

Seventh Grade (2017 Standards)

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
|-----------|-------------------|---|---|--------|--------|--------|--------|--------|--------|---|
| OBJECTIVE | Thematic Focus | Beginning of Year Work <ul style="list-style-type: none"> • Student Introductions • Examine Syllabus & Outline Classroom Procedures • STAR Reading • Smart Goals • Writing Diagnostic | Elements of Writing & Informational Texts/Media Literacy – UNIT 8 (Holt) | | | | | | | Benchmark Assessment #1 (Fall) |
| | Comprehension | | <p>Introduce and Review Core Strategies: Understanding Nonfiction: Students will read to interpret the main idea(s) and supporting details, organizational pattern, purpose, and author’s viewpoint of a nonfiction passage/text. SOL 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> • 7.6.a-d Predict and categorize information by analyzing text features; identify author’s organizational pattern; make inferences/draw conclusions using both explicit and implied information; differentiate between fact and opinion. • 7.6.e, h-m Identify main idea and supporting details; summarize objectively; identify cause-and-effect relationships; Analyze, organize, and synthesize information for use in written/other formats; use reading strategies to monitor comprehension. <p>Media Literacy: Students will examine various elements of media literacy, interpret messages presented by various forms of media, and identify persuasive/informative techniques used.</p> <p>SOL 7.3 The student will examine the elements of media literacy.</p> <ul style="list-style-type: none"> • 7.3.a-e Identify persuasive/informative techniques used; distinguish between fact and opinion; describe how word choice, visual images, and sound convey viewpoint; compare and contrast the effectiveness of techniques across multiple types of media messages; synthesize audience-specific messages. | | | | | | | Writing Benchmark #1 (Expository) 8th Gr. Prompt 20: “What is something you would like to accomplish in the future? Perhaps you would like to learn how to play an instrument, graduate at the top of your class, or visit the ocean. Identify one thing you would like to accomplish, and include specific details and examples to help explain why it is important.” |
| | Vocabulary | | <p>SOL 7.4 The student will read and determine the meanings of unfamiliar words and phrases...</p> <ul style="list-style-type: none"> • 7.4.b, e-g Use roots, affixes, synonym/antonym to expand working vocabulary; use content, sentence structure, and word reference materials to determine word meanings and etymology; extend general vocabulary. <p>In addition to general and academic vocabulary, the following terms need to be understood for students to write a persuasive essay:</p> <ul style="list-style-type: none"> • Argument • Claim • Evidence • Opposing Claim | | | | | | | |
| | Literary Analysis | | <p>As students read various nonfiction selections, they will focus on identifying not only text features, but also the structure of the text, the author’s viewpoint, and identifying the main idea(s) and supporting details of the texts they read, with the goal of synthesizing a thorough, objective summary about the text(s).</p> <p>SOL 7.6 The student will demonstrate a variety of nonfiction texts</p> <ul style="list-style-type: none"> • 7.6.a Skim materials using text features including type, headings, and graphics to predict and categorize information [and enhance comprehension, including, but not limited to, boldface/italics, sidebars, headings/subheadings, footnotes, annotations, and captions]. • 7.6.b Identify an author’s organizational pattern using textual clues, such as transitional words and phrases [to enhance comprehension, including cause and effect, comparison/contrast, enumeration or listing, sequential, chronological, concept/definition, generalization, process, problem/solution]. • 7.6.g-i Identify the main idea(s) of a text and its supporting details, and create an objective summary. | | | | | | | |

