### Huntsville City Schools
### Pacing Guide 2017-2018
### Course English Language Arts Grade 7
### Curriculum Resources and Additional Standards Synopsis

<table>
<thead>
<tr>
<th>REQUIRED CURRICULUM &amp; SUGGESTIONS</th>
<th>REQUIRED CONTINUOUS STANDARDS</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade 7</strong> – <strong>Required</strong>: Monsters Are Due on Maple Street <em>in textbook</em>, The Cay</td>
<td><strong>The following standards will not be assigned to a specific nine weeks.</strong> It is suggested that the following standards, which align with the Alabama Course of Study, be embedded in course work and assessed by the classroom teacher throughout the varying nine week periods. Some standards, however, are related to other Reading, Writing, and Language standards. Where applicable, the alignment has been noted on the pacing guide for the nine weeks. Click <a href="#">here</a> for access to the Alabama ELA Course of Study.</td>
</tr>
<tr>
<td><strong>Grade 7 Honors</strong> – <strong>Required</strong>: Monsters Are Due on Maple Street <em>in textbook</em> The Cay, A Wrinkle in Time (summer reading)</td>
<td></td>
</tr>
<tr>
<td><em>Some curriculum resources on the pacing guides are links to the actual website. Press the Ctrl button and right click the mouse to be taken to the link.</em></td>
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<tr>
<td><strong>Literature Short Texts:</strong></td>
<td><strong>Reading Standards</strong></td>
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<tr>
<td>Adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics are all considered literature short texts.</td>
<td>9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.7.10]</td>
</tr>
<tr>
<td><strong>Informational Text is:</strong></td>
<td>19. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.7.10]</td>
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<tr>
<td>Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally required.</td>
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<tr>
<td>Literary non-fiction includes the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific,</td>
<td>23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.7.4]</td>
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<tr>
<td>Non-fiction includes the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific,</td>
<td>24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5]</td>
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<tr>
<td>and informational. <em>Some curriculum resources on the pacing guides are links to the actual website. Press the Ctrl button and right click the mouse to be taken to the link.</em></td>
<td>25. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. [W.7.6]</td>
</tr>
</tbody>
</table>

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*Protected The Giver, Christmas Carol (drama), Freak the Mighty, Wednesday Wars, Written in Bone*
technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, page 57).

Extended Text:
This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the module.

Extended Works Suggestions:
The Giver
Freak the Mighty
Holes
Wringer
The Hunger Games
Alabama Moon
Child of the Owl
Flowers for Algernon
Hatchet
Island of the Blue Dolphin
Witness
Out of the Dust
Days of Tears
Monster
The Hobbit
The Outsiders

Writing
Students should be writing in response to all text that is read. This indicates that students in Honors English will be writing more frequently than students in regular English classes. Honors students should write using more variety and complex sentence structure. Standards for grading should be more rigorous in Honors courses. However, all student writing should be challenging. Building student competence and confidence with technology should be part of instruction.

Help with Before, During, and After Strategies
Adlit.org

a. Apply Grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). [W.7.9a]
b. Apply Grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). [W.7.9b]

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]

Speaking and Listening
30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. [SL.7.1]
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.7.1a]
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]
c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. [SL.7.1c]
d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]

31. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. [SL.7.2]
32. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [SL.7.3] Presentation of Knowledge and Ideas
33. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.7.4]
34. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]
35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) [SL.7.6]

Language Standards
39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. [L.7.4]
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). [L.7.4b]
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.7.4c]
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]
   a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a]
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). [L.7.5c]

