

**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 4 weeks (September)

Unit 1: Legend

Genre: Narrative Reading and Narrative Writing

Definition – Legend: a subgenre of folktales provides an historical story (before recorded history) about a hero (protagonist), a people, or a natural phenomenon. Perceived to be true by the teller and listener, it centers around the lives and deeds of famous individuals, embellishing traits of strength and bravery.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">READING</p> <p style="text-align: center;">WORD RECOGNITION AND WORD STUDY</p> <p style="text-align: center;"><i>Word Recognition</i></p> <p>R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p> <p>R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>				
<p style="text-align: center;"><i>Fluency</i></p> <p>R.WS.07.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>				
<p style="text-align: center;">NARRATIVE TEXT</p> <p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.07.02 Analyze the structure, elements, style, and purposes of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p>	<p>How are universal truths conveyed in legends?</p> <p>How do legends use specific themes (bravery, strength, cleverness, etc.) to convey a message?</p>			<p><u>The Sea King’s Daughter: A Russian Legend</u>, Aaron Shepard, 2001. ISBN-13: 978-0689842597</p>

<p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p>How might the definition of miraculous events change throughout time?</p>			
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>				
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>				
<p style="text-align: center;">CRITICAL STANDARDS</p> <p>R.CS.07.01 Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>				
<p style="text-align: center;">WRITING WRITING GENRE</p> <p>W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>				

<p style="text-align: center;">WRITING PROCESS</p> <p>W.PR.07.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>				
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p style="text-align: center;">SPEAKING DISCOURSE</p> <p>S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.07.02 Respond to multiple text types in order to anticipate</p>				

<p>and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p>S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense and specific character actions such as gestures, movements, and expressions).</p>				
<p style="text-align: center;">LISTENING AND VIEWING RESPONSE</p> <p>L.RP.07.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.07.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>				

**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 4 weeks (October)

Unit 2: Mystery

Genre: Narrative Reading and Narrative Writing

Definition - Mystery: a narrative that involves a crime or intriguing problem around which the plot is built. The main character (sleuth) embarks on a search to reveal the hidden secrets to explain clue-based events, find the truth, and solve the problem. The focus is on the character and actions of the person solving the crime rather than on the criminal or victims of the crime.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p> <p>R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>				
<p align="center"><i>Fluency</i></p> <p>R.WS.07.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>How does the author build suspense and set the mood?</p>			<p>Books: <u>Hardy Boys</u> series, Franklin W. Dixon <u>Monster</u>, Walter Dean Myers, 2001 ISBN-13: 978-0064407311 <u>The Westing Game</u>, Ellen Raskin, 2004. ISBN-13: 978-0142401200 <u>Down the Rabbit Hole</u>, Peter</p>

			<p>Abrahams, 2006. ISBN-13: 978-0060737030</p> <p><u>Grooves: A Kind of Mystery</u>, Kevin Brockmeier, 2006. ISBN-10: 0060736917</p> <p><u>Last Shot: A Final Four Mystery</u>, John Feinstein, 2006. ISBN-13: 978-0553494600</p> <p><u>Ghost Ship</u>, Dietlof Rieche, 2006. ISBN-13: 978-0439863537</p> <p><u>Gilda Joyce: Psychic Investigator</u>, Jennifer Allison, 2006. ISBN-13: 978-0142406984</p> <p><u>Chasing Vermeer</u>, Blue Balliett, 2005. ISBN-13: 978-0439799270</p> <p><u>Exile</u>, Grace Cavendish, 2006. ISBN-13: 978-0385733229</p> <p><u>The Missing Manatee</u>, Cynthia DeFelice, 2008. ISBN-13: 978-0374400200</p> <p><u>The House on the Gulf</u>, Margaret Haddix, 2006. ISBN-13: 978-1416914068</p> <p><u>The Star of Kazan</u>, Eva Ibbotson, 2004. ISBN-10: 0525473475</p> <p>Mystery Writing Websites: http://teacher.scholastic.com/writew</p>
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				t/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 <i>Instructional Plan Preparation</i>
<p align="center">NARRATIVE TEXT</p> <p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p> <p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 Analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p>How could you use the protagonist's process of discovery in order to overcome a real-life challenge?</p> <p>How would you categorize the evidence for suspects that are being prosecuted as possible villains? (physical, circumstantial, witness etc)</p> <p>How else could the protagonist have solved the crime?</p>	<p>Prediction chart as students read a story or novel.</p> <p>K-W-L chart</p> <p>Comprehension questions related to corresponding novel reading selection.</p> <p>Journal Writing (Read and Respond)</p> <p>Bring in evidence from a story that is being read in class and let the students make their own assumption of the innocence or guilt of a character.</p> <p>Write a persuasive essay using the evidence.</p>	<p>Foreshadow</p> <p>Mood</p> <p>Setting</p> <p>Protagonist</p> <p>Antagonist</p> <p>Characterization</p> <p>Mystery</p> <p>Plot</p> <p>Parts of a Story</p> <p>Conflict</p> <p>Climax</p> <p>Red Herring</p> <p>Plot Twist</p> <p>Suspect</p> <p>Sleuth</p> <p>Investigator</p> <p>Detective</p> <p>Clue</p> <p>Alibi</p>	
<p align="center">COMPREHENSION</p> <p>R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>How could you use the protagonist's process of discovery in order to overcome</p>			