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| OBJECTIVE | Writing & Research | <p>DWA (<i>diagnostic writing assessment</i>)</p> <p>The teacher will choose a compelling prompt, to which students will respond. The teacher will then review student prompts and use the collected data to form relevant SMART goals.</p> <p>SOL 7.7 Students will write in a variety of forms.</p> <ul style="list-style-type: none">• 7.7.c• 7.7.d• 7.7.e• 7.7.f <p>SOL 7.8 Students will self-edit writing for capitalization, punctuation, spelling, sentence structure, and Standard English.</p> | <p>Writing/Grammar Focus Lessons: Use Quill.org or other resources.</p> <p>Week 2</p> <ul style="list-style-type: none">• Parts of speech review.• Sentence Fragments—focus on fragment-free writing. What makes a sentence? <p>Week 3</p> <ul style="list-style-type: none">• Writing compound sentences <p>Week 4-6</p> <ul style="list-style-type: none">• Writing Complex Sentences• Possessives and Contractions• Commonly confused words | <p>Writing/Grammar Focus Lessons: Use Quill.org or other resources.</p> <p>Week 7</p> <ul style="list-style-type: none">• Using Consistent Verb Tense <p>Week 8-9</p> <ul style="list-style-type: none">• Writing Thesis statements and Introductory Paragraphs• Using Transitions• Punctuating Dialogue | |
| | | <p>Writing Preparedness: Students will organize, prewrite, and compose essays about various topics from the 8th grade writing SOL preparation list (designated to seventh grade teachers by administration), including, but not limited to, persuasive and expository writing. All prewriting and writing composition will be collected and preserved for eighth grade teachers the following year.</p> <p>SOL 7.7 The student will write in a variety of forms, <u>with specific focus on EXPOSITORY WRITING.</u> (<i>Writing Benchmark</i>)</p> <ul style="list-style-type: none">• 7.7.i-m Write multiparagraph compositions with elaboration and unity, using transition words and phrases; develop and modify central idea, tone, and voice to fit audience/purpose; use modifiers, standard coordination and subordination in complete sentences; use clauses and phrases for sentence variety. <p>SOL 7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none">• 7.8.a, d-f Choose appropriate adjectives and adverbs to enhance writing; edit for verb tense and point of view consistency; use quotation marks with dialogue and direct quotations; use correct spelling for commonly used words. <p>Year-Long Research Option: Students will research a topic and write an organized essay detailing the information they researched about that topic. This is part of a year-long, multi-modal presentation, this being the writing portion. All prewriting and writing composition will be collected and preserved for eighth grade teachers the following year. Student research will focus on the following SOL's:</p> <p>SOL 7.9 The student will find, evaluate, and select appropriate resources to create a research product.</p> <p>7.9.a-f Formulate and revise questions about a research topic; collect, organize, and synthesize information from multiple sources, then analyze and evaluate the validity and credibility of resources; quote, summarize, and paraphrase information; use correct citations (MLA) and avoid plagiarism; demonstrate ethical use of the internet.</p> | | | |
| READING/TEXTS | Teacher Directed Texts | | Select and teach with a teacher-guided discussion from Unit 8 <i>Holt/McDougal</i> or other sources. | | |
| | Student Directed Texts | | Teacher will choose which texts students will examine and discuss independently. | | |
| | Independent Reading | Introduce the principles of independent reading and review Accelerated Reader procedures and requirements. | <p>Introduce the principles of independent reading:</p> <ul style="list-style-type: none">• Students will read teacher-dictated-number of nonfiction books of choice to complete with Accelerated Reader program in the LMC.• Other AR books may be of student choosing in conjunction with their reading range as identified by the STAR reading assessment. <p>Suggestion for Independent Reading Project:</p> <p>For this project, students will read two different nonfiction books on a topic of their choice (chosen from the school library) and complete a project, essay, or presentation (decided by the teacher). The books chosen by students may be informational or literary nonfiction (or one of each) and can be anything—a favorite animal, a place to visit, an event from history, etc. Students will practice analyzing and synthesizing information and present their work to the class.</p> | | |

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| ASSESSMENT | Authentic Learning Experiences | | Independent Reading Project Advertising (<i>written or digital</i>) – Students could take an invention they learned about in history class, or something they think up themselves, and use one of the persuasive techniques for a newspaper, billboard, or digital advertisement. | |
| | Assessment Tools | STAR Reading assessment DWA (<i>diagnostic writing assessment</i>) | <ul style="list-style-type: none"> • Unit Test • Rubric for Independent Reading Project • Rubric for Expository Writing Benchmark • Reading Comprehension quizzes • Vocabulary assessments | |
| RESOURCES | Stories/Passages & Texts | | <p>Stories and passages will be chosen by the teacher from the <i>Holt/McDougal</i> anthology and other sources.</p> <p><u>Other Online Resources:</u></p> <ul style="list-style-type: none"> • Quill.org free online resource for grammar and sentence structure • CommonLit.org free online resource for a variety of texts, including paired texts • Readworks.org free online resource for a variety of texts, including text sets (especially good for nonfiction). Use of the <i>Article-A-Day Book of Knowledge</i> would be a great place to practice summarizing in students' own words. • Khanacademy.org free online lessons and practice; would be great for grammar and writing practice. | |