41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.7.6]
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<tr>
<td>8.</td>
<td>Demonstrate correct keyboarding techniques.</td>
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<td><strong>Digital Citizenship</strong></td>
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<tr>
<td>9.</td>
<td>Identify safe uses of social networking and electronic communication.</td>
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<td></td>
<td>• Recognizing dangers of online predators</td>
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<td>• Protecting personal information online</td>
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<tr>
<td>10.</td>
<td>Practice responsible and legal use of technology systems and digital content.</td>
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<td></td>
<td>• Examples: avoiding plagiarism; complying with acceptable-use policies, copyright laws, and fair use standards; recognizing secure web sites</td>
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<tr>
<td>11.</td>
<td>Identifying examples of computer crime and related penalties</td>
</tr>
<tr>
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<td>• Examples: computer crime—phishing, spoofing, virus and worm dissemination, cyberbullying, penalties—fines, incarceration</td>
</tr>
<tr>
<td>12.</td>
<td>Citing sources of digital content</td>
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**Huntsville City Schools**  
**Pacing Guide 2017 - 2018**  
**Course English Language Arts Grade 7**  
**First Nine Weeks**

**WRITING FOCUS: NARRATIVE FICTION/NON-FICTION**

<table>
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<th>Resources</th>
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<td><strong>READING LITERATURE</strong></td>
<td><strong>Suggested Selections from the A Plus Curriculum:</strong></td>
<td><strong>Regular English</strong></td>
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</tbody>
</table>
| Key Ideas and Details | • A+ College Ready Website  
Major Work: Written in Bone: Buried Lives of Jamestown and Colonial Maryland by Sally Walker  
Nonfiction article: “The Lost Colony of Roanoke Island”  
Poetry: “Annabel Lee” by Edgar Allen Poe  
Short Story: “By the Waters of Babylon” by Stephen Vincent Benet  
Artwork: Jamestown Lifescape by Keith Rocco  
Videos: Lost Colony of Roanoke, Written in Bone, and Finding Remains | 2 literature short texts  
1 informational short text  
1 extended text literature Text levels – 5 - 8  
LTF is greatly encouraged but not required |
| 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1] | **Honors English** | 2 literature short texts  
3 informational texts  
1 extended text – literature Text levels – 7 and above  
3 LTF lessons |
| 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.7.2] | | *OLL texts can be found online on the Pearson Realize platform.* |
| 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3] | **LTF Resources** |  |
| **Craft and Structure** | **Pearson Literature & Other Suggested Text Will Appear Throughout All Nine Weeks.** | **Literary Terms Middle School** |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4] | (These texts are example texts that tie in with the Writing standards.) |  |
| 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5] | • Elements of a Short Story p 20  
• Elements of Non-fiction p 188  
• Elements of Poetry p 324  
• Elements of Drama p 462 |  |
| 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6] | **Suggested Writing Across the Curriculum Alignment: History—Sample Lessons** found at Achieve the Core |  |
| **Sample Short Story Texts and Lexile** | |  |
| • “The Treasure of Lemon Brown” by Walter Dean Myers p 9 (850L)  
• “Rikki-tikki-tavi” by Rudyard Kipling p 26 (1010L)  
• “Two Kinds” by Amy Tan p 48 (870L)  
• “The Third Wish” by Joan Aiken p 70 (1110L)  
• “Amigo Brothers” by Piri Thomas p 134 (900L)  
• “After Twenty Years” by O. Henry p 426 (860L)  
• “All Summer in a Day” by Ray Bradbury p 588 (940L)  
• “Seventh Grade” by Gary Soto (*Pearson Online Literature Library) |  |
- “Barrio Boy” by Ernesto Galarza p 234 (1110L)
- “mk” by Jean Fritz p 740 (820L)
- “An American Childhood” by Annie Dillard OLL (online student text)
- “Volar: To Fly” Judith Ortiz OLL

