

## **English/Language Arts Seventh Grade**

### **Program Goal:**

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively, through reading, writing, speaking and listening. All students will learn language arts skills that allow them to continue learning through their lifetimes. Through a faith-based education, all students will learn to appreciate (value) diversity is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

### **Grade Level Goal:**

#### **Reading:**

Learners will read and comprehend a variety of literature: classic, fiction, non-fiction, historic, modern and printed materials using analysis and comparison of features. Materials selected will reflect an awareness, sensitivity, and appreciation for diversity of people, places, and points of view.

#### **Writing:**

The learner will use written language on a daily basis to inform, share knowledge, influence, persuade, and communicate. The learner will use a variety of techniques including grammar, spelling, and established writing conventions to demonstrate individual writing ability. The learner will continue to self-assess and edit personal writing.

#### **Oral Communication:**

Learners will communicate effectively and respectfully in a variety of settings and oral activities. Learners will continue to improve their speaking and listening skills, through both verbal and nonverbal communication and to present information confidently.

## **Content Criteria:**

### **Reading – Word Study**

- The learner will use word structure, sentence structure, and prediction to aid in decoding the meanings of words encountered in context.
- The learner will use structural, syntactic, and semantic analysis to recognize, practice and apply words in context.
- The learner will recognize and apply the meaning of frequently encountered words in written and oral contexts.
- The learner will apply strategies to construct meaning and identify unknown words.
- The learner will read appropriate level texts with increasing fluency.
- The learner will be introduced to word origins and derivations.

### **Reading – Text**

- The learner will read and analyze elements and style of various genres, including media.
- The learner will analyze the role of characters, conflicts, and themes within the text.
- The learner will identify how the text relates to his/her own experiences.
- The learner will analyze organizational patterns.

### **Reading – Comprehension**

- The learner will summarize and evaluate grade level appropriate texts.
- The learner will apply reading strategies across the curriculum.
- The learner will self-monitor comprehension.
- The learner will apply reading strategies when reading or listening to text.
- The learner will plan and evaluate processes for his or her own reading comprehension.
- The learner will apply appropriate metacognitive skills while reading.
- The learner will independently read a variety of printed materials.
- The learner will demonstrate enthusiasm about reading.
- The learner will expand and apply knowledge of figurative language.

### **Reading - Cultural Awareness**

- The learner will assess the components of multi-cultural literature and relate it to his or her personal experiences.
- The learner will interpret and analyze the key themes of Catholic Social teaching and traditions.

### **Writing - Types of Writing**

- The learner will develop and practice narrative, paraphrasing, research, poetry, expository, persuasive and technical writing.
- The learner will improve composition and critical thinking skills utilizing the writing process.

### **Writing - Spelling**

- The learner will correctly spell high frequency and cross-curricular words.
- The learner will apply strategies when spelling.
- The learner will correctly spell the derivatives of bases and affixes in the context of their own writing.

### **Writing - Mechanics**

- The learner will present work in a neat, legible, and organized fashion.
- The learner will review and apply capitalization and punctuation rules.
- The learner will review and apply handwriting skills when writing.

### **Writing - Grammar**

- The learner will review, identify, and apply the eight parts of speech.
- The learner will review, identify, and apply sentence structures.
- The learner will review, identify, and apply verb tenses and conjugation of regular and irregular verbs.
- The learner will differentiate between active and passive voice.
- The learner will review, identify, and apply direct and indirect quotations.

### **Oral Communication - Listening:**

- The learner will listen critically to information presented orally.
- The learner will identify techniques used effectively by speakers to inform, entertain, and persuade (including propaganda techniques).

- The learner will demonstrate social courtesies while listening.

### **Oral Communication – Speaking:**

- The learner will organize thoughts and speak with correct sentence structure, fluency, and expression.
- The learner will utilize visual aids effectively.
- The learner will recognize prejudice when speaking with others, and express critical opinions tactfully.
- The learner will greet others appropriately using proper etiquette.
- The learner will deliver an oral presentation individually and in a group format.
- The learner will employ multi-cultural sensitivity when speaking.

## **Scope**

### **Reading**

#### **I. Word Study**

##### **A. Apply language structure when reading.**

1. Syntax
2. Semantics
3. Phonetic strategies
  - a.) Blends
  - b.) Diagrams
  - c.) Diphthongs
4. Sight vocabulary

##### **B. Demonstrate familiarity with word meaning utilizing context clues and references including:**

1. Thesaurus
2. Dictionary
3. Glossary
4. Internet

##### **C. Recognize, understand, and practice**

1. Synonyms
2. Antonyms
3. Homonyms
4. Analogies

5. Prefixes/suffixes
6. Root word
7. Parts of speech
8. Denotation/connotation

## II. Text

A. Read and analyze elements and style of various genres including media:

1. Genre
  - a.) Mystery
  - b.) Poetry
  - c.) Biography/autobiography
  - d.) Myths/legends
  - e.) Drama
  - f.) Persuasive pieces
  - g.) Personal letter
  - h.) Memoir
  - i.) Research
  - j.) Brochure
  - k.) Newspapers/periodicals
  - l.) Short story
2. Elements
  - a.) Characters
    - 1.) Antagonist/protagonist
    - 2.) Major/minor
    - 3.) Narrator
  - b.) Plot
    - 1.) Setting
    - 2.) Exposition
    - 3.) Rising action
    - 4.) Climax
    - 5.) Falling action
    - 6.) Resolution
    - 7.) Tone
    - 8.) Mood
    - 9.) Point of view
      - aa.) First person (I)
      - bb.) Second person (you)