<p>R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>a real-life challenge? What would it be like to walk in the victim or villain’s shoes?</p>			
METACOGNITION				
<p>R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>				
READING ATTITUDE				
<p>R.AT.07.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>				
WRITING				
WRITING GENRE				
<p>W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>		<p>Write a Mystery / Short Story</p> <ul style="list-style-type: none"> ● Brainstorm topic ● Prewriting/ Organizing Information ● Write rough draft ● Edit, proofread draft ● Write final draft 		
WRITING PROCESS				
<p>W.PR.07.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p>				

<p>W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, element of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and ending in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>				
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p style="text-align: center;">SPELLING</p> <p>W.SP.07.01 In the context of writing, correctly spell the derivatives of bases and affixes.</p>				
<p style="text-align: center;">SPEAKING DISCOURSE</p> <p>S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.07.02 Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p>S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense and specific character actions such as gestures, movements, and expressions).</p>				

<p style="text-align: center;">LISTENING AND VIEWING RESPONSE</p> <p>L.RP.07.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.07.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>				

**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 6 weeks (November – December)

Unit 3: Brochure, Research Report, Research Project

Genre: Informational Reading and Informational Writing

Definition – Brochure: a small booklet or pamphlet designed to show services; sell an idea; or advertise a product, attraction, idea or event.

Research Report: an informational text produced as part of a research project. It summarizes the intent, process, sequence, and content of research, provable findings, and conclusions. Research preceding the report is completed through a systematic inquiry into a subject or problem in order to discover, verify, or revise relevant facts or principles relating to that subject of problem. Credible report requires credible research questions and procedures.

Research Project: a nonfiction inquiry project requiring an inquiry process and final report. Includes the selection of a topic, the development (and narrowing) of research questions, reading and recording selectively, designing research strategies, organizing information, synthesizing information, a written report, and a presentation of the report to a larger audience.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.07.03 Automatically recognized frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.07.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>				
<p align="center"><i>Vocabulary</i></p> <p>R.WS.07.07 In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>				
<p align="center">INFORMATIONAL TEXT</p> <p>R.IT.07.01 Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p>R.IT.07.02 Analyze organizational patterns including sequential, compare/contrast, and cause/effect.</p>	<p>How does research writing organize research findings in a coherent way and convey the results of a research project? Can a brochure be</p>	<p>Read various travel brochures or informational brochures to locate information</p>	<p>Credible Valid Reliable Thesis Paraphrase Footnote Citation Bibliography</p>	<p>Websites: Free Brochure templates http://office.microsoft.com/en-us/templates/CT101043031033.aspx</p> <p>WEBSITES: Use online resources to research</p>