Sample Poetry Text
- “Winter” by Nikki Giovanni p 331
- “Seal” by William Jay Smith p 334
- “Haiku” by Basho p 336
- “The Courage that My Mother Had” by Edna St. Vincent Millay p 344
- “Mother to Son” by Langston Hughes p 345
- “Fog” by Carl Sandburg p 346
- “Full Fanthom Five” by William Shakespeare p 354
- “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein p 356
- “Onomatopoeia” by Eve Merriam p 358
- Stopping by the Woods on a Snowy Evening” by Robert Frost p 365
- “Annabel Lee” by Edgar Allan Poe p 366
- “The Railway Train” by Emil Dickinson p 315
- “The Cremation of Sam McGee” by Robert Service p 284
- “The Highwayman” by Alfred Noyes p 400
- “Harlem” by Langston Hughes
- “A Bird Came Down the Walk” by Emily Dickinson

LTF LESSONS
- NMSI LTF Website (needs login)
  - Best Word for the Job
  - Reading and Questioning Connections
  - Dialectical Journal – Summarizing, Observing, and Questioning
  - Pulling it All Together – “By The Waters of Babylon”
  - Three Levels of Reading

ACHIEVE THE CORE
- Literacy Lessons
- Literary Assessments (Text included)

ALEX
- Lesson plans

RESOURCES AND SITES
- Betterlessons.com
- Ereadingworksheets.com
### READING INFORMATIONAL TEXT

#### Key Ideas and Details

10. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]

11. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2]

12. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]

#### Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]

14. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]

15. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]

### Suggested Selections from the A Plus Curriculum:

- **A+ College Ready Website**
  - Major Work: *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally Walker
  - Nonfiction article: “The Lost Colony of Roanoke Island”
  - Poetry: “Annabel Lee” by Edgar Allan Poe
  - Short Story: “By the Waters of Babylon” by Stephen Vincent Benet
  - Artwork: *Jamestown Lifescape* by Keith Rocco
  - Videos: *Lost Colony of Roanoke, Written in Bone, and Finding Remains*

### LTF LESSONS

- **NMSI LTF Website** (needs login)

### RESOURCES AND SITES

- **Newsela**
- **Tween Tribune**
- **Student News Daily**
- **Kid Post (Washington Post)**
- **Time for Kids** (subscription service)
- **ReadWriteThink**
- **LearnZillion**
- **Edsitement**
- **Listenwise.com**
- **DogoNews**
- **Wonderopolis**

### WRITING

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]

- **a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]**

### PEARSON WRITING COACH chapters and resources.

- **Chapter 5 Non-fiction Narratives p 64**
  - Biographical narrative, Blogs, Diary entries, Narrative essays, Reflective essays, Memoirs, Personal narratives

- **Chapter 6 Fiction Narratives p 91**
  - Fantasy stories, Historical stories, Mystery stories, Myths and legends, Realistic fictions, Tall tales, Science fiction

### ACHIEVE THE CORE
### Writing Examples—Writing on Demand and Range of Writing

**ALEX**
- Lesson plans

**AVL**
- Alabama Virtual Library

### RESOURCES AND LINKS
- Edutopia

### LANGUAGE

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]

**a.** Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. [L.36.a] (Alabama exclusive standard)

**b.** Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a]

**c.** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b]

**d.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]
# Huntsville City Schools
## Pacing Guide 2017 - 2018
### Course English Language Arts  Grade 7