Notes & Comments:

English/Language Arts Pacing Guide

Seventh Grade (2017 Standards)

Quarter 2

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
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| OBJECTIVE | Thematic Focus | Plot, Conflict, Setting- Unit 1 (<i>Holt</i>) | | | | Analyzing Character and Point of View-Unit 2 (<i>Holt</i>) | | | | Review |
| | Comprehension | <p>Introduce and Review Core Strategies: SOL 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none">• 7.5.a, c Examine and analyze elements of narrative structure: plot, setting, and conflict, and how they influence each other; identify cause-and-effect relationships and their impact on plot.• 7.5.f, g Compare forms/genres of fiction; describe the impact word choice, imagery and figurative language, and other literary devices have on an author’s style.• 7.5.i, j Make inferences, draw conclusions; use reading strategies to monitor comprehension. <p>Continue Core Strategies:</p> <ul style="list-style-type: none">• 6.6.a Use text structure to predict and categories print and digital texts.• 6.6.g Identify main idea and summarize supporting details. | | | | <p>Continue Core Strategies:</p> <ul style="list-style-type: none">• 7.5.d, j Differentiate between first and third person point-of-view; use information to draw conclusions and make inferences about characters.• Review elements of narrative structure discussed in Unit 1 (7.5.a, c, f, g, i, j) | | | | Midterm Exam |
| | Vocabulary | <p>Introduce vocabulary self-selection strategy linked to independent reading</p> <p>Teach academic vocabulary alongside general vocabulary and vocabulary words linked to texts.</p> <p>SOL 7.4 The student will read and determine the meanings of unfamiliar words and phrases...</p> <ul style="list-style-type: none">• 7.4.b, e-g Use roots, affixes, synonym/antonym to expand working vocabulary; use content, sentence structure, and word reference materials to determine word meanings and etymology; extend general vocabulary. | | | | | | | | |
| | Literary Analysis | <p>Plot/Conflict: As students read various fiction selections, they will focus on identifying and analyzing concepts common with fiction and literature.</p> <ul style="list-style-type: none">• Identify the main conflict and any minor conflict that arise (7.5.a) and distinguish whether the conflict is internal or external.• Analyze a text for plot structure (7.5.a) and identify the exposition, initiating event, rising action, turning point, falling action, and resolution.• Identify the setting of the narrative and explain why it is important to the central conflict (7.5.a).• Identify the protagonist(s), antagonist(s), major, and minor characters and their influence over the main conflict in the story (7.5.a).• Recognize the author’s use of foreshadowing in a fictional text (7.5.g). | | | | <p>Characterization: As students read, they will focus on identifying and analyzing characters and motivation. Specifically, students will determine the underlying cause for why a protagonist/antagonist behaves the way it does in the story (motivation) and what causes a change (if any) in that character.</p> <ul style="list-style-type: none">• Analyze and explain how characters and plot are used in a selection to support the central conflict (7.5a). <p>Point of View: As students read, they will focus on identifying and analyzing the point of view used by the narrator of a text. Students will understand the difference between the narrator and the author of a text. They will be able to distinguish between <i>First Person</i> and <i>Third Person</i> points of view; they will also be able to further explain the difference between and identify the use of <i>Third Person Limited</i> and <i>Third Person Omniscient</i> points of view. Students will determine whether a narrator/author/speaker is <i>objective</i> or <i>subjective</i>.</p> <ul style="list-style-type: none">• Differentiate between first and third person point-of-view (7.5.d). <p>Continue spiral-review of elements of narrative structure discussed in Unit 1 (conflict, plot structure, setting, types of characters, and foreshadowing).</p> | | | | |