<p>R.IT.07.03 Explain how authors use writer’s craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>both informative and entertaining? Explain How can you verify the facts in a research report?</p>	<p>Given various pieces of information, select the ones that would be considered credible sources</p>	<p>Plagiarism Works cited Sources Primary sources Secondary sources Abstract paragraph Quotes</p>	<p>topics http://more.mel.org Research paper ideas and lessons http://www.webenglishteacher.com/research.html Scroll down for links related to writing research papers http://www.infoplease.com/homework/writingskills1.html Students can use this website to store the sites that they found useful http://delicious.com/</p>
COMPREHENSION				
<p>R.CM.07.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>				
METACOGNITION				
<p>R.MT.07.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>How would you critique an informational brochure?</p>	<p>Give students various sources to correctly cite and put in alphabetical order.</p>		
CRITICAL STANDARDS				
<p>R.CS.07.01 Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>				
WRITING				
WRITING GENRE				
<p>W.GN.07.02 Write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g. position statement/supporting evidence, problem</p>		<p>Read research and take notes for given topic Write bibliography</p>		

<p>statement/solution, or compare/contrast), descriptive language, and informational text features.</p> <p>W.GN.07.03 Formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.</p>		<p>cards that cite sources properly</p> <p>Create an outline to write paper</p>		
<p style="text-align: center;">WRITING PROCESS</p> <p>W.PR.07.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/ supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>		<p>Write a rough draft of a research paper, proofread, then write final draft</p> <p>Write bibliography for paper</p>		
<p style="text-align: center;">GRAMMAR AND USAGE</p> <p>W.GR.07.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses;</p>				

parentheses; singular and plural possessive forms; and indefinite pronoun referents.				
<p align="center">SPEAKING CONVENTIONS</p> <p>S.CN.07.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.</p> <p>S.CN.07.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>		Students create PowerPoint presentation and present to class		
<p align="center">DISCOURSE</p> <p>S.DS.07.04 Plan and deliver a focused, coherent informational presentation using an informational organization pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation’s focus and the backgrounds and interests of the audience.</p>				
<p align="center">LISTENING AND VIEWING CONVENTIONS</p> <p>L.CN.07.01 Distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.</p> <p>L.CN.07.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>				
<p align="center">RESPONSE</p> <p>L.RP.07.01 Listen to or view knowledgeably a variety of genres to identify, state, and react to a speaker’s point of view and bias.</p> <p>L.RP.07.04 Ask probing questions of speakers, focusing on</p>				

claims and conclusions presented.				
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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 4 weeks (January)

Unit 4: Myth

Genre: Narrative Reading and Narrative Writing

Definition – Myth: anonymously written folk literature originating during man’s early history. Describes facts to explain religious doctrine, cultural belief or some mystery of nature. Myths, a subgenre of folktale, present characters with extraordinary powers. Characters may be gods, goddesses, demi-gods or humans who act in recognizable human ways through familiar motives.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p> <p>R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>				
<p align="center"><i>Fluency</i></p> <p>R.WS.07.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>				
<p align="center">NARRATIVE TEXT</p> <p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p>	<p>How are universal truths conveyed in myths?</p> <p>How do myths/legends use specific themes (bravery, strength, cleverness, etc.) to convey a</p>	<p>Using a Venn diagram compare and contrast myths and legends. (Can be specific stories or in general) Then write an essay based upon the diagram.</p>	<p>Gods Goddesses List of specific gods and goddesses (Zeus, Hercules, Aphrodite, Poseidon, Hades, etc.) Supernatural</p>	<p>WEBSITES Lesson plan ideas to teach Mythology http://www.webenglishteacher.com/classmyth.html</p> <p>BOOKS: <u>Favorite Greeks Myths</u>, Mary Pope Osborne, 1989. ISBN-13:</p>

<p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p>message?</p> <p>What emotions does the myth bring out in the reader and why?</p>	<p>Compare myths to present day beliefs</p>	<p>Ancient worlds (Greek, Roman, etc.) Deities</p>	<p>978-0590413381</p> <p><u>Favorite Greek Myths</u>, Mary Pope Osborn, 1989. ISBN-13: 978-0590413381</p> <p><u>The Children of Odin: The Book of Northern Myths</u>, Padraic Colum, 2004. ISBN-13: 978-0689868856</p> <p><u>The Golden Fleece: And the Heroes Who Lived Before Achilles</u>, Padraic Colum, 2004. ISBN-13: 978-0689868849</p>
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>What would it be like to walk in _____’s shoes?</p> <p>How are societal beliefs in this myth revealed?</p>			
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>How do the beliefs compare with your own beliefs?</p>			
<p style="text-align: center;">READING ATTITUDE</p> <p>R.AT.07.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>				