#### Second Nine Weeks

**WRITING FOCUS: ARGUMENTATIVE/OPINION**

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<td><strong>READING LITERATURE</strong></td>
<td><strong>Suggested Selections from A Plus Curriculum:</strong></td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
<td>Major Work: <em>A Wrinkle in Time</em> by Madeleine L’Engle</td>
</tr>
<tr>
<td>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1]</td>
<td>Nonfiction Documents: “An Open Heart,” “A Wrinkle in Time and Its Sci-Fi Heroine”</td>
</tr>
<tr>
<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.7.2]</td>
<td>Drama: <em>The Monsters are Due on Maple Street</em></td>
</tr>
<tr>
<td>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]</td>
<td>Fable: “The Fox and the Crow”</td>
</tr>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4]</td>
<td>Poetry: Excerpts from <em>Witness</em> by Karen Hesse; “The Witch” by Jack Prelutsky</td>
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<td>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]</td>
<td><strong>PEARSON LITERATURE &amp; OTHER SUGGESTED TEXT WILL APPEAR THROUGHOUT ALL NINE WEEKS.</strong></td>
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<tr>
<td>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]</td>
<td>(These texts are example texts that tie in with the Writing standards.)</td>
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<td><strong>Craft and Structure</strong></td>
<td>• Elements of a Short Story p 20</td>
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<td>• Elements of Non-fiction p 188</td>
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<td>• Elements of Poetry p 324</td>
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<td>• Elements of Drama p 462</td>
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**Sample Short Story Texts and Lexile**
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- "Rikki-tikki-tavi” by Rudyard Kipling p 26 (1010L)
- “Two Kinds” by Amy Tan p 48 (870L)
- “The Third Wish” by Joan Aiken p 70 (1110L)
- “Amigo Brothers” by Piri Thomas p 134 (900L)
- “After Twenty Years” by O. Henry p 426 (860L)
- “All Summer in a Day” by Ray Bradbury p 588 (940L)
- “Seventh Grade” by Gary Soto (*Pearson Online Literature Library)

**Sample Informational Texts and Lexile**
- “The Night the Bed Fell” by James Thurber p 100 (1170L)
- “All Together Now” by Barbara Jordan p 214 (940L)

### Regular English
- 2 literature short texts
- 1 informational short text
- 1 extended text literature
- Text levels – 5 - 8
- LTF is encouraged but not required

### Honors English
- 2 literature short texts
- 3 informational texts
- 1 extended text – literature
- Text levels – 7 and above
- 3 LTF lessons
- *OLL texts can be found online on the Pearson Realize platform.

**Suggested Writing Across the Curriculum Alignment:**
**Elective Courses**
### Sample Poetry Text
- “Winter” by Nikki Giovanni p 331
- “Seal” by William Jay Smith p 334
- “Haiku” by Basho p 336
- “The Courage that My Mother Had” by Edna St. Vincent Millay p 344
- “Mother to Son” by Langston Hughes p 345
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- “The Highwayman” by Alfred Noyes p 400
- “Harlem” by Langston Hughes
- “A Bird Came Down the Walk” by Emily Dickinson

### LTF LESSONS
- Literary Terms, Middle School
- A Wrinkle in Time Vocabulary Study
- Point of View
- Dialectical Journal – Analysis of Character
- Tone and Mood
- The Process of Composition
- Analysis of Figures of Speech, “The Year of Impossible Goodbyes”
- Editing Activity, “Hazel Tells Laverne”
- Poetry of Phrases
- Scoring Guide: Analysis of Character Development

### ACHIEVE THE CORE
- [Literacy Lessons](#)
- [Literary Assessments](#) (Text included)
### Key Ideas and Details

10. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]

11. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2]

12. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]

### Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]

14. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]

15. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]

### Integration of Knowledge and Ideas

17. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.7.8]
18. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. [RI.7.9]

### WRITING

20. Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]

| a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [W.7.1a] |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.7.1b] |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c] |
| d. Establish and maintain a formal style. [W.7.1d] |
| e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e] |

- **PEARSON WRITING COACH chapters and resources.**
  - **Chapter 9 Persuasion p 171**
  - Advertisements, Editorials, Letters to the editor, Persuasive essays, Persuasive speeches, Propaganda, reviews

- **LTF Lessons (Login required)**
  - “Writing Effective Topic Sentences”
  - “AEC Body Paragraph Planner and Rubric”

**ACHIEVE THE CORE**

- Argument/Opinion—[Writing on Demand](#)
- Argument/Opinion—[Range of Writing](#)

**ALEX**

- Lesson plans

**AVL**

- Alabama Virtual Library

**RESOURCES AND LINKS**

- Edutopia
- AEC Paragraph

### LANGUAGE

38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3]

