

**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 6 weeks September/October

Unit 1: Learning From Experience

Genre: Short Story, Poetry, Personal Essay, Biography, Autobiography, Narrative Nonfiction

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>READING:</p> <p>LITERATURE</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>What is fiction?</p> <p>What are the features of a fiction story?</p>	<p>Before:</p> <p>KWL</p> <p>Developmental Reading Assessment</p> <p>Formal Assessment 1</p> <p>During:</p> <p>Keep a reading log that shows times read in and out of school.</p> <p>Reader's response journal</p> <p>Think/pair/share</p> <p>Partner Reading</p> <p>Literacy Circle</p> <p>Lesson Assessments</p> <p>After:</p> <p>Reader's response worksheet</p> <p>Formal Assessment 2</p> <p>Test Generator</p> <p>Portfolio</p> <p>Writing Rubric</p>	<p>characters</p> <p>climax</p> <p>conflict</p> <p>describe</p> <p>entertain</p> <p>explain</p> <p>exposition</p> <p>express</p> <p>falling action</p> <p>fiction</p> <p>inform</p> <p>main character</p> <p>minor character</p> <p>persuade</p> <p>plot</p> <p>rising action</p> <p>setting</p> <p>short stories</p> <p>theme</p>	<p>Unit Resource Book</p> <p>Audio Library</p> <p>Classroom Library</p> <p>School Library</p> <p>Graphic organizers</p> <p>Anchor Chart</p> <p>Daily Oral Language Builder</p> <p>6 + 1 Traits of Writing</p> <p>Resources for grade level book choice:</p> <p>www.booksource.com</p> <p>www.scholastic.com</p> <p>Resources for reading and writing workshops:</p> <p>www.renz.com</p> <p>www.bethnewingham.com</p> <p>www.mrsmcgowan.com/reading/writing_resources</p> <p>www.busyteacherscave.com/literacy/writing_workshop.html</p> <p>http://thecenter.spps.org/Reader_s_Workshop4.html</p> <p>Common Core Standards:</p> <p>www.commoncorestandards.org</p>

<p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>				<p>Student interactive website:</p> <p>www.readwritethink.com</p> <p>www.readingrockets.org</p> <p>www.englishcompanion.com</p>
<p>READING: INFORMATIONAL TEXT</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>What is nonfiction?</p> <p>What are similarities and differences between autobiographies and biographies?</p>	<p>Before: Read and analyze an editorial deciphering facts and opinions</p> <p>During: Read and analyze an editorial deciphering facts and opinions</p> <p>Compare and contrast editorials that are written on similar topics.</p> <p>After: Read and analyze an editorial deciphering facts and opinions</p> <p>Create hypothetical product to sell using one of the types of propaganda. (Present to class)</p>	<p>characters climax conflict describe entertain explain exposition express falling action fiction inform main character minor character persuade plot rising action setting short stories theme</p>	<p>Websites: http://www.webenglishteacher.com/argument.html Lesson plans and teaching resources for persuasive reading and writing.</p> <p>http://www.brainpop.com A subscription site with multiple resources for all genres/subject.</p> <p>http://propaganda.mrdonn.org/lessonplans.html Propaganda is defined and several lesson ideas are provided.</p> <p>http://www.readwritethink.org/materials/persuasion_map/ An online graphic organizer to help students map out a persuasive argument</p>
<p>LANGUAGE L.7.2 Demonstrate command of the conventions of standard</p>		<p>lesson assessments skill builder practice</p>	<p>complete sentences direct objects</p>	<p>daily language skill builder</p>

<p>English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>			<p>fragments</p> <p>personal</p> <p>narrative</p> <p>predicate</p> <p>pronoun</p> <p>agreement</p> <p>sentence</p> <p>subject</p> <p>verb</p>	
<p>WRITING</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		response to literature	<p>character</p> <p>conflict</p> <p>plot</p> <p>poetry</p> <p>point of view</p> <p>resolution</p> <p>setting</p> <p>theme</p>	