<p style="text-align: center;">WRITING GENRE</p> <p>W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>				
<p style="text-align: center;">WRITING PROCESS</p> <p>W.PR.07.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>		<p>Using mythological characters, write a myth explaining how/why something occurs in nature (ex: why the sun sets and rises)</p>		
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				

<p style="text-align: center;">SPELLING</p> <p>W.SP.07.01 In the context of writing, correctly spell the derivatives of bases and affixes.</p>				
<p style="text-align: center;">HANDWRITING</p> <p>W.HW.07.01 Write neat and legible compositions.</p>				
<p style="text-align: center;">WRITING ATTITUDE</p> <p>W.AT.07.01 Be enthusiastic about writing and learning to write.</p>				
<p style="text-align: center;">SPEAKING DISCOURSE</p> <p>S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.07.02 Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p>S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense and specific character actions such as gestures, movements, and expressions).</p>				
<p style="text-align: center;">LISTENING AND VIEWING RESPONSE</p> <p>L.RP.07.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.07.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>				

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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 4 weeks (February)

Unit 5: Autobiography, Biography, Personal Correspondence

Genre: Informational Reading

Definition – Autobiography: a narrative first person account of all or part of a person’s life (written by the subject of the work).

Biography: a factual third person account of a real person’s life usually focusing on a character, career, or achievements, and providing authentic representations of the time and place in which the individual lived. A biography is more than a list of impersonal facts like birth, education, work, relationships, and death. It also delves into the emotions of experiencing such events.

Personal Correspondence: written communication for one’s own purposes and not on behalf of an organization. Can be by electronic mail (e.g., email, blog, listserv) or by traditional post (letter).

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">READING</p> <p style="text-align: center;">WORD RECOGNITION AND WORD STUDY</p> <p style="text-align: center;"><i>Word Recognition</i></p> <p>R.WS.07.03 Automatically recognized frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.07.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts</p>				<p>Sample Letter Templates (Business and Personal links) http://www.writinghelp-central.com/sample-letters.html</p> <p>Personal and business letter generator http://www.readwritethink.org/materials/letter_generator/</p> <p>Personal Correspondence Books: <u>1001 Letters for All Occasions: The Best Models for Every Business and Personal Need</u>, Corey Sandler and Janice Keefe, 2004. ISBN-13: 978-1580628907</p> <p><u>Dear Miss Breed</u>, Joanne Openheim, 2006. ISBN-13: 978-0439569927</p> <p><u>P.S. Longer Letter Later</u>, Paula Danzinger and Ann Martin, 1999. ISBN-13: 978-0590213110</p>

				<p>WEBSITES</p> <p>Lesson plan ideas for autobiographies and biographies http://www.webenglishteacher.com/biography.html</p> <p>Alphabet autobiography http://www.education-world.com/a_tsl/archives/05-1/lesson017.shtml -</p> <p>Writing a biography http://www.infoplease.com/homework/wsbiography.html</p> <p>MOVIE: <u>The Autobiography of Miss Jane Pittman</u>, 2005. UPC: 074645895390</p> <p>Autobiography Books: <u>Soul Surfer</u>, Bethany Hamilton, 2006. ISBN-10: 1416503463</p> <p><u>The Story of My Life</u>, Helen Keller, 2005. ISBN-13: 978-1416500322</p> <p><u>Rosa Parks: My Story</u>, Rosa Parks, 1999. ISBN-13: 978-0141301204</p> <p><u>A Day No Pigs Would Die</u>, Robert Peck, 1994. ISBN-13: 978-067985306</p> <p><u>The Endless Steppe: Growing Up in Siberia</u>, Esther Hautzig, 1995. ISBN-13: 978-0064405775</p> <p><u>Through My Eyes</u>, Ruby Bridges, 1999. ISBN-13: 978-0590189231</p>
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resources.				
<p align="center">INFORMATIONAL TEXT</p> <p>R.IT.07.01 Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p>R.IT.07.02 Analyze organizational patterns including sequential, compare/contrast, and cause/effect.</p> <p>R.IT.07.03 Explain how authors use writer’s craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>How could the words used in a letter impact the reader, both in a negative and positive way?</p> <p>How might this biography look if it was written from someone else’s perspective?</p> <p>How is the author’s personality revealed in a particular event?</p>	<p>Have students decipher between friendly letters and formal letters seeing the different tones in each type</p> <p>Write friendly and formal letters</p> <p>After reading a selection, what event do you think was the most challenging for the author – explain</p> <p>Create a cause/effect chart while reading</p>	<p>Captions</p> <p>Inside address</p> <p>Salutation/ greeting</p> <p>Body</p> <p>Closing</p> <p>Signature</p> <p>Font size</p> <p>abbreviations</p> <p>Persuasive techniques</p> <p>Friendly Letter</p> <p>Business Letter</p> <p>Persuasive Letter</p> <p>Chronological</p> <p>Biased views</p> <p>Primary source</p> <p>Secondary source</p> <p>Tone</p> <p>Point of view</p> <p>Imagery</p> <p>Theme</p> <p>First person account</p>	
<p align="center">COMPREHENSION</p> <p>R.CM.07.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>				
<p align="center">METACOGNITION</p> <p>R.MT.07.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>What are the limits of communicating through letters or e-mail?</p>	<p>Read various biographies from similar eras (ex: civil rights era) and compare and</p>		