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| OBJECTIVE | Writing & Research | <u>Writing/Grammar Focus Lessons:</u> Use Quill.org or other resources. Week 1 <ul style="list-style-type: none">Using Consistent Verb Tense Week 2-4 <ul style="list-style-type: none">Punctuation | | <u>Writing/Grammar Focus Lessons:</u> Use Quill.org or other resources. Week5-6 <ul style="list-style-type: none">Using Adjectives/Adverbs to Enhance Writing Week 7 <ul style="list-style-type: none">Pronoun-Antecedent Agreement Weeks 8-9 <ul style="list-style-type: none">Subject-Verb Agreement | |
| | | <u>Writing Activities:</u> Response to Reading – students may write journal responses, keep a dialogue journal, or complete other critiques. Summarizing – students will summarize the influential events in a story in a chronological and concise manner, using transitions and complete, compound sentences. <u>Writing Preparedness:</u> Students will organize, prewrite, and compose essays about various topics from the 8 th grade writing SOL preparation list (designated to seventh grade teachers by administration), including, but not limited to, persuasive and expository writing. All prewriting and writing composition will be collected and preserved for eighth grade teachers the following year. <u>SOL 7.7</u> The student will write in a variety of forms, with specific focus on NARRATIVE WRITING. <ul style="list-style-type: none">7.7.i-m Write multiparagraph compositions with elaboration and unity, using transition words and phrases; develop and modify central idea, tone, and voice to fit audience/purpose; use modifiers, standard coordination and subordination in complete sentences; use clauses and phrases for sentence variety. <u>SOL 7.8</u> The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. <ul style="list-style-type: none">7.8.a, d-f Choose appropriate adjectives and adverbs to enhance writing; edit for verb tense and point of view consistency; use quotation marks with dialogue and direct quotations; use correct spelling for commonly used words. <u>Year-Long Research Option:</u> Students will continue to use research skills taught the first nine-weeks to finish their research papers. <ul style="list-style-type: none"><u>SOL 7.7</u> The student will write in a variety of forms.<u>SOL 7.8</u> The student will write multiple drafts to revise and edit for mechanical errors.<u>SOL 7.9</u> The student will find, evaluate, and select appropriate resources to create a research project. | | | |
| READINGS / TEXTS | Teacher Directed Texts | Select and teach with a teacher-guided discussion from Unit 1 <i>Holt/McDougal</i> or other sources. | | Select and teach with a teacher-guided discussion from Unit 2 <i>Holt/McDougal</i> or other sources. | |
| | Student Directed Texts | Teacher will choose which texts students will examine and discuss independently. | | Students will complete the first Literature Circle activity using SOL’s 7.1 a-j. | |
| | Independent Reading | Introduce the principles of independent reading: <ul style="list-style-type: none">Review Accelerated Reader procedures and requirements (for independent novel reading using determined AR reading range).One novel or equivalent required in the three-week unit. | | One novel or equivalent required for the four-week unit. | |
| ASSESSMENT | Authentic Learning Experiences | These may include: <ul style="list-style-type: none">A narrative/creative writing projectA research project about a topic, career, or journeyA physical representation – symbols, diagram, dioramaAdvertising (written or digital)Drama – written and performed/observed | | These may include: <ul style="list-style-type: none">A narrative/creative writing projectA research project about a topic, career, or journeyA physical representation – symbols, diagram, dioramaAdvertising (written or digital)Drama – written and performed/observed <u>Year-Long Research Option:</u> Students will put the finishing touches on the research paper they have been working on the entire semester. | |

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| | Assessment Tools | <ul style="list-style-type: none">• Unit Test (<i>narrative structure—plot, conflict, setting</i>)• Reading Comprehension quizzes• Vocabulary assessments | <ul style="list-style-type: none">• Unit Test (<i>narrative structure, character development, and point-of-view in literature</i>)• Reading Comprehension quizzes• Vocabulary assessments• Rubric for Narrative Writing• Midterm Exam: Teacher-developed assessment for the concepts of informational texts, narrative structure, and character development. | |
| RESOURCES | Stories/Passages & Texts | <p>Teacher choice of 7th grade novel.</p> <p>Selections of texts will be chosen from <i>Holt/McDougal</i> anthology as well as from other sources.</p> <p><u>Other Online Resources:</u></p> <ul style="list-style-type: none">• Quill.org free online resource for grammar and sentence structure• CommonLit.org free online resource for a variety of texts, including paired texts• Readworks.org free online resource for a variety of texts, including text sets (especially good for nonfiction). Use of the <i>Article-A-Day Book of Knowledge</i> would be a great place to practice summarizing in students’ own words.• Khanacademy.org free online lessons and practice; would be great for grammar and writing practice. | | |

Notes & Comments:

English/Language Arts Pacing Guide

Seventh Grade (2017 Standards)