<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<p>SPEAKING & LISTENING</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		<p>Deliver a persuasive speech</p> <p>Write and perform a skit</p> <p>Film Review Interview a Writer</p> <p>Persuasive Speech</p>		

<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>				
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SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)				
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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 6 weeks October/November

Unit 2: Relationships

Genre: Short Story, Poetry, Informative Nonfiction, Drama, Autobiography, Fable

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>LITERATURE</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>How do you recognize and distinguish the various features of poetry?</p> <p>What are some differing forms that a poem can take?</p>	<p>Before:</p> <p>KWL</p> <p>Developmental Reading Assessment</p> <p>Formal Assessment 1</p> <p>During:</p> <p>Keep a reading log that shows times read in and out of school.</p> <p>Reader’s response journal</p> <p>Think/pair/share</p> <p>Partner Reading</p> <p>Literacy Circle</p> <p>Lesson Assessments</p> <p>After:</p> <p>Reader’s response worksheet</p> <p>Formal Assessment 2</p> <p>Test Generator</p> <p>Portfolio</p> <p>Writing Rubric</p>	<p>alliteration</p> <p>figurative language</p> <p>form</p> <p>imagery</p> <p>lines</p> <p>meter</p> <p>onomatopoeia</p> <p>personification</p> <p>repetition</p> <p>rhyme</p> <p>rhythm</p> <p>simile</p> <p>sound</p> <p>speaker</p> <p>stanzas</p>	<p>Unit Resource Book</p> <p>Audio Library</p> <p>Classroom Library</p> <p>School Library</p> <p>Graphic organizers</p> <p>Anchor Chart</p> <p>Daily Oral Language Builder</p> <p>6 + 1 Traits of Writing</p> <p>Resources for grade level book choice:</p> <p>www.booksource.com</p> <p>www.scholastic.com</p> <p>Resources for reading and writing workshops:</p> <p>www.renz.com</p> <p>www.bethnewingham.com</p> <p>www.mrsmcgowan.com/reading/writing_resources</p> <p>www.busyteacherscave.com/literacy/writing_workshop.html</p> <p>http://thecenter.spps.org/Reader_s_Workshop4.html</p> <p>Common Core Standards:</p> <p>www.commoncorestandards.org</p>

<p align="center">INFORMATIONAL TEXT</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>What is drama?</p> <p>How would you depict scenery, props, and characters for a given scene?</p>	<p>conflict conflict drama</p> <p>exposition</p> <p>props rising action script scenery stage directions</p>	<p>acts climax conflict dialogue drama exposition falling action foils main character minor character narrator plots props rising action scenery scenes script stage stage directions theatre</p>	<p>Student interactive website:</p> <p>www.readwritethink.com</p> <p>www.readingrockets.org</p> <p>www.englishcompanion.com</p> <p>Books: <u>Hardy Boys</u> series, Franklin W. Dixon</p> <p><u>The Westing Game</u>, Ellen Raskin, 2004. ISBN-13: 978-0142401200</p> <p><u>Down the Rabbit Hole</u>, Peter Abrahams, 2006. ISBN-13: 978-0060737030</p> <p><u>Grooves: A Kind of Mystery</u>, Kevin Brockmeier, 2006. ISBN-10: 0060736917</p>
<p align="center">WRITING</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</p>	<p>What is a character sketch?</p>	<p><u>During/After:</u> Write a Mystery / Short Story</p> <ul style="list-style-type: none"> – Brainstorm topic – Prewriting/ Organizing Information – Write rough draft – Edit, proofread draft – Write final draft <p>Interpretive Essay Character Sketch</p>	<p>character sketch voice</p>	<p><u>Last Shot: A Final Four Mystery</u>, John Feinstein, 2006. ISBN-13: 978-0553494600</p> <p><u>Ghost Ship</u>, Dietlof Rieche, 2006. ISBN-13: 978-0439863537</p> <p><u>Gilda Joyce: Psychic Investigator</u>, Jennifer Allison, 2006. ISBN-13: 978-0142406984</p> <p><u>Chasing Vermeer</u>, Blue Balliett, 2005. ISBN-13: 978-0439799270</p> <p><u>Exile</u>, Grace Cavendish, 2006. ISBN-13: 978-0385733229</p>

