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

REQUIRED CURRICULUM & SUGGESTIONS	REQUIRED CONTINUOUS STANDARDS

Grade 7 – Required: *Monsters Are Due on Maple Street* **<in textbook>,** *The Cay*
 	
    Protected *The Giver, Christmas Carol (drama), Freak the Mighty, Wednesday Wars, Written in Bone*
 	
Grade7 Honors – Required: *Monsters Are Due on Maple Street* **<in textbook>** *The Cay,* **A** *Wrinkle in Time (summer reading)*
 	
    Protected *The Giver, Christmas Carol (drama), Freak the Mighty, Wednesday Wars, Written in Bone, Book Thief, Witness*
*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.
	The following standards will not be assigned to a specific nine weeks. 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 here for access to the Alabama ELA Course of Study.

Literature Short Texts: 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. **Informational Text is:** 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. 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,	**Reading Standards** 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] 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] **Writing Standards** 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] 24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5] 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] 26. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [W.7.7] 27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.7.8] 28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]

technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, page 57).	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]
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.	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]
Extended Works Suggestions: **The Giver** **Freak the Mighty**	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]

The Giver
Freak the Mighty

	Speaking and Listening
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	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

Speaking & Listening Resources

Five Ways to Make Class Discussions More Exciting

In-class Discussions
http://www.uni.edu/reineke/guidelin.htm
Padlet.com

Cooperative Learning in Middle School
https://www.asdk12.org/MiddleLink/Inter/mosaic/CooperativeLearning.pdf
Kahoot
Quizlet.live
Quizziz

Cooperative Learning Strategies
Socratic Circle
Socratic Smackdown
Think Pair Share
Placemat and Say Something
Jigsaw
Numbered Heads
PMI
http://www.myread.org/organisation.htm#thinkpairshare

Creating Rubrics for Presentations
How to Create Rubrics
RUBISTAR
Understanding Multimedia Learning
http://www.brainpop.com/educators/community/wp-content/uploads/2014/02/120618_BrainPOP_White_Paper.pdf
ABCs of Project Ideas

Small Lab Resources
Character Profile, Venn Diagrammer, Storyline, Spinner, Orderline, Memory

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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]

Technology Awareness & Inclusion in lessons

Technology Operations and Concepts
1. Appraise technology systems to determine software and hardware compatibility.
2. Publish digital products that communicate curriculum concepts.
   - Examples: Web pages, videos, podcasts, multimedia presentations
3. Explain how network systems are connected and used.
   - Examples: file sharing, collaborating, wireless networking
4. Determine basic troubleshooting strategies to correct common hardware and software problems.
   - Examples: checking connections, restarting equipment, creating a backup copy of digital data
5. Describing the importance of antivirus and security software
6. Use basic features of word processing, spreadsheets, databases, and presentation software.
   - Examples: word processing—reports, letters, brochures spreadsheets—discovering patterns, tracking spending, creating budgets databases—contact list of addresses and telephone numbers presentation software—slideshow
7. Select specific digital tools for completing curriculum-related tasks.

- Examples: spreadsheet for budgets, word processing software for essays, probes for data collection
8. Demonstrate correct keyboarding techniques.

Digital Citizenship
9. Identify safe uses of social networking and electronic communication.
   - Recognizing dangers of online predators
   - Protecting personal information online
10. Practice responsible and legal use of technology systems and digital content.
    - Examples: avoiding plagiarism; complying with acceptable-use policies, copyright laws, and fair use standards; recognizing secure web sites
11. Identifying examples of computer crime and related penalties
    - Examples: computer crime—phishing, spoofing, virus and worm dissemination, cyberbullying, penalties—fines, incarceration
12. Citing sources of digital content

Huntsville City Schools
Pacing Guide 2017 - 2018
Course <u>English Language Arts</u> Grade <u>7</u>
First Nine Weeks
WRITING FOCUS: NARRATIVE FICTION/NON-FICTION

Standards	Resources	NOTES
READING LITERATURE		**Regular English**
Key Ideas and Details	**Suggested Selections from the A Plus Curriculum:**	2 literature short texts
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]	• 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"	1 informational short text 1 extended text literature Text levels – 5 - 8 LTF is greatly encouraged but not required
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]	Poetry: "Annabel Lee" by Edgar Allen Poe Short Story: "By the Waters of Babylon" by Stephen Vincent Benet	
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]	Artwork: *Jamestown Lifescape* by Keith Rocco Videos: *Lost Colony of Roanoke, Written in Bone, and Finding Remains*	**Honors English** 2 literature short texts 3 informational texts
Craft and Structure		1 extended text – literature
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]	**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	Text levels – 7 and above 3 LTF lessons *OLL texts can be found online on the Pearson Realize platform.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]		**LTF Resources** Literary Terms Middle School
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]	**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)	**Suggested Writing Across the Curriculum Alignment:** History—Sample Lessons found at Achieve the Core
	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)	