Quarter 3

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
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| OBJECTIVE | Thematic Focus | Understanding Theme and Figurative Language – UNIT 3 (Holt) | | | | Poetry, Mood, Tone, and Style – UNITS 4 and 5 (Holt) | | | | STAR Reading (Spring Assessment) |
| | Comprehension | <p>SOL 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none">• 7.5.a-c Examine and analyze elements of narrative structure: character development, plot, theme, and conflict, and how they influence each other; explain (multiple) themes; identify cause-and-effect relationships.• 7.5.e, g Identify characteristics of a variety of genres; describe the impact word choice, imagery and figurative language, and other literary devices have on an author’s style.• 7.5.i, j Make inferences, draw conclusions; use reading strategies to monitor comprehension. <p>SOL 7.4 The student will read and determine the meanings of unfamiliar words and phrases...</p> <ul style="list-style-type: none">• 7.4.c-d Identify and analyze the construction and impact of figurative language; identify connotations. | | | | <p>Continue Core Strategies:</p> <ul style="list-style-type: none">• 7.5.i Make predictions, inferences, and draw conclusions.• Describe the impact of word choice on tone and mood, and describe and analyze imagery and literary devices including figurative language and connotation as discussed in previous units 1-3. (7.4.c-d; 7.5.a-b, g) | | | | Benchmark Assessment #2 (Spring) |
| | Vocabulary | Teach academic vocabulary alongside general vocabulary and vocabulary words linked to texts. SOL 7.4 The student will read and determine the meanings of unfamiliar words and phrases... <ul style="list-style-type: none">• 7.4.b, e-g Use roots, affixes, synonym/antonym to expand working vocabulary; use content, sentence structure, and word reference materials to determine word meanings and etymology; extend general vocabulary. | | | | | | | | Writing Benchmark #2 (Persuasive) 8 th Gr. Prompt #39: “The school board plans to add one and a half hours to school each day. Do you agree or disagree with extending the school day? Use specific details and examples to convince the school board to accept your position.” |
| | Literary Analysis | <p>Theme: As students read, they will identify the theme(s) of a text and analyze its development, and look for more than one theme presented by a text and compare/contrast texts with similar themes. They will also examine the title, plot, character changes, and setting to help identify the theme of a text.</p> <ul style="list-style-type: none">• Identify conventional elements and characteristics of a variety of genres (7.5.f)• Identify and explain the theme (7.5.b) of various fiction, narrative nonfiction, and poetic texts.• Describe the impact of word choice, imagery, and literary devices including figurative language and connotation. (7.4.c-d; 7.5.g) <p>Figurative Language: As students read a variety of fictional and poetic texts, they will identify and analyze various types of figurative language and its importance and relevance to the text.</p> <ul style="list-style-type: none">• Identify and analyze the construction and impact of figurative language (7.4.c) including analogies, simile/metaphor, hyperbole, onomatopoeia, personification, allusion, assonance/consonance/alliteration, idiom, cliché.• Identify connotations (7.4.d) and understand the difference from denotations. | | | | <p>Poetry: Students will read a variety of forms of poetry and examine each for poetic elements, theme, style, and figurative language.</p> <ul style="list-style-type: none">• Compare and contrast various forms and genres of fictional texts. (7.5.f)• Describe the impact of word choice, imagery, and literary devices including figurative language and connotation. (7.4.c-d; 7.5.g) <p>Continue to heavily emphasize and review theme and figurative language from the previous unit.</p> | | | | <p>Year-Long Research Option:</p> <p>Oral Presentation Preparation (final part of the year-long multimodal presentation option)</p> <p>7.2.a Select, organize, and create content to complement and extend meaning for a specific topic.</p> <p>7.2.c Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p> <p>7.2.c Use language and vocabulary</p> |

