

# LANGUAGE ARTS CURRICULUM

## SEVENTH GRADE

### Goal

Language arts in the seventh grade continues to build, expand, and refine prior learning. Listening and speaking instruction will help prepare students to interact and express themselves among peers, at home, and in the community. Reading comprehension and vocabulary skills will be developed through the use of a wide variety of literary genre. Writing will consist of prewriting, composing, revising, and editing skills to produce error-free and content-rich communication. Strategies that enable students to develop spelling skills and awareness of their individual weaknesses will be utilized. Language instruction will be addressed through mechanics and expression. Students will practice skills to gather, organize, interpret, and report on information.

### Reading

- 1. Comprehension – The student will identify and apply strategies and skills to comprehend text.**
  - a. Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g. textbooks, newspapers, and signs).
  - b. Make, confirm, or revise predictions as needed.
  - c. Determine the main idea of a passage. Locate details in a passage to promote understanding.
  - d. Summarize what is read.
  - e. Distinguish fact from opinion in newspapers, magazines, and other print media.
  - f. Make inferences and generalizations, and draw conclusions supported by evidence presented in the text.
  - g. Make connections to related topics and information. Describe how prior knowledge may affect understanding of new knowledge.
  
- 2. Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.**
  - a. Read a variety of fiction, nonfiction, and poetry (e.g. mysteries, novels, science fiction, historical documents, newspapers, biographies, short stories, and plays).
  - b. Describe the setting, plot, structure, and theme, or conflict. Use the story elements to determine the text's genre.

- c. Describe how authors use characters, point-of-view, and tone to create meaning.
  - d. Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description, and the thoughts, words, and actions of other characters.
  - e. Compare and contrast points of views. Explain how point of view affects the overall theme of the work.
  - f. Describe connections between historical and cultural influences and literary selections.
  - g. Determine the meaning of bias, stereotyping, propaganda, and persuasive language found in expository text.
  - h. Describe how word choice and language structure convey an author's viewpoint.
- 3. Poetry – The student will read a variety of poetry.**
- a. Determine the characteristics of different forms of poetry (e.g., lyric epic, elegy, ode, and sonnet).
  - b. Describe the impact of specific word choices, such as jargon, dialect, multiple meanings, invented words, concrete or abstract terms, and sensory or figurative language.
  - c. Explain how sentence structure, line length, and punctuation convey mood or meaning of a poem.
  - d. Describe how rhythm contributes to the purpose, or theme of a poem. Compare and contrast the rhythm of various poems.
- 4. Vocabulary – The student will demonstrate knowledge of words and word meanings.**
- a. Infer word meanings through the use of context clues.
  - b. Supply a synonym for a given word.
  - c. Determine whether a word has a literal or figurative meaning.
  - d. Determine the definition of multiple meaning words used in context.
  - e. Recognize idioms, analogies, metaphors, and similes in prose and poetry.
  - f. Use knowledge of Greek, Latin, and Anglo Saxon roots and affixes to understand word meanings.
  - g. Supply the appropriate word to complete a given analogy.
  - h. Use a dictionary to locate the meaning of words.

## **Listening and Speaking**

- 1. Listening – The student will listen and respond to oral communication.**
- a. Demonstrate appropriate listening behaviors in various situations (e.g. cooperative learning groups, classrooms, and assemblies).
  - b. Ask specific questions to seek elaboration and clarification of ideas and opinions, as well as to elicit information as evidence to support the speaker's claims and conclusions.

- c. Determine the accuracy, or validity, of speaker information.
- d. Respond to persuasive messages with questions, challenges, or affirmations.
- e. Understand multi-step oral directions to perform a task.
- f. Relate new information to prior knowledge for effective recall.
- g. Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the speaker.

**2. Speaking – The student will communicate effectively.**

- a. Organize information to achieve a particular purpose and to appeal to the audience.
- b. Arrange supporting details, reasons, descriptions, and examples effectively and persuasively.
- c. Communicate ideas and information in an organized manner to support a specific purpose.
- d. Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations.
- e. Choose descriptive language to enliven oral presentations with visual aids.
- f. Identify and define the various types of non-verbal communication people use.
- g. Use feedback to improve the content, delivery, and overall impact on listeners.

**Grammar and Usage**

**1. Grammar and Usage – The student will develop a command of standard English conventions.**

- a. Identify and use all parts of speech.
- b. Write prepositional phrases (e.g. adjectival, adverbial, object of preposition).
- c. Use the correct subject-verb agreement with a compound subject.
- d. Define and use participles and participial phrases, gerunds and gerund phrases, infinitives and infinitive phrases.
- e. Define and classify clauses (e.g. principle, subordinate, independent, dependent).
- f. Define and give examples of adjectival and adverbial clauses.

**2. Capitalization – The student will capitalize correctly.**

- a. Capitalize proper adjectives.
- b. Capitalize the names of organizations, businesses, institutions, and agencies.
- c. Capitalize the first and last words, and all important words, in the titles of books, newspapers, magazines, stories, songs, poems, reports, and outlines.

- d. Capitalize the first word of each main topic and subtopic in an outline.
- e. Capitalize nationalities, languages, religions, and religious terms.
- f. Capitalize regions of the United States (e.g. Southwest).
- g. Capitalize names of documents (e.g. Declaration of Independence).

**3. Punctuation – The student will use correct punctuation.**

- a. Use a comma in compound sentences, parenthetical expressions, introductory phrases, and clauses.
- b. Use commas to set off appositives.
- c. Use apostrophes to show possession.
- d. Use a semicolon between independent clauses.
- e. Use parentheses to enclose an explanation that is not of major importance to a sentence.

**4. Spelling – The student will apply spelling strategies and skills.**

- a. Accurately spell words that are commonly misspelled in the English language.
- b. Recognize Latin and Greek words that form common roots.
- c. Use reference materials and technology to check and correct spelling.

## **Writing**

**1. Process – The student will develop writing skills.**

- a. Use an established process in preparing written text (e.g. prewriting, drafting, revising, editing, and publishing).
- b. Create an organizational structure that includes an introduction, a clear focus, effective transitions, and a conclusion.
- c. Choose the appropriate language, style, and format for various forms of writing.
- d. Use figurative language to enhance the effectiveness of writing.
- e. Write clearly and coherently with a focus and a logical progression of ideas.
- f. Use feedback from others to revise for clarity, logic, organization, and word choice.
- g. Edit final copies for correct spelling, capitalization, and punctuation.

**2. Composition – The student will write for various audiences and purposes.**

- a. Use strategies to compose various types of writing (e.g. informative, narrative, expository, persuasive).
- b. Write book reports, summaries, descriptive essays, stories, poems, and business letters.
- c. Write nonfiction essays that describe, narrate, persuade, compare, and contrast.
- d. Write clear, organized, documented, research essays.

## **Information and Research**

### **1. Reference – The student will identify and use sources of different types of information.**

- a. Demonstrate the appropriate use of the general reference sources (e.g. dictionary, thesaurus, atlas, almanac, and encyclopedia).
- b. Use the title page, copyright page, table of contents, appendix, bibliography, glossary, and index of a book to locate specified information.
- c. Understand how to access reading material and resources in traditional or electronic catalog systems.
- d. Use the card catalog (if available) and the electronic catalog systems to determine a book's call number, title, subject, copyright, publisher, and illustrator.

### **2. Research – The student will explore and analyze information.**

- a. Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- b. Recognize how to give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.