<p>when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate</p>				<p><u>The Missing Manatee</u>, Cynthia DeFelice, 2008. ISBN-13: 978-0374400200</p> <p><u>The House on the Gulf</u>, Margaret Haddix, 2006. ISBN-13: 978-1416914068</p> <p><u>The Star of Kazan</u>, Eva Ibbotson, 2004. ISBN-10: 0525473475</p> <p>Mystery Writing Websites: http://teacher.scholastic.com/write_wit/mystery/tips.htm 10 tips for writing a mystery</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=796 Mystery Writing Genre Instruction – especially section titled <i>Instructional Plan Preparation</i></p> <p>http://www.brainpop.com A subscription site with multiple resources for all genres/subject.</p>
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<p>command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<p>LANGUAGE</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization,</p>	<p>What are abstract and concrete nouns?</p> <p>What is the “right verb” to use?</p>		<p>interpretive essay</p> <p>verb</p> <p>abstract</p> <p>concrete</p> <p>nouns</p>	

<p>punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or</p>				
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<p>determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>				
<p>SPEAKING & LISTENING</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched</p>		<p>Oral summary Interview/Response Speech</p>		

<p>material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>				
<p>SPEAKING & LISTENING</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>				

<p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p>				
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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 6 weeks December/January

Unit 3: Flights of Leadership

Genre: Short Story, Poetry, Narrative Nonfiction, Drama, Persuasive Essay

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>LITERATURE</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>What is foreshadowing and flashback?</p> <p>How do you recognize or analyze story plot and problem resolution?</p> <p>What role does flashback play in writing?</p>	<p>Before:</p> <p>KWL</p> <p>Developmental Reading Assessment</p> <p>Formal Assessment 1</p> <p>During:</p> <p>Keep a reading log that shows times read in and out of school.</p> <p>Reader's response journal</p> <p>Think/pair/share</p> <p>Partner Reading</p> <p>Literacy Circle</p> <p>Lesson Assessments</p> <p>After:</p> <p>Reader's response worksheet</p> <p>Formal Assessment 2</p> <p>Test Generator</p> <p>Portfolio</p> <p>Writing Rubric</p>	<p>plot</p> <p>conflict</p> <p>exposition</p> <p>rising action</p> <p>climax</p> <p>falling action</p> <p>resolution</p> <p>story structure</p> <p>flashback</p> <p>foreshadowing</p> <p>cause-and-effect</p> <p>external conflict</p> <p>internal conflict</p> <p>change</p>	<p>Unit Resource Book</p> <p>Audio Library</p> <p>Classroom Library</p> <p>School Library</p> <p>Graphic organizers</p> <p>Anchor Chart</p> <p>Daily Oral Language Builder</p> <p>6 + 1 Traits of Writing</p> <p>Resources for grade level book choice:</p> <p>www.booksource.com</p> <p>www.scholastic.com</p> <p>Resources for reading and writing workshops:</p> <p>www.renz.com</p> <p>www.bethnewingham.com</p> <p>www.mrsmcgowan.com/reading/writing_resources</p> <p>www.busyteacherscave.com/literacy/writing_workshop.html</p> <p>http://thecenter.spps.org/Reader_s_Workshop4.html</p> <p>Common Core Standards:</p> <p>www.commoncorestandards.org</p>