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| OBJECTIVE | | <ul style="list-style-type: none">Identify and analyze the use of imagery (7.5.g) and describe the impact of its use on the text. | | appropriate to audience, topic, and purpose. 7.2.d Paraphrase and summarize a speaker's key ideas. For this presentation, students will: <ul style="list-style-type: none">Plan and deliver an oral presentation.Use appropriate nonverbal techniques, including proper posture, stance, and gestures.Use proper verbal techniques including pace, pitch, tone, and volume.Write reflectively in response to multimodal presentations. |
| | Writing & Research | <p>Response to Reading – students may write journal responses, keep a dialogue journal, or complete other critiques.</p> <p>Writing Poetry (7.7.b, d, k, m, n)</p> <p>Students will organize, prewrite, and compose essays about various topics from the 8th grade writing SOL preparation list (designated to seventh grade teachers by administration), including, but not limited to, persuasive and expository writing. All prewriting and writing composition will be collected and preserved for eighth grade teachers the following year.</p> <p><u>SOL 7.7</u> The student will write in a variety of forms, with specific focus on PERSUASIVE WRITING.</p> <ul style="list-style-type: none">7.7.i-m Write multiparagraph compositions with elaboration and unity, using transition words and phrases; develop and modify central idea, tone, and voice to fit audience/purpose; use modifiers, standard coordination and subordination in complete sentences; use clauses and phrases for sentence variety. <p><u>SOL 7.8</u> The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none">7.8.a, d-f Choose appropriate adjectives and adverbs to enhance writing; edit for verb tense and point of view consistency; use quotation marks with dialogue and direct quotations; use correct spelling for commonly used words. | | |
| READINGS / TEXTS | Teacher Directed Texts | Select and teach with a teacher-guided discussion from Unit 3 <i>Holt/McDougal</i> or other sources. | Select and teach with a teacher-guided discussion from Unit 4-5 <i>Holt/McDougal</i> or other sources, including a variety of poetry. | |
| | Student Directed Texts | Have students complete the second literature circle activity using SOL's 7.1.a-j. Students may select, read, and share a variety of poems to the class. Students should read liberally from poetic selections. | | |
| | Independent Reading | One novel or equivalent required for the four-week unit. | One novel or equivalent required for the four-week unit. | |
| ASSESSMENT | Authentic Learning Experiences | <p>These may include:</p> <ul style="list-style-type: none">A narrative/creative writing projectA research project about a topic, career, or journeyA physical representation – symbols, diagram, dioramaAdvertising (written or digital)Drama – written and performed | <p>For Poetry, these may include:</p> <ul style="list-style-type: none">Writing or performing poetryWriting a poetry critiqueCreating a personal book of original poems <p><u>Year-Long Research Option:</u> Students will use the information gathered from the first semester research paper/project to now present the information to classmates in a multimodal presentation.</p> | |
| | Assessment Tools | <ul style="list-style-type: none">Unit Test/Teacher-developed assessmentReading Comprehension quizzesVocabulary assessments | <ul style="list-style-type: none">Unit Test/Teacher-developed assessment of imagery, literary devices, figurative language, mood/tone, and students' abilities to comprehend poetry.Reading Comprehension quizzesRubric for Persuasive WritingVocabulary assessmentsSTAR Reading (<i>Spring Assessment</i>) | |
| RESOURCES | Stories/Passages & Texts | Teacher choice of 7th grade novel. Selections of texts will be chosen from <i>Holt/McDougal</i> anthology as well as from other sources. | | |
| | | <p><u>Other Online Resources:</u></p> <ul style="list-style-type: none">Quill.org free online resource for grammar and sentence structureCommonLit.org free online resource for a variety of texts, including paired textsReadworks.org free online resource for a variety of texts, including text sets (especially good for nonfiction). Use of the <i>Article-A-Day Book of Knowledge</i> would be a great place to practice summarizing in students' own words.Khanacademy.org free online lessons and practice; would be great for grammar and writing practice. | | |

Notes & Comments:

English/Language Arts Pacing Guide

Seventh Grade (2017 Standards)

