Huntsville City Schools
2020 - 2021 Pacing Guide
7th Grade English Language Arts

Online Resources:

- EL Curriculum - https://curriculum.eleducation.org/
- Ellevation (link on Clever) - To access ELLevation you must be logged in using your school email and password
- Zinn Education - https://www.zinnedproject.org
- Teaching Tolerance – www.tolerance.org
- Facing History & Ourselves – www.facinghistory.org
- NewsELA - https://newsela.com
- ListenWise - https://listenwise.com/
- Lexile Determiner - https://lexile.com/educators/tools-to-support-reading-at-school/tools-to-determine-a-books-complexity/the-lexile-analyzer/
- Suggested 6th Grade Novel List - https://www.boredteachers.com/books/50-must-read-books-for-6th-graders
- Suggested 7th Grade Novel List - https://www.boredteachers.com/books/50-must-read-books-for-seventh-graders
- Suggested 8th Grade Novel List - https://www.boredteachers.com/books/50-must-read-books-for-eighth-graders
- Project Gutenberg (free ebooks under public domain) – www.gutengerg.org
- Marzano's Vocabulary Acquisition process - https://www.teachthought.com/literacy/vocabulary-instructiona-strategies-marzanos-6-step-process/
- Writing Fix - http://writingfix.com/6_traits/conventions.htm
    - A great resource for finding activities and reinforcements for conventions and parts of speech. This can be used for independently, or whole group. This website will cater to your lower level learners.
- Daily Grammar Practice book - https://www.dgppublishing.com/
    - A teacher at your school should have a copy of the Daily Grammar Practice book. This is a great way to continue instruction of grammar skills throughout the entire year. The cost of this book is low and is highly recommended to keep in your teacher toolkit, if you are unable to find your school copy.
- Academic Vocabulary words for 6th graders - https://www.greatschools.org/gk/articles/academic-vocabulary-words-for-sixth-graders/
- Academic Vocabulary words for 7th graders - https://www.greatschools.org/gk/articles/academic-vocabulary-words-for-seventh-graders/
- Academic Vocabulary words for 8th graders - https://www.greatschools.org/gk/articles/academic-vocabulary-words-for-eighth-graders/
    - Throughout the entire year, students must be exposed to new vocabulary and spelling terms. Below is a website that will provide some examples of sixth grade words.
- NoRedInk - https://www.noredink.com/
    - A free online tool to aid in the development and continuation of grammar and writing skills through relevant tasks. The Free version is useful and can help struggling students, as well as advanced learners.

Important Notes:

- Alabama Course of Study objectives are given by number
- The number of days listed are approximate and are padded to allow a little extra time for review and tests
- Standards below are listed by quarter and unit; however, standards should be taught throughout the entire year. In other words, once you teach a standard, students must be reassessed and practice the standard throughout the entire year.
- The resources listed for each section are effective. Teachers can still supplement with additional resources that may not be listed on this document.
- The five domains of ELA (Reading Literature, Reading Informational Texts, Writing, Speaking & Listening, and Language are integrated into one another and standards are taught throughout the year.)

Instructional Strategies:

ELLevation: **Note**: Be sure to check the "Math Collection" for specific topic resources"

Build Background:

* Brainstorm Walk   * I Notice, I Wonder

Clarify Input:

* "5 and 2"   * Anchor Charts   * Essential Questions   * Guided Notes   * "Teach! Teach!"   * TPR

Fortify Output:

* Find Your Match   * Clock Buddies   * Think, Write, Pair Share   * Which Corner?

Foster Interactions:

* "Don't Mention it"   * Find the Fib

Develop Academic Language:

* 360 Words   * Word Walls

Assess Language and Learning:

* Wordless Books   * Whiteboard Checkpoints   * Differentiated Question Prompts

ARI/Instructional Strategies (Alabama Reading Initiative)

ARI represents the Alabama Reading Initiative. Below are ARI/Instructional strategies that can be easily adapted to work well with mathematics. Some of the strategies can be interchangeable between before, during, and after in lesson planning. There are many instructional strategies that can be used in the classroom and you are not limited to these alone. If you have other ARI/Instructional strategies that work well for you and your students, use them to assist with academic growth and development. Have fun experimenting with different strategies to reach all students and address the different learning styles.

