

# NATIONAL STANDARDS

## ENGLISH LANGUAGE ARTS

The standards below were developed jointly by IRA and NCTE and are considered to be the National Standards for English Language Arts. As you review these standards, consider the connections between these standards and the North Carolina Standard Course of Study for English Language Arts. *(See the back page of this document to contact IRA or NCTE for National Standards ordering information.)*

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, videos) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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# GRADE 7 FOCUS ON LEARNING

## ACTIVITY STARTERS

The following activities are springboards for planning classroom instruction. They are not comprehensive; rather, they are meant to provoke creative ideas for guiding students in their study of English Language Arts and show the interrelationship of the goals and strands.

**Have students identify an issue of public concern. In groups, have students analyze the issue and brainstorm possible solutions to the problem. Then, have each group present one of their solutions to the class remembering that sound judgment and relevant details must support their solution. Encourage groups to use graphics, charts, and other visuals in their presentations.**

	STRANDS			GOALS					
<b>FOCUS</b>	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L
<b>ANCILLARY</b>	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L

**Allow each student to self-select a literary work such as a YA novel. After reading, ask students to compose a letter to the author using a word processor. The letter could be one of inquiry or an expression of approval or dislike. Have students peer edit, make corrections, and then mail their letters. Post responses from authors on a bulletin board in the classroom. Extend this activity by asking if responses influenced students opinions of authors or their reading choices.**

	STRANDS			GOALS					
<b>FOCUS</b>	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L
<b>ANCILLARY</b>	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L

## PROFESSIONAL ORGANIZATIONS

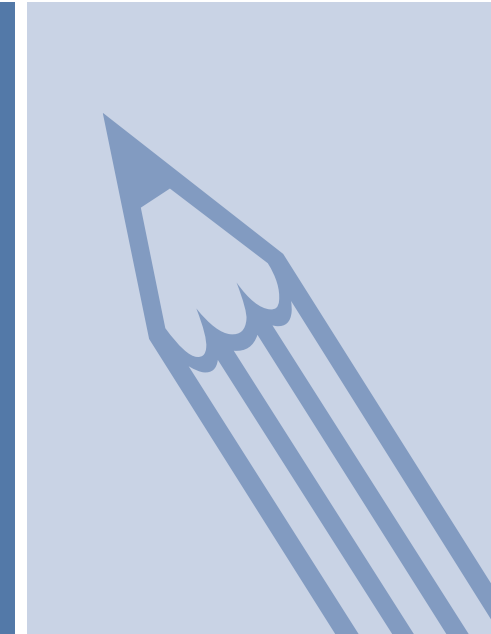
- International Reading Association (IRA):** [www.reading.org](http://www.reading.org)
- National Council of the Teachers of English (NCTE):** [www.ncte.org](http://www.ncte.org)
- North Carolina English Teachers Association (NCETA):** [www.nceta.net](http://www.nceta.net)
- National Middle School Association (NMSA):** [www.nmsa.org](http://www.nmsa.org)
- North Carolina Middle School Association (NCMSA):** [www.ncmsa.net](http://www.ncmsa.net)
- National Writing Project (NWP):** [www.writingproject.org](http://www.writingproject.org)

## DPI CONTACTS

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# ENGLISH LANGUAGE ARTS OVERVIEW

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.