- "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

	• Litcharts.com
	• Scholastic
	• Thoughtful Learning

READING INFORMATIONAL TEXT

Key Ideas and Details	**Suggested Selections from the A Plus Curriculum:**
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]	• 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
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]	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*
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]	**LTF LESSONS** • NMSI LTF Website (needs login)
Craft and Structure	**RESOURCES AND SITES**
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]	• Newsela • Tween Tribune • Student News Daily • Kid Post (Washington Post)
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]	• Time for Kids (subscription service) • ReadWriteThink • LearnZillion • Edsitement
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]	• 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]	**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
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]	**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 and 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	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e]		
LANGUAGE		
36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]	**PEARSON WRITING COACH chapters and resources.** **Chapter 19 Phrases and Clauses p 397**	
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)	**LINKS AND RESOURCES** • Quill.org • Ereadingworksheets.com • NoRedInk • Grammar Blast • Grammar Games • Chomp Chomp • Grammar Activities • BetterLessons.com • Freeology.com	
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 <u>English Language Arts</u>　　Grade <u>7</u>
Second Nine Weeks
WRITING FOCUS: ARGUMENTATIVE/OPINION

Standards	Resources	NOTES
READING LITERATURE		**Regular English**
Key Ideas and Details	**Suggested Selections from A Plus Curriculum:**	2 literature short texts
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]	Major Work: *A Wrinkle in Time* by Madeleine L'Engle Nonfiction Documents: "An Open Heart," "A Wrinkle in Time and Its Sci-Fi Heroine"	1 informational short text 1 extended text literature Text levels – 5 - 8 LTF is encouraged but not required
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]	Drama: *The Monsters are Due on Maple Street* Fable: "The Fox and the Crow" Poetry: Excerpts from *Witness* by Karen Hesse; "The Witch" by Jack Prelutsky	**Honors English** 2 literature short texts
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]	**PEARSON LITERATURE & OTHER SUGGESTED TEXT WILL APPEAR THROUGHOUT ALL NINE WEEKS.**	3 informational texts 1 extended text – literature Text levels – 7 and above
Craft and Structure	(These texts are example texts that tie in with the Writing standards.)	3 LTF lessons
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]	• Elements of a Short Story p 20 • Elements of Non-fiction p 188 • Elements of Poetry p 324 • Elements of Drama p 462	*OLL texts can be found online on the Pearson Realize platform.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]	**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)	**Suggested Writing Across the Curriculum Alignment:** Elective Courses
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]	• "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)	

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- "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
- 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)**

	ALEX
	• Lesson plans
	RESOURCES AND SITES
	• Betterlessons.com
	• Ereadingworksheets.com
	• Litcharts.com
	• Scholastic

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) • Peeling Back the Layers, "An Open Heart"
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]	**RESOURCES AND SITES** • Newsela • Tween Tribune
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]	• Student News Daily • Kid Post (Washington Post) • Time for Kids • ReadWriteThink
Craft and Structure	• LearnZillion • Edsitement
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]	• Listenwise.com • ProCon **ALEX** • Lesson plans
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]	**PEARSON WRITING COACH chapters and resources.** **Chapter 9 Persuasion p 171** Advertisements, Editorials, Letters to the editor, 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	
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]		
LANGUAGE		
38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3]	**LINKS AND RESOURCES** • Quill.org • Ereadingworksheets.com • NoRedInk • Grammar Blast • Grammar Games • Chomp Chomp • Grammar Activities • BetterLessons.com • Freeology.com	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]		

Huntsville City Schools
Pacing Guide 2017 - 2018
Course English Language Arts   Grade 7
Third Nine Weeks
WRITING FOCUS: INFORMATIONAL/EXPLANATORY

Standards	Resources	NOTES
READING LITERATURE		**Regular English**
Key Ideas and Details	**Suggested Selections from A Plus Curriculum:**	1 literature short texts
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]	Major Work: *The Book Thief* by Markus Zusak	2 informational text
	Speech: Speech on the Americans with Disabilities by Christopher Reeve	1 extended text
	Nonfiction Documents: *New York Times* article "Auschwitz Shifts from Memorializing to Teaching," "Banning Books from the Classroom: How to Handle Cries for Censorship," "In Defense of Book Banning," "It's Not Censorship, It's Parenting!"	Text levels – 5 - 8
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]		LTF is encouraged but not required
	Poetry: "Nothing Gold Can Stay," "Dream Deferred," "'Hope' Is the Thing with Feathers"	
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]	Artwork: "Grim Death," "The Angel of Death," "Abstract Death"	**Honors English**
	Videos: "Nazi Book Burning," "Books Burn as Goebbels Speaks Germany, May 10, 1933"	2 literature short texts
Craft and Structure		3 informational texts
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]		1 extended text – literature
		Text levels – 7 and above
	PEARSON LITERATURE & OTHER SUGGESTED TEXT WILL APPEAR THROUGHOUT ALL NINE WEEKS.	**3 LTF lessons**
	(These texts are example texts that tie in with the Writing standards.)	
	• Elements of a Short Story p 20	*OLL texts can be found online on the Pearson Realize platform.
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 Non-fiction p 188	
	• Elements of Poetry p 324	
	• Elements of Drama p 462	**Suggested Writing Across the Curriculum Alignment:**
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]		Science
	Sample Short Story Texts and Lexile	
	• "The Treasure of Lemon Brown" by Walter Dean Myers p 9 (850L)	
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]	• "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)	