<p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>				<p>Student interactive website: www.readwritethink.com www.readingrockets.org www.englishcompanion.com</p> <p><u>WEBSITES</u> Lesson plan ideas to teach Mythology http://www.webenglishteacher.com/classmyth.html http://www.brainpop.com A subscription site with multiple resources for all genres/subject.</p>
<p>READING: INFORMATIONAL TEXT: RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a</p>	<p>How are science fiction and fantasy similar and different?</p> <p>How do you determine a given text's main ideas?</p> <p>How is the main idea of a text supported with details?</p>	<p><u>Before:</u> KWL Developmental Reading Assessment Formal Assessment 1</p> <p><u>During:</u> Keep a reading log that shows times read in and out of school. Reader's response journal Think/pair/share Partner Reading Literacy Circle Lesson Assessments</p>	<p>science fiction fantasy theme main idea detail</p>	

<p>specific word choice on meaning and tone.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>		<p><u>After:</u> Reader's response worksheet Formal Assessment 2 Test Generator Portfolio Writing Rubric</p>		
<p>LANGUAGE</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7</i></p>			<p>adverbs essential modifier nonessential modifier participles precise adjectives vivid cause-and-effect</p>	

<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g.,</p>				
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<p>synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
<p>WRITING</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to</p>		<p>cause-and-effect essay</p> <p>write a speech</p> <p>write a short story</p> <p>write a film review</p> <p>write a monologue</p>		

<p>convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from reflects on the narrated experiences or events.</p>				
<p>WRITING</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>				
<p>WRITING</p> <p>W.7.9 Draw evidence from literary or informational texts to support</p>				

<p>analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<p>SPEAKING & LISTENING</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>		<p>scripted dialogue</p> <p>present speech</p> <p>interpret poetry</p> <p>stage a teleplay</p> <p>imaginative dialogue</p> <p>persuasive presentation</p> <p>film review</p>		

<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7</p>				
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Language standards 1 and 3 here for specific expectations.)				
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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 6 weeks February

Unit 4: Nothing Stays the Same

Genre: Short Story, Autobiography, Drama, Narrative Poetry, Parable

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>LITERATURE</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and</p>	<p>How is your life like _____? (insert characters name)</p> <p>What type of story would have the greatest impact, a memory that is being told or a memory that had been written?</p> <p>How does the author write his/her memoir so that you, the reader, can relate to the memory?</p>	<p>Before:</p> <p>KWL</p> <p>Developmental Reading Assessment</p> <p>Formal Assessment 1</p> <p>During:</p> <p>Keep a reading log that shows times read in and out of school.</p> <p>Reader's response journal</p> <p>Think/pair/share</p> <p>Partner Reading</p> <p>Literacy Circle</p> <p>Lesson Assessments</p> <p>After:</p> <p>Reader's response worksheet</p> <p>Formal Assessment 2</p> <p>Test Generator</p> <p>Portfolio</p> <p>Writing Rubric</p>	<p>mood</p> <p>tone</p> <p>foreshadowing</p> <p>author's purpose</p> <p>character</p> <p>development</p> <p>major characters</p> <p>minor characters</p> <p>dynamic characters</p> <p>static characters</p> <p>traits</p> <p>characterization</p>	<p>Unit Resource Book</p> <p>Audio Library</p> <p>Classroom Library</p> <p>School Library</p> <p>Graphic organizers</p> <p>Anchor Chart</p> <p>Daily Oral Language Builder</p> <p>6 + 1 Traits of Writing</p> <p>Resources for grade level book choice:</p> <p>www.booksource.com</p> <p>www.scholastic.com</p> <p>Resources for reading and writing workshops:</p> <p>www.renz.com</p> <p>www.bethnewingham.com</p> <p>www.mrsmcgowan.com/reading/writing_resources</p> <p>www.busyteacherscave.com/literacy/writing_workshop.html</p> <p>http://thecenter.spps.org/Reader_s_Workshop4.html</p> <p>Common Core Standards:</p> <p>www.commoncorestandards.org</p>

poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.				Student interactive website: www.readwritethink.com www.readingrockets.org www.englishcompanion.com
<p>WRITING</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>		<p>write a comparison/contrast essay</p> <p>interview</p>	<p>compare contrast appositives participial</p>	
<p>WRITING</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.9 Draw evidence from literary or informational texts</p>				