Suggested time period	ARI/Instructional Strategy	Explanation/How to use the strategy
Before:	Admit Slip	Purpose: 1) reflect on content of previous lesson or learned concept The admit-slip strategy requires students to write responses to questions you pose at the beginning of class. Admit slips help students reflect on what they have learned and express what or how they are thinking about the information. Admit slips easily incorporate writing into your content area classroom and require students to think critically.
	KWL	Purposes: 1) link prior knowledge to new information 2) generate questions to guide meaningful learning 3) create own meaning and learning from new text Procedure: 1. On the whiteboard, on a handout, or on students' individual clean sheets, three columns should be drawn. 2. Label Column 1 **K**, Column 2 **W**, Column 3 **L**. 3. Before reading, viewing or listening, students fill in the **Know** column with words, terms, or phrases from their background or prior knowledge. If the students are drawing on a topic previously learned, then the K column may be topic related. But if the topic is something brand-new, and they don't know anything much about it, you should use the K column to have them recalling a similar, analogous, or broader idea. 4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, problems and charts that are found in the text or on a handout provided. This helps set their purpose for the lesson or concept and focuses their attention on key ideas. 5. After the math lesson and reading, students should fill in their new knowledge gained from the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they learned anything about the topic. This is the stage of metacognition: Does the student fully understand?
	Think Pair Share	Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone…Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Quick Write	Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other Procedure: 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.
	Turn and Talk/ Table Talk	Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading Procedure: 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Bell Ringer/Bell Work/Warm Up	Bell ringers are questions or tasks posted before students enter the classroom. They are to be completed before class starts, or, as the name suggests, as the bell rings. Bell ringers provide benefits to both the student and the teacher in all classroom settings ranging from elementary to high school. Bell ringers help to encourage promptness, organization, responsibility, spark prior knowledge, reinforce concepts, promote student engagement and so much more.
During:	Think Pair Share	Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt, or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone…Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Turn and Talk/ Table Talk	Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading Procedure: 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the chalkboard. 2. Each student has two minutes to read the topic, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Jot Notes	Jot Notes are basically lesson notes the students jot down before, during and after the lesson (in some cases) …The notes can be given in a variety of formats or structures…Example: chart format, graphic organizer, table format, guided notes, foldables, etc….
	Quadrant Cards / Frayer Model	Purposes: 1) motivate students to engage in vocabulary study and expand vocabulary 2) Reinforce concepts etc….. Procedure: Divide a sheet of paper into four parts Adapt to meet your students' needs…. whether you want to emphasize on vocabulary, connecting concepts, or organizing steps or procedures for graphing or solving etc….
	Venn Diagram	Purpose: compare concepts Procedure: 1. Draw two circles overlapping. Each circle represents a concept. 2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap. 3. Teacher should model the strategy first.

	Charts/Foldables	Purposes: 1) engage with concept/lesson/text 2) construct graphic organizer/chart/foldable 3) self-monitor comprehension
		Procedure:
		1. Create a Jot Chart, project on the whiteboard or produce a print copy for each student. The chart/matrix should be structured as follows. You can also use foldables to accomplish these tasks.
		     o Main ideas/items for description or analysis are listed across the top of the chart.
		     o Question/characteristics of the main concepts are listed down the left side of the chart.
		2. Discuss the purpose of the chart with students before the assignment. Give an example of a completed chart to help clarify its functions.
		3. Have students complete the chart or foldable as you go through the lesson or assign tasks to groups etc…As the teacher, you decide and adapt this to meet the needs of your students and what you want to accomplish from the task.
		4. Discuss the students' findings and compile the results into a group chart. Stress the relationships between the data in the chart.

	Partner Learning	Purpose: 1) To engage students in the content and spark meaningful discussions 2) To encourage collaboration and improve knowledge among students 3) Promote socialization and boost self-esteem 4) Reinforce concepts taught through open questioning and answer sessions Procedure: The students are paired up and given a task to complete together; open discussions, sharing of ideas, writing, final product presentation, etc.…
	Concept Map	Purpose: activate and organize knowledge about a specific topic Procedure: 1. Select the main idea or topic of discussion; write it on a chart, overhead, or whiteboard; and put a circle around it. 2. Have students brainstorm subtopics; knowledge related to the topic. Use lines to connect to the main topic. 3. Have students brainstorm specific vocabulary, ideas, mathematical knowledge related to each subtopic. Record these ideas beneath each subtopic. Add new knowledge to the concept map as learning progresses.
	Graphic Organizer	Purposes: 1) provide a visual model of the structure of lesson and 2) provide a format for organizing information and concepts Procedure: 1. Introduce the graphic organizer to the students. Demonstrate how it works by noting key concepts and ideas on the organizer. 2. Have groups of students practice using the graphic organizer with ideas from independently read mathematical text and/or mathematical information presented during lessons. Students can share their ideas with the class. 3. Choose an organizer that matches what you want to accomplish with your students for the topic or lesson.

