

ENGLISH LANGUAGE ARTS Seventh Grade

VALUES AND ATTITUDES	The student will: Develop and understanding of Christian philosophy in relation to literature. Recognize the value of writing to clarify thinking, express emotions, make decisions and solve problems. Recognize that writing can change actions and attitudes. Writing must reflect Christian values and attitudes. Listening involves the mind, heart, and soul. Listen and speak with respect. Appreciate the value of proper grammar and usage.
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DIOCESAN STRAND A Reading

OBJECTIVES
Personal perspectives <ul style="list-style-type: none">• Explore expressive materials that are read, heard, and viewed in a variety of ways, e.g. learning journals, book reviews, formal and informal discussions.• Actively participate in group discussions, e.g. personal opinions, appropriate comments and questions, supporting rationale.• Analyze personal learning growth and changes in perspective.• Examine personal changes throughout the learning process.• Determine how personal circumstances and background shape interaction with text.• Synthesize and use information <ul style="list-style-type: none">• Respond to informational materials that are read, heard, and/or viewed by: summarizing, determining importance of information, making connections, drawing conclusions and asking questions.• Understand and analyze the differences in structure and purpose between various categories of informational materials; e.g., textbooks, newspapers, instructional manuals, signs.• Locate information by using a variety of consumer, workplace, and public documents.• Analyze text that uses the cause-and effect organizational pattern.• Compare, contrast, and evaluate information from different sources about the same topic.• Evaluate information for irrelevant facts, inconsistencies, and organization.• Read aloud with fluency, comprehension, and expression.• Skim text for specific information.• Identify and trace the development of an author's argument, point of view, or perspective in text.• Understand and explain the use of a simple mechanical device by following technical directions.• Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. Interpretive and evaluative processes to respond to literary genre <ul style="list-style-type: none">• Use effective reading strategies to match type of text.• Read self-selected literature and other materials of individual interest.• Read teacher-selected literature.• Assume an active role in teacher-student conferences and whole class seminars.

- Engage in small group discussions
- Analyze the effects of literary devices such as dialogue, flashback, allusion, and irony, on texts.
- Analyze the effects of elements such as plot, theme, characterization, point of view, mood, and style.
- Analyze themes and central ideas in literature in relation to personal experiences.
- Study the characteristics of literary genres including fiction, nonfiction, drama, and poetry.
- Analyze what impact literary elements, such as setting, have on the meaning of the text.

Read and respond to historically or culturally significant works of literature.

- Articulate the expressed purposes and characteristics of different forms of prose, e.g., short story, novel, novella, essay.
- Identify events that advance the plot and determine how each event explains past or present actions(s) or foreshadows future action(s).
- Identify subplots.
- Recognize author's use of language devices such as sound, diction, and symbolism.
- 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.
- Identify and analyze recurring themes across works, e.g., the value of bravery, loyalty, and friendship; the effects of loneliness.
- Contrast points of view in narrative text and explain how they affect the overall theme of the work; e.g., first and third person, limited and omniscient, subjective, and objective.
- Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.
- Form generalizations about a variety of literary genre.
- Recognize characteristics of expository (point of view) text: coherence, logic, and organization, sufficient of details, archetypal characters and themes. Recognize characteristics of poetry, e.g., forms, ballad, blank verse, rhyme, and meter.
- Recognize Gospel values in stories.
- Use church teachings to determine right from wrong in reading selections.

Knowledge of word origins and context clues

- Identify idioms, analogies, metaphors, and similes in prose and poetry.
- Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- Clarify word meanings through the use of definition, example, restatement, or contrast.

DIOCESAN STRAND B Writing

OBJECTIVES

Writing essays

- Write clear, coherent, and focused essays with an awareness of the audience and purpose.
- Identify characteristics of effective writing.
- Implement the stages of writing: brainstorming, outlining, drafting, revising, editing and publishing.
- Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- Use appropriate genre and mode.
- Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples; e.g., encyclopedia, almanac.
- Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- Draw conclusions based on evidence.
- Clarify and develop point of view.
- Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- Give credit for both quoted and paraphrased information in a bibliography by using consistent and sanctioned format and methodology for citations.
- Create documents by using word-processing skills and publishing programs.
- Use a variety of structures to categorize information; e.g., timelines, Venn diagrams.
- Revise writing to improve effectiveness of organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
- Revise by adding or deleting paragraphs or by reorganizing.

Write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.

- Narrate an account such as a news story or historical episode which creates a coherent structure that orients the reader to the events.
- Establish a context and create a point of view.
- Apply appropriate rules of grammar and rhetoric, punctuation, capitalization, and spelling.

Fictional or autobiographical narratives

- Develop a standard plot line and point of view.
- Explain use of details to support the main idea.
- Develop complex major and minor characters and a definite setting.
- Use a range of appropriate strategies; e.g., dialogue, suspense, figurative language, sensory detail, and flashback.

Responses to literature

- Develop interpretations exhibiting careful reading, understanding, and insight.
- Develop, organize and justify interpretations through sustained use of examples and textual evidence.

Research reports

- Pose relevant and tightly drawn questions about the topic.
- Develop a clear thesis statement supported through research.
- Include evidence compiled through the formal research process, e.g., use of a computer catalog or dictionary.
- Document reference sources by means of work cited.

Persuasive (argumentative)

- State a clear position or perspective in the thesis; elaborate with reasons and examples.
- Describe the points in support of the proposition, employing well-articulated evidence.
- Anticipate and address reader concerns and counterarguments.

Expository (point of view)

- Have coherent, logical and organized structure.
- Provide sufficient, related reasons to support position.

Summaries

- Include the main ideas and most significant details.
- Use the student's own words, except for quotations.
- Reflect underlying meaning, not just the superficial details.

DIOCESAN STRAND C Listening and Speaking

OBJECTIVES

Use of argument

- Analyze a variety of public documents that establish a position or point of view.
- Identify the arguments and positions stated or implied and the evidence used to support them.
- Recognize bias.
- Examine the effectiveness of style, tone, and use of language.
- Use the problem-solution process.
- Create arguments that state a firm judgment, justify with logical supporting details and examples, and appropriate to purpose and audience.
- Identify inaccurate reasoning.

Critical thinking skills

- Analyze the purpose of the author or creator by: examining any bias of any type and exploring and evaluating the underlying assumptions of the author.
- Develop, with assistance, and apply appropriate criteria to evaluate the quality of the communication using knowledge of language structure and literary techniques.
- Draw conclusions based on evidence, reasons, or relevant information and consider implications of the conclusions.
- Consider and present alternative points of view or reasons.
- Remaining open to other interpretations.
- Critical listening and response
- Actively participate in class discussions.
- Listen actively to speaker, ask questions for additional information and to understand speaker's point of view, paraphrase, interpret verbal and non-verbal messages, and interpret speaker's purpose or intent.

- Respond to persuasive messages with questions, challenges, or affirmations.
- Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
- Provide constructive feedback to speakers concerning the speech's content and delivery and its overall impact upon the listener.
- Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

Formal presentations

- Employing traditional rhetorical strategies, e.g., narration, exposition, persuasion, and description.
- Speak clearly and coherently.
- Deliver narrative presentations that establish a context, standard plot line and point of view, describe major and minor characters and a definite setting, and use a range of strategies, including dialogue, suspense, and naming of specific narrative action.
- Deliver oral summaries of articles and books that include the main ideas of the event or article and the most significant details
- Deliver research presentations that pose relevant and concise questions about the topic.
- Cite reference sources appropriately.
- Deliver persuasive presentations that state a clear thesis or perspective in support of an argument or proposal and describe the points in support of the argument.

DIOCESAN STRAND D Grammar and Language Conventions

OBJECTIVES

Grammar and language conventions

- Use a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.
- Use subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- Apply the parts of speech to clarify language usage.
- Use pronouns correctly, including clear antecedents and correct case.
- Use phrases and clauses correctly, including proper punctuation, e.g., prepositional phrases, appositives, dependent and independent clauses.
- Determine the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis of words.
- Extend vocabulary knowledge by learning and using new words.
- Determine when and where dialects and standard/nonstandard English usage are appropriate.
- Apply language conventions and usage during oral presentations.
- Choose language that is precise, engaging, and well suited to the topic and audience.
- Experiment with figurative language and speech patterns.
- Identify and edit errors in spoken and written English.
- Use active and passive voice.
- Identify and use infinitives, participles and gerunds.
- Make clear references between pronouns and antecedents.
- Identify all parts of speech and types and structure of sentences.
- Use complex sentence structure.

- Use compound-complex sentence structure.
- Identify fragments and run-on sentences.
- Demonstrate appropriate English usage with: pronoun reference; correct form of noun and verb; subject –verb agreement.
- Spell derivatives correctly by applying the spellings of bases and affixes.

Punctuation

- Apostrophe to show possession.
- Apostrophe to form plurals of letters, numbers and signs referred to as words.
- Parenthesis.
- Hyphen to divide words at the end of a line.
- Comma to set off names in direct address.
- Comma in series.
- Comma to separate consequently, therefore, however, etc.
- Comma to separate clauses joined by and, but, or nor, for.
- Comma to clarify meaning, if needed, when using appositives.
- Comma after an introductory adverbial clause.
- Comma to separate clauses if a definite pause occurs between them in speech.
- Colon to introduce a list.
- Semicolon to separate clauses joined with no conjunction.
- Dash to show break in thought.
- Quotation marks to enclose slang expressions or nicknames.

Capitalization

- Proper nouns and adjectives.
- All words derived from names of countries, races and tribes.
- Abbreviations when they stand for words which begin with capitals.
- Words that are derived from the names of languages.