<p>to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<p>LANGUAGE</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p>	<p>What is the denotation?</p> <p>What is connotation?</p>	<p>lesson assessments</p> <p>skills builder</p>	<p>appositives</p> <p>participial phrase</p> <p>compare</p> <p>contrast</p> <p>cause</p> <p>effect</p> <p>antonyms</p> <p>synonyms</p> <p>predict</p> <p>connect</p> <p>visualize</p> <p>denotation</p> <p>connotation</p>	<p>skills builder</p>

<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>				
<p>SPEAKING & LISTENING</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>		<p>oral report</p> <p>research presentation</p> <p>interview</p>		

<p>teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p>		dramatic reading		
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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 6 weeks March/April

Unit 5: Personal Challenges

Genre: Literary Nonfiction, Short Story, Autobiography, Historical Fiction, Poetry, Memoir

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>READING: LITERATURE</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>How do you recognize and analyze the setting of a story?</p>	<p>Before: KWL Developmental Reading Assessment Formal Assessment 1</p> <p>During: Keep a reading log that shows times read in and out of school. Reader's response journal Think/pair/share Partner Reading Literacy Circle Lesson Assessments</p> <p>After: Reader's response worksheet Formal Assessment 2 Test Generator Portfolio Writing Rubric</p>	<p>setting place historical period historical fiction real characters imaginary characters plot</p>	<p>Unit Resource Book Audio Library Classroom Library School Library Graphic organizers Anchor Chart Daily Oral Language Builder 6 + 1 Traits of Writing</p> <p>Resources for grade level book choice: www.booksource.com www.scholastic.com</p> <p>Resources for reading and writing workshops: www.renz.com www.bethnewingham.com www.mrsmcgowan.com/reading/writing_resources www.busyteacherscave.com/literacy/writing_workshop.html http://thecenter.spps.org/Reader_s_Workshop4.html</p> <p>Common Core Standards: www.commoncorestandards.org</p>

				Student interactive website: www.readwritethink.com www.readingrockets.org www.englishcompanion.com
INFORMATIONAL TEXT RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections	How might this biography look if it was written from someone else's perspective? How is the author's personality revealed in a particular event? If you were to walk in _____'s shoes, how would you react to certain situations revealed in the story?	Before: KWL chart, brainstorming, journals During: After reading a selection, what event do you think was the most challenging for the author – explain Create a cause/effect chart while reading Checklists and rubrics Read various biographies from similar eras (ex: civil rights era) and compare and contrast them using Venn Diagram – After Write an essay using venn diagram, report,	setting place historical period historical fiction real characters imaginary characters plot	

<p>contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>				
<p>LANGUAGE</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>			<p>multiple -meaning words</p> <p>homonyms fact opinion visualize independent clause compound sentence adverb cause/effect paraphrase summarize</p>	<p>Websites:</p> <p>Lesson plan ideas for autobiographies and biographies http://www.webenglishteacher.com/biography.html</p> <p>Alphabet autobiography http://www.education-world.com/a_tsl/archives/05-1/lesson017.shtml -</p> <p>Writing a biography http://www.infoplease.com/home/work/wsbiography.html</p>

<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>L.7.4 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>			main idea details	http://www.brainpop.com A subscription site with multiple resources for all genres/subject.
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<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>				
<p>SPEAKING & LISTENING</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		<p>create an insignia evaluate a speech choral reading adapt/perform a monologue present research report</p>		

<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p>				
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<p style="text-align: center;"><u>WRITING</u></p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		write a research report		
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<p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>				
<p style="text-align: center;">WRITING</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time,</p>				