	Jigsaw	Purposes: 1) engage with mathematical concept or text 2) self-monitor comprehension 3) integrate new information with prior knowledge 4) respond to mathematical concept or text through discussion Procedure: 1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher. 2. Members of the teams with the same topic meet in an expert group with a variety of resource materials and texts available to explore their topic. 3. The students prepare how they will teach the information to others. 4. Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes. 5. Team members listen and take notes as their classmate teaches them
After:	Cooperative Learning/ Partner Learning/Practice	Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. Each group is given a task or assignment to complete. Often a record keeper and team leader are assigned to keep everyone on task. Collaboration and discussion are expected with a final assignment or project completed and submitted. Open discussions between the teacher and/or students can occur during class as well.
	Stations/ Carousels etc.…	Purposes: This strategy can fit almost any purpose developed. Procedure: 1. Teacher determines what topics/lessons will be placed on chart paper. 2. Chart paper is placed on walls around the room. 3. Teacher places students into groups of three- four. 4. Students begin at a designated chart. 5. They read the question or phrase, discuss with group, and respond directly on the chart or assigned task sheet. 6. After an allotted amount of time, students rotate to next chart. 7. Students read next question and records new response or discussion points. 8. Continue until each group has responded to each prompt. 9. Teacher shares information from charts and conversations heard while responding. ** This strategy can be modified by having the chart "carousel" to groups, rather than groups moving to chart.

	Exit slip	Purpose: 1) reflect on content of lesson
		The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically.
		There are three categories of exit slips (Fisher & Frey, 2004):
		• Prompts that document learning,
		  o Ex. Write one thing you learned today.
		  o Ex. Discuss how today's lesson could be used in the real world.
		• Prompts that emphasize the process of learning,
		  o Ex. I didn't understand…
		  o Ex. Write one question you have about today's lesson.
		• Prompts to evaluate the effectiveness of instruction
		  o Ex. Did you enjoy working in small groups today?

	Turn and Talk/Table Talk	Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading Procedure: 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

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	Hands on Activity/ Graphs, charts, diagrams, etc.	Hand on activities are simply activities which students physically in some way connect with their learning…writing, drawing, graphing, demonstration through movement, use of manipulatives etc.… Hands-on activities are especially important in the classroom because it allows students to engage in kinesthetic learning. Educational studies have shown that kinesthetic learning, where a student performs some type of physical activity rather than just listening to a lecture, is the most popular type of learning with students - doing or working on something before, during, and/or after the lesson, helps them to gain a better understanding of the material. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. It also encourages students to collaborate with their peers and share information from different perspectives.

Formatting:
- Honors or advanced material is highlighted in blue. Example: Advanced: Page 145 #75-86
- Remediation is highlighted in yellow. Example: Remediation: Small group on fractions

7th grade Honors English
Piecing Me Together by Renee Watson
https://media.bloomsbury.com/rep/files/Piecing%20Me%20Together%20Guide.pdf
http://www.novelstudies.org/downloads/Piecing_Me_Together_Novel_Study_Preview.pdf

Huntsville City Schools
2020 - 2021 Pacing Guide
7th Grade English Language Arts

First Semester
1st 9 – weeks (August 17 – October 23)
44 instructional days; 22 A-Days and 22 B-Days

Time Period	Unit Topic	Standards	Resources
August	Read for key ideas and details in literature and informational text.	**Reading Standards for Literature:** 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] 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] 3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot) [RL.7.3]	https://www.huntsvillecityschools.org/departments/secondary-instruction/2020-summer-reading
September	Build background knowledge. Gather evidence. Connect information with literature.	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] 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]	https://curriculum.eleducation.org/ - *A Long Walk to Water* https://www.zinnedproject.org –" Water Rights and Climate Change" Five Word Prediction Prereading Plan Table Talk

October 23	Determine Theme Compare/Contrast	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) 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]	https://curriculum.eleducation.org/ - *A Long Walk to Water* Graphic Organizers: Outline VennDiagram Annotate the text -use sentence stems for remediation

2nd 9 – weeks (October 26 – December 22)
38 instructional days; 19 A-Days and 19 B-Days

Time Period	Unit Topic	Standards	Resources
October 26 to November13	Expanding knowledge of citation of evidence; close reading skills – analyzing, synthesizing, and evaluating Compare/contrast	**Reading Standards for Literature:** 1.Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1.] 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]	https://curriculum.eleducation.org/ _Lyddie_ Unit1
November16 – December 22		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.] Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. [RL.7.11.]	https://curriculum.eleducation.org/ _Lyddie_ Unit2 https://wtvi.pbslearningmedia.org/tools/storyboard/#.XuzGbWhKjIU https://www.tolerance.org/classroom-resources/texts?keyword=garment+industry – Story Board – ==Template provided== ==Self created digital or paper==