	If you were to walk in _____'s shoes, how would you react to certain situations revealed in the story?	contrast them using Venn Diagram – Write an essay using diagram		
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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 4 weeks (March)

Unit 6: Drama

Genre: Narrative Reading and Narrative Writing

Definition – Drama: literature written for performance.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p> <p>R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>				
<p align="center"><i>Fluency</i></p> <p>R.WS.07.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>				
<p align="center">NARRATIVE TEXT</p> <p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p> <p>R.NT.07.03 Analyze the role of antagonists, protagonists,</p>	<p>What Hollywood star would be best suited to play a particular role and what would be a good theme song for the drama being read in class? Explain your reasoning.</p> <p>How does the author</p>	<p>Assign groups for readers theater performances and assess their knowledge of stage presence, voice, etc.</p>		<p><u>WEBSITES</u> Great site for reader’s theater scripts http://www.aaronshp.com/rt/RTE.html#22 Site for drama activities http://www.michaelcoady.com/drama_education/dramless.htm</p>

<p>internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p>imply the personalities of the characters? Are all of the literary devices (theme, antagonists, protagonists, over and understatement, and exaggeration) needed for a good drama?</p> <p>How do you relate to _____ [name of character(s)]?</p> <p>What are the internal and/or external conflicts of the main character and how do they relate to other characters in the play and to your own life?</p>			<p>MOVIES <u>Hairspray</u>, 2007. ASIN: B000W4KT6E</p> <p><u>Dream Girls</u>, 2007. ASIN: B000O179A4</p> <p>BOOKS: <u>William Shakespeare and the Globe</u> Aliko, 2000. ISBN-13: 978-0064437226</p> <p><u>Our Town: A Play in Three Acts</u>, Thornton Wilder, 2003. ISBN-10: 0060512636</p> <p><u>Witness</u>, Karen Hesse, 2003. ISBN-13: 978-0439272001</p> <p><u>James and the Giant Peach: A Play</u>, Roald Dahl, adapted by Richard George, 2007. ISBN-13: 978-0142407912</p> <p><u>Bull Run</u>, Paul Fleischman, 1995. ISBN-13: 978-0064405881</p> <p><u>The Miracle Worker</u>, William Gibson, 2008. ISBN-13: 978-1416590842</p>
<p>COMPREHENSION</p> <p>R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.07.03 Analyze global themes, universal truths, and</p>		<p>Read various plays and decipher between tragedy and comedy – also create a plot graph that illustrates the</p>		

principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.		parts of the play		
<p align="center">METACOGNITION</p> <p>R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>				
<p align="center">READING ATTITUDE</p> <p>R.AT.07.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>				
<p align="center">WRITING</p> <p align="center">WRITING GENRE</p> <p>W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>	How would you modify a character's actions/reactions?	Write their own drama piece which includes elements of genre like stage directions, setting, dialogue		
<p align="center">WRITING PROCESS</p> <p>W.PR.07.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 Revise drafts to reflect different perspectives for</p>				

<p>multiple purposes and to ensure that content, structure, element of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>				
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p style="text-align: center;">GRAMMAR AND USAGE</p> <p>W.GR.07.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p>				
<p style="text-align: center;">SPELLING</p> <p>W.SP.07.01 In the context of writing, correctly spell the derivatives of bases and affixes.</p>				
<p style="text-align: center;">SPEAKING CONVENTIONS</p> <p>S.CN.07.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when</p>				