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]

**LINKS AND RESOURCES**

- Quill.org
- Ereadingworksheets.com
- NoRedLink
- Grammar Blast
- Grammar Games
- Chomp Chomp
- Grammar Activities
- BetterLessons.com
- Freeology.com
# Huntsville City Schools
## Pacing Guide 2017 - 2018
### Course English Language Arts  Grade 7
### Third Nine Weeks

**WRITING FOCUS: INFORMATIONAL/EXPLANATORY**

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<td>Suggested Selections from A Plus Curriculum: Major Work: <em>The Book Thief</em> by Markus Zusak</td>
<td><strong>Regular English</strong>&lt;br&gt;1 literature short texts&lt;br&gt;2 informational text&lt;br&gt;1 extended text&lt;br&gt;Text levels – 5 - 8&lt;br&gt;LTF is encouraged but not required</td>
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<td>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1]</td>
<td><strong>PEARMON LITERATURE &amp; OTHER SUGGESTED TEXT WILL APPEAR THROUGHOUT ALL NINE WEEKS.</strong>&lt;br&gt;(These texts are example texts that tie in with the Writing standards.)</td>
<td><em>OLL texts can be found online on the Pearson Realize platform.</em></td>
</tr>
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<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.7.2]</td>
<td>• Elements of a Short Story p 20&lt;br&gt;• Elements of Non-fiction p 188&lt;br&gt;• Elements of Poetry p 324&lt;br&gt;• Elements of Drama p 462</td>
<td><strong>Suggested Writing Across the Curriculum Alignment: Science</strong></td>
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<td>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]</td>
<td><strong>Sample Short Story Texts and Lexile</strong>&lt;br&gt;• “The Treasure of Lemon Brown” by Walter Dean Myers p 9 (850L)&lt;br&gt;• “Rikki-tikki-tavi” by Rudyard Kipling p 26 (1010L)&lt;br&gt;• “Two Kinds” by Amy Tan p 48 (870L)&lt;br&gt;• “The Third Wish” by Joan Aiken p 70 (1110L)&lt;br&gt;• “Amigo Brothers” by Piri Thomas p 134 (900L)&lt;br&gt;• “After Twenty Years” by O. Henry p 426 (860L)&lt;br&gt;• “All Summer in a Day” by Ray Bradbury p 588 (940L)</td>
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<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4]</td>
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<td>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]</td>
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<td>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). [RL.7.7]</td>
<td><strong>Pearson Literature &amp; Other Suggested Text Will Appear Throughout All Nine Weeks.</strong>&lt;br&gt;(These texts are example texts that tie in with the Writing standards.)</td>
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*OLL texts can be found online on the Pearson Realize platform.*
<table>
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<tr>
<th>8. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. [RL.7.9]</th>
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<tr>
<td>- “Seventh Grade” by Gary Soto (*Pearson Online Literature Library)</td>
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<tr>
<td><strong>Sample Informational Texts and Lexile</strong></td>
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<td>- “The Night the Bed Fell” by James Thurber p 100 (1170L)</td>
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<td>- “The Railway Train” by Emil Dickinson p 315</td>
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<td>- “The Highwayman” by Alfred Noyes p 400</td>
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<tr>
<td>- “Harlem” by Langston Hughes</td>
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<tr>
<td>- “A Bird Came Down the Walk” by Emily Dickinson</td>
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</table>

**LTF LESSONS**

- [NMSI LTF Website](#) (needs login)
  - Writing an Argument
  - Foundation Lesson: Author’s Purpose
  - Style and Voice Workshop
  - Rhetorical Claims in Quotations
  - Determining Fact, Opinion, and Bias
  - Subordination Techniques
  - Parts of Speech, Phrases, Clauses, and Sentences Using Night
  - Strategies for Interpreting Poetry
  - Writing Introductions and Conclusions Using “Sharing the American Dream”