Second Semester
3rd 9 – weeks (January 4 – March 12)
48 instructional days; 24 A-Days and 24 B-Days

Time Period	Unit Topic	Standards	Resources
January 4 - January 29 Begin – *Pygmalion* Unit 1	Identify Central Ideas How does the author develop character and how do characters change over the course of a story?	Reading Literature: 1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1.] 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3.] 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] CORE Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. [RL.7.11.]	https://curriculum.eleducation.org/ *Pygmalion* Unit 1 https://www.tolerance.org/classroom-resources/teaching-strategies/community-inquiry/critical-listening-guide https://www.zinnedproject.org/materials/daughter-of-earth https://listenwise.com/current_events/170-malala-yousafzai-continues-fight-for-girls-education
February 2 to March 12 *Pygmalion* Unit 2	Analyze Central Idea by citing evidence from the text Analyze elements of a story	Standards 1., 3., 9. and CORE from above	https://curriculum.eleducation.org/ *Pygmalion* Unit 2 https://www.tolerance.org/classroom-resources/teaching-strategies/community-inquiry/critical-listening-guide https://www.zinnedproject.org/materials/daughter-of-earth https://listenwise.com/current_events/170-malala-yousafzai-continues-fight-for-girls-education

4th 9 – weeks (March 15 – May 28)
46 instructional days; 23 A-Days and 23 B-Days
+4 Exam Days

Time Period	Unit Topic	Standards	Resources
March 15 to Mid April *Narrative of the Life of Frederick Douglass* Unit 1 Mid April to May 21 *Narrative of the Life of Frederick Douglass* Unit 2	Reading to understand author's purpose Cite evidence to support analysis of author's purpose. Evaluate author's word choice. Continue Reading to understand author's purpose Cite evidence to support analysis of author's purpose. Evaluate author's word choice	<u>Standards for Reading Literature</u>: 1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1.] 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] 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3.] 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] 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning [RL.7.5] 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] 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] CORE Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.[RL.7.11.]	https://curriculum.eleducation.org/ *Narrative of the Life of Frederick Douglass – excerpts* (Also available on Project Gutenberg) https://docsouth.unc.edu/neh/douglass/douglass.html https://www.loc.gov/collections/frederick-douglass-papers/about-this-collection/ https://curriculum.eleducation.org/ *Narrative of the Life of Frederick Douglass – excerpts* (Also available on Project Gutenberg) https://docsouth.unc.edu/neh/douglass/douglass.html https://www.loc.gov/collections/frederick-douglass-papers/about-this-collection/ Think Aloud Table Talk with affinity groups Semantic Map Partially completed Semantic Map self made Story Board – Template provided Self created digital or paper

		Standards for Reading Informational Texts:	
March 15 to Mid April *Narrative of the Life of Frederick Douglass* Unit 1	Reading to understand author's purpose Cite evidence to support analysis of author's purpose.	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] 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]	https://curriculum.eleducation.org/ *Narrative of the Life of Frederick Douglass – excerpts* (Also available on Project Gutenberg) https://docsouth.unc.edu/neh/douglass/douglass.html https://www.loc.gov/collections/frederick-douglass-papers/about-this-collection/
Mid April to May 21 *Narrative of the Life of Frederick Douglass* Unit 2	Evaluate author's word choice. Continue above with Unit 2 of Frederick Douglass	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] 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]	Think Aloud Table Talk with affinity groups Semantic Map Partially completed Semantic Map self made Story Board – Template provided Self created digital or paper

		Standards for Writing:	
March 15 to Mid April

Narrative of the Life of Frederick Douglass Unit 1 | Continue using and developing/ improving the writing process

Write informative essays using current literature and informational texts for research
Continue below | 21.Write informative/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/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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 and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | https://curriculum.eleducation.org/ *Narrative of the Life of Frederick Douglass – excerpts* (Also available on Project Gutenberg)

https://docsouth.unc.edu/neh/douglass/douglass.html

https://www.loc.gov/collections/frederick-douglass-papers/about-this-collection/

https://www.grammarly.com/blog/writing-process/ |
| Mid April to May 21
Narrative of the Life of Frederick Douglass Unit 2 | Continue writing informative texts

Continue using, developing and improving the Writing Process | c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [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. [W.7.5] | |