<p>presenting.</p> <p>S.CN.07.02 Speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p>				
<p style="text-align: center;">DISCOURSE</p> <p>S.DS.07.02 Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p>S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense and specific character actions such as gestures, movements, and expressions).</p>				
<p style="text-align: center;">LISTENING AND VIEWING CONVENTIONS</p> <p>L.CN.07.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>				
<p style="text-align: center;">RESPONSE</p> <p>L.RP.07.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.07.03 Identify a speaker’s attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.</p>				

**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 4 weeks (April)

Unit 7: Poetry

Genre: Narrative Reading and Narrative Writing

Definition – Poetry: literature expressed in various, metrical forms, structures and arrangements that is traditionally characterized by rhythmical patterns of language.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Fluency</i></p> <p>R.WS.07.06 Fluently read beginning grade- level text and increasingly demanding texts as the year proceeds.</p>				
<p align="center"><i>Vocabulary</i></p> <p>R.WS.07.07 In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>	How are metaphors and figurative language used in order to enhance the poem?			
<p align="center">NARRATIVE TEXT</p> <p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p> <p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	How does an author’s word choice, context clues, and visual layout have an impact on the overall meaning and mood of the poem?	<p>Think-pair-share</p> <p>Journal Writing (Read and Respond)</p> <p>Compare poems by the same author to compare and contrast themes and patterns</p> <p>Compare poems of similar themes by various authors to depict style differences</p>	<p>Stanza</p> <p>Rhyme scheme</p> <p>lyrical</p> <p>narrative</p> <p>dramatic</p> <p>cinquain</p> <p>concrete</p> <p>free verse</p> <p>limerick</p> <p>sonnet</p> <p>bio poems</p> <p>haiku</p> <p>onomatopoeia</p> <p>meter</p> <p>rhyme</p> <p>internal rhyme</p> <p>external rhyme</p>	<p>WEBSITES:</p> <p>Lesson plan using Dickson and Hip Hop to teach slant rhyme http://www.flocabulary.com/lesson/anslant.html</p> <p>BOOKS:</p> <p><u><i>A Light in the Attic</i></u>, Shel Silverstein, 1981. ISBN-13: 978-0060256739</p> <p><u><i>Where the Sidewalk Ends</i></u>, Shel Silverstein, 1974. ISBN-13: 978-0060256678</p> <p><u><i>Falling Up</i></u>, Shel Silverstein, 1996. ISBN-13: 978-0060248024</p>

			alliteration personification imagery idiom metaphor simile mood	<u>The Missing Piece</u> , Shel Silverstein 1976. ISBN-13: 978-0060256715 <u>Heart to Heart: New Poems Inspired by Twentieth Century American Art</u> , Jan Greenberg, 2001 ISBN-13: 978-0810943865 <u>My Dog Ate My Homework!</u> Bruce Lansky, 2009. ISBN-13: 978-1416989134 <u>The Dream Keeper</u> , Langston Hughes, 2007. ISBN-13: 978-0679844211 <u>I Am Phoenix: Poems for Two Voices</u> , Paul Fleischman, 1989. ISBN-13: 978-0064460927 <u>Joyful Noise: Poems for Two Voices</u> , Paul Fleischman, 2004. ISBN-13: 978-0064460934 <u>Carver: A Life in Poems</u> , Marilyn Nelson, 2001. ISBN-13: 978-1886910539 <u>Neighborhood Odes</u> , Gary Soto, 2005. ISBN-13: 978-0152053642 <u>You Come Too</u> , Robert Frost, 2002 ISBN-13: 978-0805069853
COMPREHENSION R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text	How does the poem relate to the reader’s personal experience?			

through oral and written responses. R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.				
METACOGNITION R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	Using examples, what other literary devices could the author have used to convey a similar meaning in the poem?			
CRITICAL STANDARDS R.CS.07.01 Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	How would a story written in poetry convey a different meaning if it was written in prose? (ex: Paul Revere's ride written by Longfellow)			
WRITING WRITING GENRE W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry , or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).		Write personal poems according to type of poem being read Create a personal book of poems		
WRITING PROCESS W.PR.07.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.				