**ACHIEVE THE CORE**
### READING INFORMATIONAL TEXT

#### Key Ideas and Details

| 10. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1] |
| 11. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2] |
| 12. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3] |

#### Craft and Structure

| 13. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4] |
| 14. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5] |
| 15. | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6] |

#### Integration of Knowledge and Ideas

| 16. | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). [RI.7.7] |
| 17. | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.7.8] |

### LTF LESSONS

- [NMSI LTF Website](#) (needs login)
  - Christopher Reeves, “The Americans with Disabilities Act”
  - Foundation Lesson: Origami House Project

### A+ COLLEGE READY SCOPE AND SEQUENCE

- [A+ College Ready Website](#)
- Pre-AP 7 Big Idea—Where do I come from?
  - Extended Work: Written in Bone: Buried Lives of Jamestown and Colonial Maryland by Sally Walker
  - Nonfiction article: “The Lost Colony of Roanoke Island”

### RESOURCES AND SITES

- [Newsela](#)
- [Tween Tribune](#)
- [Student News Daily](#)
- [Kid Post (Washington Post)](#)
- [Time for Kids](#)
- [ReadWriteThink](#)
- [LearnZillion](#)
- [Edsitement](#)
- [Listenwise.com](#)
- [Edpuzzle.com](#)
- [DogoNews](#)
- [Wonderopolis](#)

### ALEX

- [Lesson plans](#)
| WRITING | PEARSON WRITING COACH chapters and resources.  
Chapter 9 Persuasion p 171  
ACHIEVE THE CORE  
- Informative/Explanatory—Writing on Demand  
- Informative/Explanatory—Range of Writing  
ALEX  
- Lesson plans  
AVL  
- Alabama Virtual Library  
LINKS AND RESOURCES  
- Teaching Channel Expository Writing  
- Boulder Valley Middle School Curriculum Guide  
- Edutopia  
- The Learning Network |
|---|---|
| 21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2] | a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]  
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]  
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]  
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]  
e. Establish and maintain a formal style. [W.7.2e]  
f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f] |
| LANGUAGE | PEARSON WRITING COACH chapters and resources.  
Chapter 20 Effective Sentences p 431  
Chapter 22 Using Pronouns p 501  
LINKS AND RESOURCES  
- Quill.org  
- Ereadingworksheets.com  
- NoRedInk  
- Grammar Blast  
- Grammar Games  
- Chomp Chomp  
- Grammar Activities |
| 36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1] | a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. [L.36.a] (Alabama exclusive standard)  
b. Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a] |
<p>| | |</p>
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<tr>
<td><strong>c.</strong> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b]</td>
<td>• BetterLessons.com</td>
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<tr>
<td><strong>d.</strong> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]</td>
<td></td>
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</table>
**Huntsville City Schools**  
**Pacing Guide 2017 - 2018**  
**Course English Language Arts   Grade 7**  
**Fourth Nine Weeks**  
**WRITING FOCUS: NARRATIVE FICTION/NON-FICTION**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Resources</th>
<th>NOTES</th>
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<td>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]</td>
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<td>1 extended text – literature</td>
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</table>

**SUGGESTED SELECTIONS FROM A PLUS CURRICULUM:**

Major Works: The Cay by Theodore Taylor and excerpts from Twelfth Night by Shakespeare  
Nonfiction: "Letter from a Birmingham Jail"  
Poetry: “Blow, Blow Thou Winter Wind"  
Video: Clips from various productions of Twelfth Night, “Like a Girl" and “Be a Dad"  
PSAs

**PEARSON LITERATURE & OTHER SUGGESTED TEXT WILL APPEAR THROUGHOUT ALL NINE WEEKS.**  
(These texts are example texts that tie in with the Writing standards.)