<p>place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 6 weeks May/June

Unit 6: The Oral Tradition: Tales From Around The World

Genre: Myth, Folk Tale, Legend,

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>LANGUAGE</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the</p>		<p>Before:</p> <p>KWL</p> <p>Developmental Reading Assessment</p> <p>Formal Assessment 1</p> <p>During:</p> <p>Keep a reading log that shows times read in and out of school.</p> <p>Reader's response journal</p> <p>Think/pair/share Partner Reading Literacy Circle</p> <p>Lesson Assessments</p> <p>After:</p> <p>Reader's response worksheet</p> <p>Formal Assessment 2</p> <p>Test Generator</p> <p>Portfolio</p> <p>Writing Rubric</p>	<p>Analyze</p> <p>Anecdote</p> <p>Character</p> <p>Climax</p> <p>Conflict</p> <p>Direct Object</p> <p>Exposition</p> <p>Fiction</p> <p>Folktale</p> <p>Identify</p> <p>Moral</p> <p>Magic</p> <p>Novel</p> <p>Plot</p> <p>Predict</p> <p>Resolution</p> <p>Sentence Fragment</p> <p>Setting</p> <p>Short Story</p> <p>Subject</p> <p>Tall tale</p> <p>Theme</p> <p>Verb</p>	<p>Unit Resource Book</p> <p>Audio Library</p> <p>Classroom Library</p> <p>School Library</p> <p>Graphic organizers</p> <p>Anchor Chart</p> <p>Daily Oral Language Builder</p> <p>6 + 1 Traits of Writing</p> <p>Resources for grade level book choice:</p> <p>www.booksource.com</p> <p>www.scholastic.com</p> <p>Resources for reading and writing workshops:</p> <p>www.renz.com</p> <p>www.bethnewingham.com</p> <p>www.mrsmcgowan.com/reading/writing_resources</p> <p>www.busyteacherscave.com/literacy/writing_workshop.html</p> <p>http://thecenter.spps.org/Reader_s_Workshop4.html</p> <p>Common Core Standards:</p> <p>www.commoncorestandards.org</p>

<p>meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				<p>Student interactive website:</p> <p>www.readwritethink.com</p> <p>www.readingrockets.org</p> <p>www.englishcompanion.com</p>
<p>INFORMATIONAL TEXT</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>How does research writing organize research findings in a coherent way and convey the results of a research project?</p> <p>How can you verify the facts in a research report?</p>	<p>Before: KWL chart,</p> <p>During: Given various pieces of information, select the ones that would be considered credible sources</p> <p>Debates</p>	<p>Credible Valid Reliable Thesis Paraphrase Footnote Citation Bibliography Plagiarism Works cited Sources Primary sources</p>	<p>Websites:</p> <p>http://more.mel.org Use online resources to research topics</p> <p>http://www.webenglishteacher.com/research.html Research paper ideas and lessons</p> <p>http://www.infoplease.com/home/work/writingskills1.html Scroll down for links related to writing research papers</p>

<p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the</p>			<p>Secondary sources</p> <p>Abstract paragraph</p> <p>Quotes</p> <p>Bias</p> <p>Supporting detail</p> <p>Topic</p> <p>Topic sentences</p> <p>Research</p> <p>Presentation</p> <p>Outline</p> <p>Note cards</p> <p>Rough draft</p> <p>Final draft</p> <p>Revise</p> <p>Encyclopedia</p>	<p>http://delicious.com/</p> <p>Students can use this website to store the sites that they found useful</p> <p>http://www.brainpop.com</p> <p>A subscription site with multiple resources for all genres/subject.</p>
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<p>reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>				
<p>INFORMATIONAL TEXT</p> <p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>How would you critique an informative brochure?</p>	<p>Give students various sources to correctly cite and put in alphabetical order.</p>		
<p>WRITING</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among</p>		<p>Read research and take notes for given topic</p> <p>Write bibliography cards that cite sources properly</p> <p>Create an outline to write paper</p>		

<p>claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>				
<p>WRITING</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>		<p>Write a rough draft of a research paper, proofread, then write final draft</p> <p>Write bibliography for paper</p>		

<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the</p>				
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<p>action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>				
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<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>				
<p style="text-align: center;">WRITING</p> <p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>				

range of discipline-specific tasks, purposes, and audiences.				
<p>SPEAKING & LISTENING</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented</p>		<p>After: Students create PowerPoint presentation and present to class</p>		

<p>in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>				
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