<p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>				
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p style="text-align: center;">HANDWRITING</p> <p>W.HW.07.01 Write neat and legible compositions.</p>				
<p style="text-align: center;">WRITING ATTITUDE</p> <p>W.AT.07.01 Be enthusiastic about writing and learning to write.</p>				
<p style="text-align: center;">SPEAKING CONVENTIONS</p> <p>S.CN.07.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when</p>				

<p>presenting.</p> <p>S.CN.07.02 Speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p>				
<p style="text-align: center;">LISTENING AND VIEWING RESPONSE</p> <p>L.RP.07.01 Listen to or view knowledgeably a variety of genres to identify, state, and react to a speaker’s point of view and bias.</p> <p>L.RP.07.03 Identify a speaker’s attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.</p>				

**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 4 weeks (May)

Unit 8: Memoir

Genre: Narrative Reading and Narrative Writing

Definition – Memoir: a form of autobiography which records personal thoughts and/or actions for the future. The focus is on a single period in the author’s life, and may be selected from longer, more detailed recordings of events, such as diary or journal entries. Memoirs are often characterized by their intimate focus on memories, feelings, and emotions.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">READING</p> <p style="text-align: center;">WORD RECOGNITION AND WORD STUDY</p> <p>R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p> <p>R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>				
<p style="text-align: center;"><i>Fluency</i></p> <p>R.WS.07.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>				
<p style="text-align: center;"><i>Vocabulary</i></p> <p>R.WS.07.07 In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>				
<p style="text-align: center;">NARRATIVE TEXT</p> <p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature.</p>	<p>How is your life like _____? (insert characters name)</p>	<p>Think-pair-share</p> <p>Journal Writing (Read and Respond)</p>	<p>First person narrative</p> <p>Reflective ideas</p> <p>Similes</p>	<p>BOOKS:</p> <p><u>Zlata’s Diary</u>, Zlata Filipovic, 2006 ISBN-13: 978-0143036876</p>

<p>recognized for quality and literary merit.</p> <p>R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p> <p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p>What type of story would have the greatest impact, a memory that is being told or a memory that had been written?</p> <p>How does culture enhance the understanding of the story?</p> <p>How does the author write his/her memoir so that you, the reader, can relate to the memory?</p>	<p>Compare and contrast two memoirs.</p> <p>Write a memoir – write about a pertinent event from prior knowledge and life experience.</p> <p>Create Venn Diagrams between autobiography and memoirs.</p> <p>Comprehension questions related to corresponding novel reading selection.</p>	<p>Metaphors Hyperbole Idioms</p>	<p><u>Anne Frank: The Diary of a Young Girl</u>, Anne Frank, 1993. ISBN-13: 978-0553296983</p> <p><u>I Have Lived a Thousand Years</u>, Livia Bitton-Jackson, 1999. ISBN-13: 978-0689823954</p> <p><u>Out of Egypt: A Memoir</u>, Andre Aciman, 2007. ISBN-13: 978-0312426552</p> <p><u>Farewell to Manzanar</u>, Jeanne Wakatsuki Houston and James D. Houston, 2002. ISBN-13: 978-0618216208</p> <p><u>When I Was Your Age: Vol 1</u>, Amy Ehrlich, 2001. ISBN-13: 978-0763610340</p> <p><u>Boy: Tales of Childhood</u>, Roald Dahl, 1988. ISBN-13: 978-0140089172</p> <p><u>Desert Exile: The Uprooting of a Japanese American Family</u>, Yoshiko Uchida, 1984. ISBN-13: 978-0295961903</p> <p><u>Knots in My Yo-Yo String</u>, Jerri Spinelli, 1998. ISBN-10: 06798879</p> <p><u>Night</u>, Elie Wiesel, 2006. ISBN-13: 978-0374500016</p> <p><u>Through My Eyes</u>, Ruby Bridges,</p>
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				<p>1999. ISBN-13: 978-0590189231</p> <p><u>Hitler Youth: Growing up in Hitler's Shadow</u>, Susan Campbell Bartoletti 2005. ISBN-13: 978-0439353793</p> <p><u>Mama's Girl</u>, Veronica Chambers, 1997. ISBN-13: 978-1573225991</p> <p><u>We Beat the Street: How a Friendship Pact Led to Success</u>, Sharon Draper, 2006. ISBN-13: 978-0142406274</p> <p><u>Red Scarf Girl: A Memoir of the Cultural Revolution</u>, Ji-li Jiang, 2008. ISBN-13: 978-0061667718</p> <p><u>Bad Boy: A Memoir</u>, Walter Dean Myers, 2002. ISBN-13: 978-0064472883</p>
<p>COMPREHENSION</p> <p>R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>				
<p>METACOGNITION</p> <p>R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually</p>	<p>Can people in similar circumstances have differing viewpoints? (ex: Zlata's Diary and Thura's diary)</p>			

representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.				
<p style="text-align: center;">READING ATTITUDE</p> <p>R.AT.07.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>				
<p style="text-align: center;">WRITING</p> <p style="text-align: center;">WRITING GENRE</p> <p>W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>				
<p style="text-align: center;">WRITING PROCESS</p> <p>W.PR.07.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level</p>				

checklists and other appropriate resources both individually and in groups.				
<p align="center">PERSONAL STYLE</p> <p>W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p align="center">GRAMMAR AND USAGE</p> <p>W.GR.07.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p>				
<p align="center">SPELLING</p> <p>W.SP.07.01 In the context of writing, correctly spell the derivatives of bases and affixes.</p>				
<p align="center">SPEAKING DISCOURSE</p> <p>S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.07.02 Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p>S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense and specific character actions such as gestures, movements, and expressions).</p>				

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**English Language Arts Pacing Guide
Seventh Grade**

Time Frame: 2 weeks (June)

Unit 9: Persuasive Essay

Genre: Informational Reading

Definition - Persuasive Essay: compositions on a single subject or issue which are designed to convince. Authors take a stand on a point they are arguing and develop a cohesive argument by providing convincing evidence to support that view.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p>R.WS.07.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.07.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>				
<p align="center"><i>Vocabulary</i></p> <p>R.WS.07.07 In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>				<p>http://www.webenglishteacher.com/argument.html Lesson plans and teaching resources for persuasive reading and writing.</p>
<p align="center">INFORMATIONAL TEXT</p> <p>R.IT.07.01 Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p>R.IT.07.02 Analyze organizational patterns including sequence, compare/contrast, and cause/effect.</p> <p>R.IT.07.03 Explain how authors use writer’s craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>How can facts and opinions be blurred?</p> <p>How can the elements of a persuasive essay be compared to other informational text?</p>	<p>Read and analyze an editorial deciphering facts and opinions</p> <p>Compare and contrast editorials that are written on similar topics.</p> <p>Create hypothetical product to sell using one of the types of propaganda. (Present to class)</p>	<p>Propaganda (ex: bandwagon, testimonial, etc.)</p> <p>Similes Metaphors Hyperbole Facts Opinions</p>	<p>http://propaganda.mrdonn.org/lessonplans.html Propaganda is defined and several lesson ideas are provided.</p> <p>http://www.readwritethink.org/materials/persuasion_map/ An online graphic organizer to help students map out a persuasive argument</p>

<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.07.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>				<p>Book: <u>Why We Must Run With Scissors: Voice Lesson in Persuasive Writing</u> Barry Lane and Gretchen Bernabei, 2001. ISBN-13: 978-0965657471</p>
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.07.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>				
<p style="text-align: center;">SPEAKING CONVENTIONS</p> <p>S.CN.07.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>				
<p style="text-align: center;">DISCOURSE</p> <p>S.DS.07.04 Plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g. theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation’s focus and the backgrounds and interests of the audience.</p>				
<p style="text-align: center;">LISTENING AND VIEWING CONVENTIONS</p> <p>L.CN.07.01 Distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.</p>				
<p style="text-align: center;">RESPONSE</p> <p>L.RP.07.04 Ask probing questions of speakers, focusing on claims and conclusions presented.</p>	<p>Why is propaganda used to persuade people?</p>			

<p>L.RP.07.06 Evaluate the credibility of a speaker by determining whether the speaker’s point of view is biased or not.</p> <p>L.RP.07.07 Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g. television, movies), and determine if the techniques used achieved their intended effects.</p>	<p>How would you use propaganda to persuade someone?</p> <p>How does media distort the truth in order to persuade you?</p>			
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