Quarter 4

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
|-----------|--------------------|--|--------|--------|--------|--------|---|--------|--------|-----------------------------------|
| OBJECTIVE | Thematic Focus | Genres: Biography and Autobiography – UNIT 7 (Holt) Myths, Legends, and Tales – UNIT 6 (Holt) | | | | | SOL REVIEW, SOL REMEDIATION, SOL EXPEDITED RETAKES | | | SOL Remediation and Retakes |
| | Comprehension | Continue Core Strategies: SOL 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. <ul style="list-style-type: none"> • 7.5.a-c Examine and analyze elements of narrative structure: character development, plot, theme, and conflict, and how they influence each other; explain (multiple) themes; identify cause-and-effect relationships. • 7.5.e-j Identify characteristics of and compare forms of a variety of genres; describe the impact word choice, imagery and figurative language, and other literary devices have on an author's style; compare and contrast details in literary and informational nonfiction texts; make inferences, draw conclusions; use reading strategies to monitor comprehension. SOL 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. <ul style="list-style-type: none"> • 7.6.a-d Predict and categorize information by analyzing text features; identify author's organizational pattern; make inferences/draw conclusions using both explicit and implied information; differentiate between fact and opinion. • 7.6.e, h-j Identify main idea and supporting details; summarize objectively, using supporting details from the text; identify cause-and-effect relationships. | | | | | Spiral review of material should have taken place all year leading up to SOL review. Review test-taking strategies. Review concepts students where students show weakness. Use TestNav to practice Tabbed Reading Passages and TEI type questions, and to boost student confidence with such test items. | | | Final Exam |
| | Vocabulary | Teach academic vocabulary alongside general vocabulary and vocabulary words linked to texts. SOL 7.4 The student will read and determine the meanings of unfamiliar words and phrases... <ul style="list-style-type: none"> • 7.4.b, e-g Use roots, affixes, synonym/antonym to expand working vocabulary; use content, sentence structure, and word reference materials to determine word meanings and etymology; extend general vocabulary. | | | | | Review literary terms and concepts. | | | |
| | Literary Analysis | Analyze, describe, and differentiate between the characteristics of various forms of folk literature. Analyze various forms of narrative nonfiction for use of literary elements, use of subjective/objective narration, author's viewpoint on the biographical subject, and use of other literary elements commonly found in narrative structure. Students will use the SQ3R method when analyzing a/n auto/biographical selection. | | | | | | | | |
| | Writing & Research | Students will compose their own fable, fairy tale, tall tale, or folk tale. SOL 7.7 The student will write in a variety of forms, with specific focus on PERSUASIVE WRITING. <ul style="list-style-type: none"> • 7.7.i-m Write multiparagraph compositions with elaboration and unity, using transition words and phrases; develop and modify central idea, tone, and voice to fit audience/purpose; use modifiers, standard coordination and subordination in complete sentences; use clauses and phrases for sentence variety. SOL 7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. <ul style="list-style-type: none"> • 7.8.a, d-f Choose appropriate adjectives and adverbs to enhance writing; edit for verb tense and point of view consistency; use quotation marks with dialogue and direct quotations; use correct spelling for commonly used words. | | | | | | | | |

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| | | Research Option: Students will research a topic and write an organized essay detailing the information they researched about that topic. All prewriting and writing composition will be collected and preserved for eighth grade teachers the following year. Student research will focus on the following SOL's: SOL 7.9 The student will find, evaluate, and select appropriate resources to create a research product. <ul style="list-style-type: none"> • 7.9.a-f Form and revise questions about a topic; collect, organize and synthesize information from multiple sources; evaluate the credibility of resources; quote, summarize, and paraphrase information using proper citations; avoid plagiarism; demonstrate ethical use of the internet. | |
| READINGS / TEXTS | Teacher Directed Texts | Select and teach a variety of short folk tales, myths, legends, etc. from <i>Holt/McDougal</i> and other sources. Select and teach a variety of auto/biographical and personal narratives from <i>Holt/McDougal</i> and other sources. | |
| | Student Directed Texts | Students will complete the third literature circle activity comparing/contrasting two or more myths or other type of folk literature. | |
| | Independent Reading | One novel or equivalent required for the four-week unit. | |
| ASSESSMENT | Authentic Learning Experiences | These may include: <ul style="list-style-type: none"> • A narrative/creative writing project • A research project about a topic, career, or journey • A physical representation – symbols, diagram, diorama • Advertising (written or digital) • Drama – written and performed | |
| | Assessment Tools | <ul style="list-style-type: none"> • Unit Test/Teacher-developed assessment • Reading Comprehension quizzes • Vocabulary assessments folk literature. | SOL Final Exam |
| RESOURCES | Stories/Passages & Texts | Teacher choice of 7th grade novel. Selections of texts will be chosen from <i>Holt/McDougal</i> anthology as well as from other sources. Other Online Resources: <ul style="list-style-type: none"> • Quill.org free online resource for grammar and sentence structure • CommonLit.org free online resource for a variety of texts, including paired texts • Readworks.org free online resource for a variety of texts, including text sets (especially good for nonfiction). Use of the <i>Article-A-Day Book of Knowledge</i> would be a great place to practice summarizing in students' own words. • Khanacademy.org free online lessons and practice; would be great for grammar and writing practice. | |

Notes & Comments: