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
READING:	What is fiction?	Before:	characters	Unit Resource Book
LITERATURE		KWL	climax	Audio Library
RL.7.1 Cite several pieces of	What are the features	Developmental	conflict	Classroom Library
textual evidence to support	of a fiction story?	Reading	describe	School Library
analysis of what the text says		Assessment	entertain	Graphic organizers
explicitly as well as inferences drawn from the text.		Formal Assessment 1	explain exposition	Anchor Chart
drawn from the text.		1 ominar rissessment r	exposition	Daily Oral Language Builder
RL.7.2 Determine a theme or		During:	falling action	6 + 1 Traits of Writing
central idea of a text and analyze		Keep a reading log	fiction	
its development over the course of		that shows times read	inform	Resources for grade level book
the text; provide an objective		in and out of school.	main character	choice:
summary of the text.			minor character	www.booksource.com
		Reader's response	persuade	www.scholastic.com
RL.7.3 Analyze how particular		journal	plot	www.scholastic.com
elements of a story or drama interact (e.g., how setting shapes		Think/pair/share Partner Reading	rising action	Resources for reading and writing
the characters or plot).		Literacy Circle	setting short stories	workshops:
the characters of plot).		Lesson Assessments	theme	1
RL.7.6 Analyze how an author		Lesson Assessments	theme	www.renz.com
develops and contrasts the points		After:		www.bethnewingham.com
of view of different characters or				www.mrsmcgowan.com/reading/
narrators in a text.		Reader's response		writing_resources
		worksheet		www.busyteacherscafe.com/litera
RL.7.7 Compare and contrast a		Formal Assessment 2		cy/writing_workshop.html
written story, drama, or poem to its		Test Generator		http://thecenter.spps.org/Reader_s
audio, filmed, staged, or		Portfolio		<u>_Workshop4.html</u>
multimedia version, analyzing the effects of techniques unique to		Writing Rubric		
each medium (e.g., lighting, sound,				Common Core Standards:
color, or camera focus and angles				www.commoncorestandards.org
in a film).				

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.				Student interactive website: www.readwritethink.com www.readingrockets.org www.englishcompanion.com
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. 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.7.5 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. 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.	What is nonfiction? What are similarities and differences between autobiographies and biographies?	Before: Read and analyze an editorial deciphering facts and opinions During: Read and analyze an editorial deciphering facts and opinions Compare and contrast editorials that are written on similar topics. After: Read and analyze an editorial deciphering facts and opinions Create hypothetical product to sell using one of the types of propaganda. (Present to class)	characters climax conflict describe entertain explain exposition express falling action fiction inform main character minor character persuade plot rising action setting short stories theme	Mebsites: http://www.webenglishteacher.co m/argument.html Lesson plans and teaching resources for persuasive reading and writing. http://www.brainpop.com A subscription site with multiple resources for all genres/subject. http://propaganda.mrdonn.org/less onplans.html Propaganda is defined and several lesson ideas are provided. http://www.readwritethink.org/ma terials/persuasion_map/ An online graphic organizer to help students map out a persuasive argument
LANGUAGE L.7.2 Demonstrate command of the conventions of standard		lesson assessments skill builder practice	complete sentences direct objects	daily language skill builder

English capitalization, punctuation,		fragments	
and spelling when writing.		personal	
a. Use a comma to separate		narrative	
coordinate adjectives (e.g., <i>It was a</i>		predicate	
fascinating, enjoyable movie but			
not He wore an old[,] green shirt).		pronoun	
b. Spell correctly.		agreement	
		sentence	
L.7.4 Determine or clarify the		subject	
meaning of unknown and		verb	
multiple-meaning words and			
phrases based on grade 7 reading			
and content, choosing flexibly			
from a range of strategies.			
b. Use common, grade-appropriate			
Greek or Latin affixes and roots as			
clues to the meaning of a word			
(e.g., belligerent, bellicose, rebel).			
, ,			
L.7.5 Demonstrate understanding			
of figurative language, word			
relationships, and nuances in word			
meanings.			
b. Use the relationship between			
particular words (e.g.,			
synonym/antonym, analogy) to			
better understand each of the			
words.			
WRITING	response to literature	character	
W.7.4 Produce clear and coherent	r	conflict	
writing in which the development,		plot	
organization, and style are		poetry	
appropriate to task, purpose, and		point of view	
audience. (Grade-specific		resolution	
expectations for writing types are		setting	
defined in standards 1-3 above.)		theme	
defined in standards 1 5 doore.)			

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.)		
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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.		
purposes, una addrenees.		
SPEAKING & LISTENING	Deliver a persuasive	
SL.7.1 Engage effectively in a	speech	
range of collaborative discussions	1	
(one-on-one, in groups, and	Write and perform a	
teacher led) with diverse partners	skit	
on grade 7 topics, texts, and		
issues, building on others' ideas	Film Review	
and expressing their own clearly.	Interview a Writer	
a. Come to discussions prepared,		
having read or researched	Persuasive Speech	
material under study; explicitly	ī	
draw on that preparation by		
referring to evidence on the		
topic, text, or issue to probe and		
reflect on ideas under		
discussion.		

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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.			
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.			
orpos, coss, or seems assure assure.			
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.			
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SL.7.5 Include multimedia			
components and visual displays in			
presentations to clarify claims and			
findings and emphasize salient			
points.			
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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.)		

English Language Arts Pacing Guide

Time Frame: 6 weeks October/November Seventh Grade

Unit 2: Relationships

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

LITERATURE	Essential Questions	Assessment	Vocabulary	Resources
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. RL.7.2 Determine a theme or	How do you recognize and distinguish the various features of poetry? What are some differing forms that a poem can take?	Assessment Before: KWL Developmental Reading Assessment Formal Assessment 1 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 After: Reader's response worksheet Formal Assessment 2 Test Generator Portfolio Writing Rubric	alliteration figurative language form imagery lines meter onomatopoeia personification repetition rhyme rhythm simile sound speaker stanzas	Unit Resource Book Audio Library Classroom Library School Library Graphic organizers Anchor Chart Daily Oral Language Builder 6+1 Traits of Writing Resources for grade level book choice: www.booksource.com www.scholastic.com Resources for reading and writing workshops: www.renz.com www.bethnewingham.com www.mrsmcgowan.com/reading/ writing_resources www.busyteacherscafe.com/litera cy/writing_workshop.html http://thecenter.spps.org/Reader_sWorkshop4.html

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INFORMATIONAL	What is drama?	conflict	acts	Student interactive website:
TEXT		conflict	climax	www.readwritethink.com
RI.7.1 Cite several pieces of	How would you	drama	conflict	
textual evidence to support	depict scenery,		dialogue	www.readingrockets.org
analysis of what the text says	props, and characters	exposition	drama	
explicitly as well as inferences	for a given scene?		exposition	www.englishcompanion.com
drawn from the text.		props	falling action	
		rising action	foils	Books:
RI.7.2 Determine two or more		script	main character	Hardy Boys series, Franklin W.
central ideas in a text and analyze		scenery	minor character	Dixon
their development over the course		stage directions	narrator	DIXOII
of the text; provide an objective			plots	The Westing Game, Ellen Raskin,
summary of the text.			props	2004. ISBN-13: 978-0142401200
			rising action	2004. ISBN-13. 776-0142401200
RI.7.5 Analyze the structure an			scenery	Down the Rabbit Hole, Peter
author uses to organize a text,			scenes	Abrahams, 2006. ISBN-13:
including how the major sections			script	978-0060737030
contribute to the whole and to the			stage	978-0000737030
development of the ideas.			stage directions	Grooves: A Kind of Mystery,
			theatre	Kevin Brockmeier, 2006.
				ISBN-10: 0060736917
WRITING	What is a character	During/After:	character	13BN-10. 0000/3091/
W.7.2 Write	sketch?	Write a Mystery /	sketch	Last Shot: A Final Four Mystery,
informative/explanatory texts to		Short Story	voice	
examine a topic and convey ideas,		- Brainstorm topic	, , , , ,	John Feinstein, 2006. ISBN-13:
concepts, and information through		- Prewriting/		978-0553494600
the selection, organization, and		Organizing		Cl + Cl : D: 41 CD: 1 2000
analysis of relevant content.		Information		Ghost Ship, Dietlof Rieche, 2006.
a. Introduce a topic clearly,		- Write rough draft		ISBN-13: 978-0439863537
previewing what is to follow;		- Edit, proofread		
organize ideas, concepts, and		draft		Gilda Joyce: Psychic Investigator.
information, using strategies such		- Write final draft		Jennifer Allison, 2006. ISBN-13:
as definition, classification,		Interpretive Essay		978-0142406984
comparison/contrast, and		Character Sketch		
cause/effect; include formatting		CHAPACIEL SKEICH		<u>Chasing Vermeer</u> , Blue Balliett,
,				2005. ISBN-13: 978-0439799270
(e.g., headings), graphics (e.g.,				
charts, tables), and multimedia				Exile, Grace Cavendish, 2006.
				ISBN-13: 978-0385733229

when useful to aiding comprehension.

- **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **e.** Establish and maintain a formal style.
- **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

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

The Missing Manatee, Cynthia DeFelice, 2008. ISBN-13: 978-0374400200

The House on the Gulf, Margaret Haddix, 2006. ISBN-13: 978-1416914068

The Star of Kazan, Eva Ibbotson, 2004. ISBN-10: 0525473475

Mystery Writing Websites:

http://teacher.scholastic.com/write wit/mystery/tips.htm 10 tips for writing a mystery

http://www.readwritethink.org/lessons/lesson_view.asp?id=796
Mystery Writing Genre
Instruction – especially section titled Instructional Plan
Preparation

http://www.brainpop.com

A subscription site with multiple resources for all genres/subject.

command of Language standards 1–3 up to and including grade 7 on page 52.) W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards 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"). 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			
LANGUAGE L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	What are abstract and concrete nouns? What is the "right verb" to use?	interpretive essay verb abstract concrete nouns	
L.7.2 Demonstrate command of the conventions of standard English capitalization,			

avanctuation and analling subon			
punctuation, and spelling when			
writing.			
b. Spell correctly.			
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.*			
L.7.4 Determine or clarify the			
meaning of unknown and			
multiple-meaning words and			
phrases based on grade 7			
reading and content, 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 meaning of a word (e.g.,			
belligerent, bellicose, rebel).			
c. Consult general and specialized			
reference materials (e.g.,			
dictionaries, glossaries,			
thesauruses), both print and			
digital, to find the			
pronunciation of a word or			

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Oral summary		
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	Oral summary Interview/Response Speech	Interview/Response

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		
1		
views.		
SPEAKING & LISTENING		
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.		
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.		
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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 here		
for specific expectations.)		

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
LITERATURE 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. 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. 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). 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.	What is foreshadowing and flashback? How do you recognize or analyze story plot and problem resolution? What role does flashback play in writing?	Before: KWL Developmental Reading Assessment Formal Assessment 1 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 After: Reader's response worksheet Formal Assessment 2 Test Generator Portfolio Writing Rubric	plot conflict exposition rising action climax falling action resolution story structure flashback foreshadowing cause-and-effect external conflict internal conflict change	Unit Resource Book Audio Library Classroom Library School Library Graphic organizers Anchor Chart Daily Oral Language Builder 6 + 1 Traits of Writing Resources for grade level book choice: www.booksource.com www.scholastic.com Resources for reading and writing workshops: www.renz.com www.bethnewingham.com www.mrsmcgowan.com/reading/ writing_resources www.busyteacherscafe.com/litera cy/writing_workshop.html http://thecenter.spps.org/Reader_s _Workshop4.html Common Core Standards: www.commoncorestandards.org

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

specific word choice on meaning and tone. 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.	After: Reader's response worksheet Formal Assessment 2 Test Generator Portfolio Writing Rubric		
LANGUAGE L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.		adverbs essential modifier nonessential modifier participles precise adjectives vivid cause-and-effect	
 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.* L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade</i> 7 			

reading and content, 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 meaning of a		
word (e.g., belligerent,		
bellicose, rebel).		
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.		
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).		
L.7.5 Demonstrate understanding		
of figurative language, word		
relationships, and nuances in		
word meanings.		
a. Interpret figures of speech (e.g.,		
literary, biblical, and		
mythological allusions) in		
context.		
b. Use the relationship between		
particular words (e.g.,		

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synonym/antonym, analogy) to					
better understand each of the					
words.					
c. Distinguish among the					
connotations (associations) of					
words with similar denotations					
(definitions) (e.g., refined,					
respectful, polite, diplomatic,					
condescending).					
condescending).					
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.					
WIDITING		1 00 4			
WRITING		cause-and-effect			
W.7.3 Write narratives to develop		essay			
W.7.3 Write narratives to develop real or imagined experiences or		essay write a speech			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique,		essay write a speech write a short story			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		essay write a speech write a short story			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such		essay write a speech write a short story write a film review			
w.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and		essay write a speech write a short story write a film review			
w.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop		essay write a speech write a short story write a film review			
w.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and		essay write a speech write a short story write a film review			
w.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		essay write a speech write a short story write a film review			
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or		essay write a speech write a short story write a film review			

convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from reflects on the narrated experiences or events.		
WRITING 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.) 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.)		
WRITING W.7.9 Draw evidence from literary or informational texts to support		

	T	1
analysis, reflection, and		
research.		
a. Apply grade 7 Reading		
standards 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").		
b. Apply grade 7 Reading		
standards 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").		
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.		
• • •		
SPEAKING & LISTENING	scripted dialogue	
SL.7.1 Engage effectively in a	present speech	
range of collaborative discussions	interpret poetry	
(one-on-one, in groups, and teacher	stage a teleplay	
led) with diverse partners on grade	imaginative dialogue	
7 topics, texts, and issues, building	persuasive	
on others' ideas and expressing	presentation	
their own clearly.	film review	

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.			
views.			
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.			
ander study.			
SL.7.6 Adapt speech to a variety of			
contexts and tasks,			
demonstrating command of			
formal English when indicated			
or appropriate. (See grade 7			
or appropriate. (See grade /		<u> </u>	

Language standards 1 and 3 here for specific expectations.)		
1 1		

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
LITERATURE	How is your life like	Before:	mood	Unit Resource Book
RL.7.1 Cite several pieces of	? (insert	KWL	tone foreshadowing	Audio Library
textual evidence to support	characters name)	Developmental	author's purpose	Classroom Library
analysis of what the text says	WII 44 C 4	Reading	character	School Library
explicitly as well as inferences drawn from the text.	What type of story would have the	Assessment	development	Graphic organizers
drawn from the text.	greatest impact, a	Formal Assessment 1	major characters	Anchor Chart
RL.7.2 Determine a theme or	memory that is		dynamic dynamic	Daily Oral Language Builder
central idea of a text and analyze	being told or a	During:	characters	6 + 1 Traits of Writing
its development over the course of	memory that had	Keep a reading log	static characters	
the text; provide an objective	been written?	that shows times read	traits characterization	Resources for grade level book
summary of the text.		in and out of school.	characterization	choice:
DI 74D	How does the author	Reader's response		www.booksource.com
RL.7.4 Determine the meaning of words and phrases as they are	write his/her memoir so that you, the	journal		www.scholastic.com
used in a text, including figurative	reader, can relate to	Think/pair/share		
and connotative meanings;	the memory?	Partner Reading		Resources for reading and writing
analyze the impact of rhymes and		Literacy Circle		workshops:
other repetitions of sounds (e.g.,		Lesson Assessments		www.renz.com
alliteration) on a specific verse or				www.bethnewingham.com
stanza of a poem or section of a		After:		www.mrsmcgowan.com/reading/w
story or drama.		Reader's response		riting resources
RL.7.5 Analyze how a drama's or		worksheet		www.busyteacherscafe.com/literac
poem's form or structure (e.g.,		Formal Assessment 2		y/writing workshop.html
soliloquy, sonnet) contributes to		Test Generator		http://thecenter.spps.org/Reader s
its meaning		Portfolio		Workshop4.html
DI 710 Deaths at 1 Cd		Writing Rubric		
RL.7.10 By the end of the year, read and comprehend literature,				Common Core Standards:
including stories, dramas, and				www.commoncorestandards.org

poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. WRITING 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.) 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	write a comparison/contrast essay interview	compare contrast appositives participial	Student interactive website: www.readwritethink.com www.readingrockets.org www.englishcompanion.com
7 on page 52.)			
WRITING 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.			
W.7.9 Draw evidence from literary or informational texts			

to support analysis, reflection, and research. a. Apply grade 7 Reading standards 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"). 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.				
LANGUAGE L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.	What is the denotation? What is connotation?	lesson assessments skills builder	appositives participial phrase compare contrast cause effect antonyms synonyms predict connect visualize denotation connotation	skills builder

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

tanahar lad) with divarga narthars	dromatic reading		
teacher led) with diverse partners	dramatic reading		
on grade 7 topics, texts, and			
issues, building on others' ideas			
and expressing their own clearly.			
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.			
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.)			
ior specific expectations.)			
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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
READING:	How do you	Before:	setting	Unit Resource Book
LITERATURE	recognize and	KWL	place	Audio Library
RL.7.1 Cite several pieces of	analyze the setting of	Developmental	historical period	Classroom Library
textual evidence to support	a story?	Reading	historical fiction real characters	School Library
analysis of what the text says explicitly as well as inferences		Assessment	imaginary	Graphic organizers
drawn from the text.		Formal Assessment 1	characters	Anchor Chart
diawii noiii tile text.			plot	Daily Oral Language Builder
RL.7.2 Determine a theme or		During:	F	6 + 1 Traits of Writing
central idea of a text and analyze		Keep a reading log		
its development over the course of		that shows times read		Resources for grade level book
the text; provide an objective		in and out of school.		choice:
summary of the text.		Reader's response		www.booksource.com
RL.7.6 Analyze how an author		journal		www.scholastic.com
develops and contrasts the points		Think/pair/share		
of view of different characters or		Partner Reading		Resources for reading and writing
narrators in a text.		Literacy Circle		workshops:
		Lesson Assessments		www.renz.com
RL.7.9 Compare and contrast a				www.bethnewingham.com
fictional portrayal of a time, place, or character and a historical		After:		www.mrsmcgowan.com/reading/
account of the same period as a		Reader's response		writing resources
means of understanding how		worksheet		www.busyteacherscafe.com/litera
authors of fiction use or alter		Formal Assessment 2		cy/writing workshop.html
history.		Test Generator		http://thecenter.spps.org/Reader s
		Portfolio		Workshop4.html
		Writing Rubric		*
				Common Core Standards:
				www.commoncorestandards.org

				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,	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	
including how the major sections				

contribute to the whole and to the development of the ideas.			
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.			
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.			
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.			
LANGUAGE L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases		multiple -meaning words homonyms fact opinion	Websites: Lesson plan ideas for autobiographies and biographies http://www.webenglishteacher.com/biography.html
and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships		visualize independent clause compound sentence	Alphabet autobiography http://www.education-world.com/ a_tsl/archives/05-1/lesson017.sht ml Writing-a-biography
signal differing relationships among ideas.		adverb cause/effect paraphrase summarize	Writing a biography http://www.infoplease.com/home work/wsbiography.html

L.7.2 Demonstrate command of	main idea	http://www.brainpop.com
the conventions of standard	details	A subscription site with multiple
English capitalization,		resources for all genres/subject.
punctuation, and spelling when		
writing.		
b. Spell correctly.		
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.*		
L.7.4 Choose language that		
expresses ideas precisely and		
concisely, recognizing and		
eliminating wordiness and		
redundancy.*		
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 meaning of a word		
(e.g., belligerent, bellicose, rebel).		
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.		

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).		
L.7.5 Demonstrate understanding		
of figurative language, word		
relationships, and nuances in word		
meanings.		
b. Use the relationship between		
particular words (e.g.,		
synonym/antonym, analogy) to		
better understand each of the		
words.		
c. Distinguish among the		
connotations (associations) of		
words with similar denotations		
(definitions) (e.g., <i>refined</i> ,		
respectful, polite, diplomatic,		
condescending).		
condescending).		
SPEAKING & LISTENING	create an insignia	
SL.7.1 Engage effectively in a	evaluate a speech	
range of collaborative discussions	choral reading	
(one-on-one, in groups, and	adapt/perform a	
teacher led) with diverse partners	monologue	
on grade 7 topics, texts, and	present research	
issues, building on others' ideas	report	
and expressing their own clearly.	τοροιτ	
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.		

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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.				
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.				
SL.7.5 Include multimedia				
components and visual displays				
in presentations to clarify				
claims and findings and				
emphasize salient points.				
	<u> </u>			
SL.7.6 Adapt speech to a variety	<u> </u>			
of contexts and tasks,				
demonstrating command of	<u> </u>			
formal English when indicated				
or appropriate. (See grade 7				
Language standards 1 and 3				
here for specific expectations.)				
inore for specific expectations.)	<u> </u>		I	

WRITING	write a research		
W.7.2 Write	report		
informative/explanatory texts to			
examine a topic and convey ideas,			
concepts, and information through			
the selection, organization, and			
analysis of relevant content.			
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.			
b. Develop the topic with relevant			
facts, definitions, concrete details,			
quotations, or other information			
and examples.			
c. Use appropriate transitions to			
create cohesion and clarify the			
relationships among ideas and			
concepts.			
d. Use precise language and			
domain-specific vocabulary to			
inform about or explain the topic. e. Establish and maintain a formal			
style. f. Provide a concluding statement			
or section that follows from and			
supports the information or			
explanation presented.			
explanation presented.			
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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.)		
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.)		
WRITING		
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.		
W.7.9 Draw evidence from		
literary or informational texts to		
support analysis, reflection, and		
research.		
a. Apply grade 7 Reading		
standards 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").		
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.		

English Language Arts Pacing Guide

Time Frame: 6 weeks May/June Seventh Grade

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

Genre: Myth, Folk Tale, Legend,

Common Core	Essential Questions	Assessment	Vocabulary	Resources
LANGUAGE		Before:	Analyze	Unit Resource Book
L.7.2 Demonstrate command of		KWL	Anecdote	Audio Library
the conventions of standard		Developmental	Character	Classroom Library
English capitalization,		Reading	Climax	School Library
punctuation, and spelling when		Assessment	Conflict	Graphic organizers
writing.			Direct Object	Anchor Chart
b. Spell correctly.		Formal Assessment 1	Exposition	Daily Oral Language Builder
X = 2 X			Fiction	6 + 1 Traits of Writing
L.7.3 Use knowledge of language		<u>During</u> :	Folktale	6 + 1 Traits of Writing
and its conventions when writing,		Keep a reading log	Identify	
speaking, reading, or listening. a. Choose language that		that shows times read	Moral	Resources for grade level book
expresses ideas precisely and		in and out of school.	Magic Novel	choice:
concisely, recognizing and		Reader's response	Plot	www.booksource.com
eliminating wordiness and		journal	Predict	www.scholastic.com
redundancy.*		Think/pair/share	Resolution	
Tourisment,		Partner Reading	Sentence	Resources for reading and writing
L.7.4 Determine or clarify the		Literacy Circle	Fragment	workshops:
meaning of unknown and		Lesson Assessments	Setting	www.renz.com
multiple-meaning words and			Short Story	www.bethnewingham.com
phrases based on grade 7 reading		After:	Subject	www.mrsmcgowan.com/reading/w
and content, choosing flexibly		Reader's response	Tall tale	
from a range of strategies.		_	Theme	riting_resources
a. Use context (e.g., the overall		worksheet	Verb	www.busyteacherscafe.com/literac
meaning of a sentence or		Formal Assessment 2		y/writing_workshop.html
paragraph; a word's position or		Test Generator		http://thecenter.spps.org/Reader_s
function in a sentence) as a clue		Portfolio		Workshop4.html
to the meaning of a word or		Writing Rubric		
phrase.				Common Core Standards:
b. Use common,				www.commoncorestandards.org
grade-appropriate Greek or Latin				www.commoncorestandards.org
affixes and roots as clues to the				