# GRADE 7



# STRANDS: ORAL LANGUAGE, WRITTEN LANGUAGE AND OTHER MEDIA/TECHNOLOGY

EXPRESSIVE	INFORMATIONAL	ARGUMENTATIVE	CRITICAL	LITERARY	GRAMMAR/LANGUAGE USAGE
<p><b>COMPETENCY GOAL 1</b></p> <p>The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.</p>	<p><b>COMPETENCY GOAL 2</b></p> <p>The learner will synthesize and use information from a variety of sources.</p>	<p><b>COMPETENCY GOAL 3</b></p> <p>The learner will refine the understanding and use of argument.</p>	<p><b>COMPETENCY GOAL 4</b></p> <p>The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.</p>	<p><b>COMPETENCY GOAL 5</b></p> <p>The learner will respond to various literary genres using interpretive and evaluative processes.</p>	<p><b>COMPETENCY GOAL 6</b></p> <p>The learner will apply conventions of grammar and language usage.</p>
<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>
<p><b>1.01</b></p> <p>Narrate an expressive account which:</p> <ul style="list-style-type: none"> <li>creates a coherent organizing structure appropriate to purpose, audience, and context.</li> <li>orients the reader/listener to the scene, the people, and the events.</li> <li>engages the reader/listener by establishing a context and creating a point of view.</li> <li>establishes the significance of events.</li> </ul>	<p><b>2.01</b></p> <p>Respond to informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>analyzing the characteristics of informational works.</li> <li>summarizing information.</li> <li>determining the importance of information.</li> <li>making connections to related topics/information.</li> <li>drawing inferences and/or conclusions.</li> <li>generating questions.</li> </ul>	<p><b>3.01</b></p> <p>Explore and analyze argumentative works that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding what is read, heard, and/or viewed.</li> <li>identifying the arguments and positions stated or implied and the evidence used to support them.</li> <li>recognizing bias, emotional factors, and/or semantic slanting.</li> <li>examining the effectiveness of style, tone, and use of language.</li> <li>summarizing the author’s purpose and stance.</li> <li>examining the importance and impact of establishing a position or point-of-view.</li> <li>making connections between works, self and related topics.</li> <li>drawing inferences.</li> <li>responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues).</li> </ul>	<p><b>4.01</b></p> <p>Analyze the purpose of the author or creator by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> <li>exploring and evaluating the underlying assumptions of the author/creator.</li> <li>understanding the effects of author’s craft on the reader/viewer/listener.</li> </ul>	<p><b>5.01</b></p> <p>Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> <li>using effective reading strategies to match type of text.</li> <li>reading self-selected literature and other materials of individual interest.</li> <li>reading literature and other materials selected by the teacher.</li> <li>assuming an active role in teacher-student conferences.</li> <li>engaging in small group discussions.</li> <li>taking an active role in whole class seminars.</li> <li>analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.</li> <li>analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.</li> <li>analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.</li> <li>extending understanding by creating products for different purposes, different audiences and within various contexts.</li> <li>analyzing the connections of relationships between and among characters, ideas, concepts and/or experiences.</li> </ul>	<p><b>6.01</b></p> <p>Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.</li> <li>using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>applying the parts of speech to clarify language usage.</li> <li>using pronouns correctly, including clear antecedents and correct case.</li> <li>using phrases and clauses correctly including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> <li>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.</li> <li>extending vocabulary knowledge by learning and using new words.</li> <li>determining when and where dialects and standard/nonstandard English usage are appropriate.</li> <li>applying language conventions and usage during oral presentations.</li> <li>choosing language that is precise, engaging, and well suited to the topic and audience.</li> <li>experimenting with figurative language and speech patterns.</li> </ul>
<p><b>1.02</b></p> <p>Respond to expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>summarizing the characteristics of expressive works.</li> <li>determining the importance of literary effects on the reader/viewer/listener.</li> <li>making connections between works, self and related topics.</li> <li>comparing and/or contrasting information.</li> <li>drawing inferences and/or conclusions.</li> <li>determining the main idea and/or significance of events.</li> <li>generating a learning log or journal.</li> <li>maintaining an annotated list of works read/viewed.</li> <li>creating an artistic interpretation that connects self and/or society to the selection.</li> <li>constructing and presenting book/media reviews.</li> </ul>	<p><b>2.02</b></p> <p>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"> <li>identifying and using appropriate primary and secondary sources.</li> <li>comparing, contrasting, and evaluating information from different sources about the same topic.</li> <li>evaluating information for extraneous details, inconsistencies, relevant facts, and organization.</li> </ul>	<p><b>3.02</b></p> <p>Explore and analyze the problem-solution process by:</p> <ul style="list-style-type: none"> <li>studying problems and solutions within various texts and situations.</li> <li>utilizing the problem-solution process within various contexts/situations.</li> <li>constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> <li>recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p><b>4.02</b></p> <p>Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques.</li> <li>drawing conclusions based on evidence, reasons, or relevant information.</li> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul>	<p><b>5.02</b></p> <p>Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).</li> <li>analyzing what genre specific characteristics have on the meaning of the work.</li> <li>analyzing how the author’s choice and use of a genre shapes the meaning of the literary work.</li> <li>analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.</li> </ul>	<p><b>6.02</b></p> <p>Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> <li>mastering proofreading symbols for editing.</li> <li>producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> <li>listening to and monitoring self to correct errors.</li> </ul>
<p><b>1.03</b></p> <p>Interact in group settings by:</p> <ul style="list-style-type: none"> <li>responding appropriately to comments and questions.</li> <li>offering personal opinions confidently without dominating.</li> <li>giving appropriate reasons that support opinions.</li> <li>soliciting and respecting another person’s opinion.</li> </ul>		<p><b>3.03</b></p> <p>Study and create arguments that evaluate by:</p> <ul style="list-style-type: none"> <li>understanding the importance of establishing a firm judgment.</li> <li>justifying the judgement with logical, relevant reasons, clear examples, and supporting details.</li> <li>creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p><b>4.03</b></p> <p>Develop a stance of a critic by:</p> <ul style="list-style-type: none"> <li>considering and presenting alternative points of view or reasons.</li> <li>remaining fair-minded and open to other interpretations.</li> <li>creating a critical response/review of a work/topic.</li> </ul>		
<p><b>1.04</b></p> <p>Reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>analyzing personal learning growth and changes in perspective.</li> <li>examining changes in self throughout the learning process.</li> <li>determining how personal circumstances and background shape interaction with text.</li> </ul>					