- Elements of a Short Story p 20  
- Elements of Non-fiction p 188  
- Elements of Poetry p 324  
- Elements of Drama p 462

**Sample Short Story Texts and Lexile**

- “The Treasure of Lemon Brown” by Walter Dean Myers p 9 (850L)  
- “Rikki-tikki-tavi" by Rudyard Kipling p 26 (1010L)  
- “Two Kinds” by Amy Tan p 48 (870L)  
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- “All Summer in a Day” by Ray Bradbury p 588 (940L)  
- “Seventh Grade” by Gary Soto (*Pearson Online Literature Library)

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- “All Together Now” by Barbara Jordan p 214 (940L)  
- “Barrio Boy” by Ernesto Galarza p 234 (1110L)

**LTF Resources**

Literary Terms Middle School

Suggested Writing Across the Curriculum Alignment: Math
8. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. [RL.7.9]

- “mk” by Jean Fritz p 740 (820L)
- “An American Childhood” by Annie Dillard OLL (online student text)
- “Volar: To Fly” Judith Ortiz OLL

Sample Poetry Text
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- “Full Fathom Five” by William Shakespeare p 354
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- “The Railway Train” by Emil Dickinson p 315
- “The Cremation of Sam McGee” by Robert Service p 284
- “The Highwayman” by Alfred Noyes p 400

LTF LESSONS
- NMSI LTF Website (needs login)
- Analyzing Characterization Through Conflict Using Hatchet
- Syntax and Mood “The First Day”
- Establishing Theme Using Character Analysis Journals
- Understanding Shakespeare

A+ COLLEGE READY SCOPE AND SEQUENCE
- A+ College Ready Website

ACHIEVE THE CORE
- Literacy Lessons
- Literary Assessments (Text included)

ALEX
- Lesson plans

READING INFORMATIONAL TEXT

| Key Ideas and Details | LTF LESSONS |
| 10. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1] | • **NMSI LTF Website** (needs login)  
• Interpreting Logical and Emotional Appeals, “Letter from Birmingham Jail”  

**A+ COLLEGE READY SCOPE AND SEQUENCE**  
• **A+ College Ready Website**  
  o Pre-AP 7—Big Idea: Who am I?  
  o “Letter from Birmingham Jail”  

**RESOURCES AND SITES**  
• Newsela  
• Tween Tribune  
• Student News Daily  
• Kid Post (Washington Post)  
• Time for Kids  
• ReadWriteThink  
• LearnZillion  
• Edsitement  
• Listenwise.com  
• Edpuzzle.com  

| 11. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2] |  

| 12. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3] |  

**Craft and Structure**  
13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]  
14. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]  
15. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]  

**Integration of Knowledge and Ideas**  
16. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). [RI.7.7] |  

**WRITING**  
22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]  
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]  

**PEARSON WRITING COACH chapters and resources.**  
**Chapter 5 Non-fiction Narratives p 64**  
Biographical narrative, Blogs, Diary entries, Narrative essays, Reflective essays, Memoirs, Personal narratives  
**Chapter 6 Fiction Narratives p 91**  
Fantasy stories, Historical stories, Mystery stories, Myths and legends, Realistic fictions, Tall tales, Science fiction  

**ACHIEVE THE CORE**
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b] | Writing Examples—Writing on Demand Writing Examples—Range of Writing |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.7.3c] | ALEX  
- Lesson plans  
AVL  
- Alabama Virtual Library |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d] | RESOURCES AND LINKS  
- Edutopia  
- Purdue Online Writing Lab |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e] | **LANGUAGE**  
37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]  
**LINKS AND RESOURCES**  
- Quill.org  
- Ereadingworksheets.com  
- NoRedLink  
- Grammar Blast  
- Grammar Games  
- Chomp Chomp  
- Grammar Activities  
- BetterLessons.com  
- Grammar Ninja |
| a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). [L.7.2a] | **PEARSON WRITING COACH** chapters and resources.  
Chapter 25 Punctuation p 551  
Chapter 26 Capitalization p 607 |
| b. Spell correctly. [L.7.2b] |  |