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]	• "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)
	• "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 Dickinso
	
	LTF LESSONS
	• NMSI LTF Website (needs login)
	    o Writing an Argument
	    o Foundation Lesson: Author's Purpose
	    o Style and Voice Workshop
	    o Rhetorical Claims in Quotations
	    o Determining Fact, Opinion, and Bias
	    o Subordination Techniques
	    o Parts of Speech, Phrases, Clauses, and Sentences Using *Night*
	    o Strategies for Interpreting Poetry
	    o Writing Introductions and Conclusions Using "Sharing the American Dream"
	
	ACHIEVE THE CORE	

	- Literacy Lessons - Literary Assessments **(Text included)** **ALEX** - Lesson plans

READING INFORMATIONAL TEXT

Key Ideas and Details	**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
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]	

WRITING		
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]	**PEARSON WRITING COACH chapters and resources.** **Chapter 9 Persuasion p 171**	
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]	**ACHIEVE THE CORE** • Informative/Explanatory—Writing on Demand • Informative/Explanatory—Range of Writing **ALEX** • Lesson plans **AVL** • Alabama Virtual Library	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]	**LINKS AND RESOURCES** • Teaching Channel Expository Writing • Boulder Valley Middle School Curriculum Guide • Edutopia • The Learning Network	
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		
36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]	**PEARSON WRITING COACH chapters and resources.** **Chapter 20 Effective Sentences p 431** **Chapter 22 Using Pronouns p 501**	
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)	**LINKS AND RESOURCES** • Quill.org • Ereadingworksheets.com • NoRedInk • Grammar Blast • Grammar Games • Chomp Chomp • Grammar Activities	
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]	• BetterLessons.com	
d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]		

Standards	Resources	NOTES
READING LITERATURE	**SUGGESTED SELECTIONS FROM A PLUS CURRICULUM:**	**Regular English**
Key Ideas and Details	Major Works: *The Cay* by Theodore Taylor and excerpts from *Twelfth Night* by Shakespeare	2 literature short texts
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]	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	1 informational short text 1 extended text literature Text levels – 5 - 8 LTF is encouraged but not required
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]	**PEARSON LITERATURE & OTHER SUGGESTED TEXT WILL APPEAR THROUGHOUT ALL NINE WEEKS.**	**Honors English** 2 literature short texts
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]	(These texts are example texts that tie in with the Writing standards.) • Elements of a Short Story p 20	2 informational texts 1 extended text – literature Text levels – 7 and above
Craft and Structure	• Elements of Non-fiction p 188 • Elements of Poetry p 324	3 LTF lessons
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]	• 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)	*POLL texts can be found online on the Pearson Realize platform.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]	• "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)	**LTF Resources** Literary Terms Middle School
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]	• "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)	**Suggested Writing Across the Curriculum Alignment:** Math
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]	**Sample Informational Texts and Lexiles** • "The Night the Bed Fell" by James Thurber p 100 (1170L) • "All Together Now" by Barbara Jordan p 214 (940L) • "Barrio Boy" by Ernesto Galarza p 234 (1110L)	

| 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)
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Sample Poetry Text
• "Winter" by Nikki Giovanni p 331
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• "The Courage that My Mother Had" by Edna St. Vincent Millay p 344
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• "Full Fathom Five" by William Shakespeare p 354
• "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" by Shel Silverstein p 356
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• 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

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"

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]	**RESOURCES AND SITES** • Newsela • Tween Tribune • Student News Daily • Kid Post (Washington Post) • Time for Kids • ReadWriteThink • LearnZillion • Edsitement • Listenwise.com • Edpuzzle.com
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]	**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	
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]	**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 **ALEX** • Lesson plans **AVL** • Alabama Virtual Library **RESOURCES AND LINKS** • Edutopia • Purdue Online Writing Lab	
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]		
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d]		
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]	**PEARSON WRITING COACH chapters and resources.** **Chapter 25 Punctuation p 551** **Chapter 26 Capitalization p 607** **LINKS AND RESOURCES** • Quill.org • Ereadingworksheets.com • NoRedInk • 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]		
b. Spell correctly. [L.7.2b]		