with logical, relevant reasons, clear examples, and supporting details. • Creating an organizing structure appropriate to

<ul style="list-style-type: none"> • Responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues. 	<p>purpose, audience, and context.</p>
<p>GOAL 4: THE LEARNER WILL USE CRITICAL THINKING SKILLS AND CREATE CRITERIA TO EVALUATE PRINT AND NON-PRINT MATERIALS.</p>	
<p>4.01 Analyze 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. • Examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. • Exploring and evaluating the underlying assumptions of the author/creator. • Understanding the effects of author’s craft on the reader/viewer/listener. 	<p>4.02 Develop (with 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. • Drawing conclusions based on evidence, reasons, or relevant information. • Considering the implications, consequences, or impact of those conclusions. <p>4.03 Develop a stance of a critic by:</p> <ul style="list-style-type: none"> • Considering and presenting alternative points of view or reasons. • Remaining fair-minded and open to other interpretations. • Creating a critical response/review of a work/topic.
<p>GOAL 5: THE LEARNER WILL RESPOND TO VARIOUS LITERARY GENRES USING INTERPRETIVE AND EVALUATIVE PROCESSES.</p>	
<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. • Assuming an active role in teacher-student conferences • Taking an active role in whole class seminars. • Analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony. • Analyzing the effects of such elements such as plot, theme, point of view, characterization, mood, and style. • Analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences. • Extending understanding by creating products for different purposes, different audiences and within various contexts. • Analyzing the connections of 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. mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems.) • Analyzing what genre specific characteristics have on the meaning of the work. • Analyzing how the author’s choice and the use of a genre shapes the meaning of the literary work. • Analyzing what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.
<p>GOAL 6 THE LEARNER WILL APPLY CONVENTIONS OF GRAMMAR AND LANGUAGE USAGE.</p>	
<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. • Applying the parts of speech to clarify sentence usage. • 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 	<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • Using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • Mastering proofreading symbols when editing. • Producing final drafts/presentation that demonstrates accurate spelling and the correct use of punctuation, capitalization, and format. • Listening to and monitoring self to correct errors.

<p>words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</p> <ul style="list-style-type: none"> • Extending vocabulary knowledge by learning and using new words. • Determining when and where dialects and standard/nonstandard English usage are appropriate. • Applying language conventions and usage during oral presentations. • Choosing language that is precise, engaging, and well suited to the topic and audience. • Experimenting with figurative language and speech patterns. 	
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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