- cc.) Third person (he, she, they)
- dd.) Limited/omniscient
- 10.) Characterization
- c.) Conflict
  - 1.) Internal
  - 2.) External
- d.) Theme
- e.) Style
  - 1.) Author's voice
  - 2.) Author's intent
- f.) Poetry
  - 1.) Rhyme/rhythm
  - 2.) Mood/theme
  - 3.) Structure
- g.) Drama
  - 1.) Dialogue
  - 2.) Stage Direction

### **III. Comprehension**

- A. Read analyze, interpret, evaluate, and draw conclusions across genres
  - 1. Summarize text
  - 2. Understand cause and effect
  - 3. Formulate predictions
  - 4. Identify topic, main idea, and supporting details
  - 5. Recognize the difference between fact and opinion
  - 6. Compare and contrast story elements
  - 7. Sequence events in story
  - 8. Draw conclusions based on text
  - 9. Recognize colloquial language and dialects used for effect (authenticity, characterization, etc.)
  - 10. Identify complication in plot.
- B. Practice critical thinking skills when reading
  - 1. Recognize techniques of advertising/propaganda:
    - a.) Editorials
    - b.) Commercials
  - 2. Evaluate qualifications or authority of author
  - 3. Identify purpose and motivation of author

- a.) Persuade
  - b.) Explain
  - c.) Describe
  - d.) Entertain
  - e.) Inform
  - f.) Defend
4. Recognize slant and bias
  5. Differentiate fact from opinion
  6. Identify logical reasoning
- C. Relate literary work to reality
- D. Compare, relate, predict, recommend, and state personal opinion across genres.
- E. Understand and identify a variety of literary devices
1. Figurative language
    - a.) Simile
    - b.) Metaphor
    - c.) Personification
    - d.) Alliteration
    - e.) Hyperbole
  2. Flashback
  3. Foreshadowing
  4. Imagery
  5. Symbolism
  6. Irony
- F. Employ a variety of strategies to derive meaning from text:
1. Know, Want to Know, Learn (KWL)
  2. Survey, Question, Read, Recite, Review (SQ3R)
  3. Author's Intended Message (AIM)
  4. Skimming
  5. Diagrams
  6. Graphic organizers
  7. Others

#### **IV. Cultural Awareness**

- A. Investigate issues in human experience that appear in multi-cultural texts.
- B. Identify and incorporate themes of Catholic Social teaching and tradition:

1. Life and dignity of the human person
  2. Call for family and community participation.
  3. Rights and responsibilities
  4. Options for poor and vulnerable
  5. Dignity of work and rights of workers
  6. Solidarity
  7. Care for God's creation
- C. Read selections from multi-cultural printed materials.

## **Writing**

### **I. Types of Writing**

- A. Write a narrative using an introduction, rising action, conflict, climax, falling action, and resolution (plot line), supporting details, dialogue, and conflict.
1. Story narrative
  2. Personal narrative
- B. Write expository text including an introduction (topic and main idea,) a body with supporting details, and a conclusion using:
1. Comparison and contrast using critical thinking
  2. Cause and effect
  3. Research
  4. Persuasive/editorial style
  5. Descriptive style
  6. Essay format
  7. Letter format
  8. Poetry format
  9. Speeches/presentations format
  10. Paraphrasing
- C. Use the five steps of the writing process:
1. Pre-writing
    - a.) Brainstorm
    - b.) Rehearse
    - c.) Model
    - d.) Use a graphic organizer
    - e.) Make a list
  2. First draft - get major ideas down
  3. Revising

- a.) Make additions and improvements
- b.) Peer conferencing
- c.) Adjust for meaning and sequence
4. Editing
  - a.) Correct mechanics
  - b.) Grammar
  - c.) Spelling
  - d.) Conferencing
5. Publishing

## **II. Spelling**

- A. Utilize strategies when spelling
  1. Word lists
  2. Use of references
    - a.) Dictionary
    - b.) Thesaurus
    - c.) Others
- B. Use tools to edit and revise
  1. Spell check
  2. Grammar check
  3. References

## **III. Mechanics**

- A. Review and apply capitalization rules:
  1. Apply capitalization rules for dialogue
  2. Capitalize titles
  3. Capitalize proper nouns and adjectives
- B. Review and apply punctuation rules:
  1. End punctuation
  2. Commas
  3. Abbreviations
  4. Colons/semi-colons
  5. Parentheses
  6. Hyphens/dashes
  7. Apostrophes
  8. Ellipses
  9. Editing/proofreading notations
- C. Demonstrate proper handwriting techniques