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

leas in a text (e.g., how ideas fiftuence individuals or events, or ow individuals influence ideas revents). LT.4 Determine the meaning of tords and phrases as they are sed in a text, including gurative, connotative, and rehnical meanings; analyze the apact of a specific word choice in meaning and tone. LT.5 Analyze the structure an author uses to organize a text, reluding how the major sections ontribute to the whole and to the evelopment of the ideas. LT.6 Determine an author's oint of view or purpose in a text individuals in fluence and analyze how the author istinguishes his or her position om that of others. LT.7.7 Compare and contrast a ext to an audio, video, or relutimedia version of the text, analyzing each medium's ortrayal of the subject (e.g., how the delivery of a speech affects to impact of the words). LT.7.8 Trace and evaluate the	RI.7.3 Analyze the interactions	Secondary
affluence individuals or events, or ow individuals influence ideas revents). 1.7.4 Determine the meaning of ords and phrases as they are sed in a text, including gurative, connotative, and echnical meanings; analyze the meaning and tone. 1.7.5 Analyze the structure an author uses to organize a text, eluding how the major sections ontribute to the whole and to the evelopment of the ideas. 2.7.6 Determine an author's oint of view or purpose in a text and analyze how the author isstinguishes his or her position om that of others. 2.7.7 Compare and contrast a ext to an audio, video, or multimedia version of the text, analyzing each medium's ortrayal of the subject (e.g., how the delivery of a speech affects to impact of the words). 2.7.8 Trace and evaluate the	between individuals, events, and	
we individuals influence ideas revents). I.1.7.4 Determine the meaning of cords and phrases as they are sed in a text, including gurative, connotative, and rehands and tone. I.1.7.5 Analyze the structure an uthor uses to organize a text, including bow the major sections ontribute to the whole and to the evelopment of the ideas. I.1.7.6 Determine an author's oint of view or purpose in a text and analyze how the author istinguishes his or her position om that of others. I.1.7.7 Compare and contrast a ext to an audio, video, or untimedia version of the text, nailyzing each medium's ortrayal of the subject (e.g., how he delivery of a speech affects he impact of the words). II.1.8 Trace and evaluate the	ideas in a text (e.g., how ideas	Abstract Students can use this website to
Bias Supporting detail An Element the meaning of ords and phrases as they are sed in a text, including gurative, connotative, and rechnical meanings; analyze the mact of a specific word choice n meaning and tone. ILT.5 Analyze the structure an author uses to organize a text, teluding how the major sections ontribute to the whole and to the evelopment of the ideas. ILT.6 Determine an author's point of view or purpose in a text and analyze how the author isstinguishes his or her position om that of others. ILT.7.7 Compare and contrast a ext to an audio, video, or aultimedia version of the text, malyzing each medium's ortrayal of the subject (e.g., how the delivery of a speech affects to impact of the words). ILT.7.8 Trace and evaluate the	influence individuals or events, or	paragraph store the sites that they found
Supporting detail Topic rots and phrases as they are sed in a text, including gurative, connotative, and chanical meanings; analyze the mpact of a specific word choice in meaning and tone. 1.7.5 Analyze the structure an author uses to organize a text, including how the major sections ontribute to the whole and to the evelopment of the ideas. 1.7.6 Determine an author's oint of view or purpose in a text and analyze how the author istinguishes his or her position om that of others. 1.7.7 Compare and contrast a exit to an audio, video, or ulutimedia version of the text, nalyzing each medium's ortrayal of the subject (e.g., how he delivery of a speech affects he impact of the words). 1.7.8 Trace and evaluate the	how individuals influence ideas	Quotes useful
detail Topic Topic sentences Research Presentation Outline Note cards Rough draft Final draft Revise Encyclopedia II.7.6 Determine an author's oint of view or purpose in a text and analyze how the author istinguishes his or her position om that of others. II.7.7 Compare and contrast a ext to an audio, video, or multimedia version of the text, nalyzing each medium's ortrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). II.7.8 Trace and evaluate the	or events).	Bias
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	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. 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.			
INFORMATIONAL TEXT 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.	How would you critique an informative brochure?	Give students various sources to correctly cite and put in alphabetical order.	
WRITING W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among		Read research and take notes for given topic Write bibliography cards that cite sources properly Create an outline to write paper	

claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.			
WRITING 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. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Write a rough draft of a research paper, proofread, then write final draft Write bibliography for paper		

 d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation 			
presented.			
W.7.3 Write narratives to			
develop real or imagined			
experiences or events using			
effective technique, relevant			
descriptive details, and			
well-structured event sequences.			
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.			
b. Use narrative techniques, such			
as dialogue, pacing, and			
description, to develop			
experiences, events, and/or			
characters.			
c. Use a variety of transition			
words, phrases, and clauses to			
convey sequence and signal shifts			
from one time frame or setting to			
another.			
d. Use precise words and phrases,			
relevant descriptive details, and			
sensory language to capture the			

action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
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.)			
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 .)			
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.			

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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.			
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WRITING			
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.			
WZ0D :1 C			
W.7.9 Draw evidence from			
literary or informational texts to			
support analysis, reflection, and			
research.			
b. Apply grade 7 Reading			
standards 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").			
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.		
purposes, and addiences.		
SPEAKING & LISTENING	After:	
SL.7.1 Engage effectively in a	Students create	
range of collaborative discussions	PowerPoint	
(one-on-one, in groups, and	presentation and	
teacher led) with diverse partners	present to class	
on grade 7 topics, texts, and	present to class	
issues, building on others' ideas		
and expressing their own clearly.		
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.		
SI 72 Augles de mainide.		
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.			
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.			
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.			
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			
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.)			