#### **IV. Grammar:**

- A. Eight parts of speech:
  - 1. Noun
  - 2. Verb
  - 3. Pronoun (antecedent)
  - 4. Adjective
  - 5. Adverb
  - 6. Conjunction
  - 7. Preposition (phrases)
  - 8. Interjection
- B. Apply sentence structure:
  - 1. Recognize and correct fragments and run on sentences
  - 2. Recognize compound and complex sentences
  - 3. Identify subjects, predicates, direct objects, indirect objects, predicate adjectives, predicate nouns, transitive and intransitive verbs.
  - 4. Identify and use independent and subordinate clauses
  - 5. Recognize verbals (participate, gerunds, and infinitives)
  - 6. Use a variety of sentence structures or patterns within and essay or article.
  - 7. Know variety of pronoun functions
    - a.) Personal
    - b.) Possessive
    - c.) Interrogative
    - d.) Demonstrative
    - e.) Indefinite
    - f.) Reflexive and intensive
  - 8. Recognize and use correct subject/verb agreements
  - 9. Use positive, comparative, and superlative degrees of comparison in adjective and adverb modifier (long, longer, longest, slowly, more slowly, most slowly)
- C. Apply verb tenses and conjugation of regular and irregular verbs.
  - 1. Identify and use the following verb tenses
    - a.) Simple (past, present, future)
    - b.) Perfect (has, have, had)
    - c.) Progressive (-ing)

## 2. Conjugate regular and irregular verbs

# Oral Communication

## I. Listening

- A. Listen critically
  - 1. Process
  - 2. Summarize
  - 3. Question
  - 4. Retain
  - 5. Respond
  - 6. Note taking
  - 7. Follow directions
  - 8. Identify/attend to details
- B. Identify techniques by speakers:
  - 1. Vocal qualities
  - 2. Gestures
  - 3. Facial expression
  - 4. Movements
- C. Demonstrate social courtesies:
  - 1. Eye contact
  - 2. Attentiveness
  - 3. Support
  - 4. Affirmation

## II. Speaking

- A. Organize thoughts and speak with correct sentence structure, fluency, and expression:
  - 1. Use correct grammar and syntax
  - 2. Use appropriate expression:
    - a.) Inflection
    - b.) Volume
    - c.) Rate
    - d.) Voice
    - e.) Pace
    - f.) Tone
    - g.) Eye contact
    - h.) Posture

- i.) Gestures
3. Deliver an individual oral presentation:
  - a.) Plan an oral presentation
    - 1.) Choose topic
    - 2.) Research topic
    - 3.) Plan and organize presentation
  - b.) Give an oral presentation
    - 1.) Persuasion
    - 2.) Information
    - 3.) Entertainment
  - c.) Perform/give an oral interpretation
    - 1.) Story telling
    - 2.) Humor
    - 3.) Dramatization
  - d.) Present multimedia report
    - 1.) Demonstration
    - 2.) Presentation using technology
      - aa.) Overhead
      - bb.) Tape recorder
      - cc.) Video clip
      - dd.) Computer generated multi-media report
      - ee.) Power point
4. Deliver a group presentation:
  - a.) Plan and give group presentation
    - 1.) Choose topic
    - 2.) Conduct preliminary research of topic
    - 3.) Plan and organize presentation
    - 4.) Delegate responsibilities to group members
    - 5.) Conduct extensive research of topic/area
    - 6.) Rehearse for cohesive presentation
    - 7.) Deliver group presentations
    - 8.) Evaluate/summarize presentation
  - b.) Familiarize students with types of group presentations
    - 1.) Panel discussion
    - 2.) Simple debate
    - 3.) Oral interpretation/drama

#### 4.) Multi-media report

### **Instructional Criteria**

1. The learner will practice handwriting.
2. The learner will read fluently at an appropriate level.
3. The learner will have basic decoding skills.
4. The learner will know sentence structure.
5. The learner will know the eight parts of speech.
6. The learner will know basic paragraph structure.
7. The learner will have basic critical thinking skills.
8. The learner will have introductory presentation skills.
9. The learner will know reading strategies.
10. The learner will have listening skills.
11. The learner will know how to follow directions.
12. The learner will have vocabulary skills at an appropriate level.
13. The learner will have basic knowledge of graphic organizers.
14. The learner will have basic research skills.
15. The learner will have knowledge of reference materials.
16. The learner will have basic computer skills.
17. The learner will have an awareness of multi-cultural perspectives and the elements of Catholic Social teaching.

### **Textbook Recommendation:**

**McDougal-Littel "Language of Literature"**

**ISBN: 0-395-96737-6**

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**And**

**"Language Network"**

**ISBN: 0-68-13662-2**

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**"Strategies for Writing"**