

7th Grade Language Arts Pacing Guide		
First Nine Weeks		
1. Enduring Understanding: Participation as a learner is important to everyone's learning.	1A. Essential Question: How does participation effect everyone's learning?	
	OV.1.7.2	Use standard English in classroom discussion and
	OV.1.7.6	Contribute appropriately to class discussion
	OV.1.7.10	Evaluate self and peers' performance as an interviewer based
	OV.2.7.1	Demonstrate effective listening skills by exhibiting appropriate body language
	OV.2.7.2	Establish purpose for listening
	OV.2.7.3	Listen attentively for main ideas, details, and organization
2. Enduring Understanding: Good readers learn to use effective strategies and graphic organizers to understand text.	2A. Essential Question: What strategies do good readers use to understand text?	
	W.4.7.2	Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics
	R.9.7.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading
	R.9.7.5	Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns
	R.9.7.13	Use the <i>text features</i> to locate and recall information, with emphasis on graphics
	R.9.7.14	Use knowledge of text structures to enhance understanding with emphasis on problem/solution
	R.10.7.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels
	R.10.7.7	Read a variety of literature, including <i>short stories</i> , science fiction, legends, and <u>myths</u>
	2B. Essential Question: How will developing a better vocabulary improve reading?	
	R.11.7.2	Continue to develop and maintain an adequate body of sight words
	R.11.7.3	Add content words to sight vocabulary
	R.11.7.5; R.11.7.10	Use context to determine meaning of multiple meaning words

3. Enduring Understanding: Good readers can improve fluency through oral practice.	3A. Essential Question: What is fluency?	
	3B. Essential Question: What are the goals for 7th grade fluency?	
	OV.1.7.9	Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues
	R.11.7.1	Automatically decode words to ensure focus on comprehension
	R.11.7.11	Read grade level text with an approximate rate of 167 words per minute
4. Enduring Understanding: Good writers use the writing process and the six traits of good writing to produce quality writing.	R.11.7.12	Read grade level text orally with accuracy and expression
	4A. Essential Question: What are the components of the writing process?	
	W.4.7.1	Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, <i>focused and unfocused free-writing</i> , and reading/learning logs
	W.4.7.3	Determine a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i> , narrative, and descriptive writing
	W.4.7.5	Create a draft for <i>expository</i> writing with emphasis on organization by paragraphs -- introduction, main points with elaboration, and conclusion—
	4B. Essential Question: How can writing be improved through revising?	
	W.4.7.8	Revise content for central idea, organization, unity, elaboration,
	W.4.7.9	Revise <i>style</i> for sentence variety, tone, voice, selected vocabulary, and selected information
	W.4.7.10	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist <i>rubric</i> , and/or reference materials (e.g., dictionary, thesaurus, etc.)
	W.4.7.12	Use available technology to experiment with various formats for a final written product
	W.4.7.13	Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations
	W.4.7.14	Publish/share according to purpose and audience
	W.7.7.4	Use transition words/ phrases
	W.7.7.5	Use purposeful vocabulary with emphasis on developing <i>voice</i>
	W.7.7.11	Use writer's checklist or scoring guides/ <i>rubric</i> s to improve written work
	W.7.7.12	Self-evaluate writing
	R.10.7.4	Understand how word choice and language structure convey an author's viewpoint
	R.11.7.7	Determine useful and relevant words

4. Enduring Understanding: Good writers use the writing process and the six traits of good writing to produce quality writing.	4C. Essential Question: How can writing be improved through editing?	
	W.4.7.11	Edit individually or in groups for appropriate grade-level conventions (see frameworks)
	W.6.7.4	Correct fragments, run-ons, comma splices, and fused sentences
	W.6.7.6	Apply conventions of grammar (see frameworks)
	W.6.7.7	Spell words correctly in all writing
	W.6.7.8	Apply conventional rules of capitalization in writing
	W.6.7.9	Apply conventional rules for all end marks and commas in writing
	W.6.7.10	Use semi-colons and colons in compound and compound-complex sentences
	4D. Essential Question: How do fiction authors develop organization?	
	R.9.7.8	Infer mood of text
	R.9.7.9	Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution
5. Enduring Understanding: Effective authors of fiction create characters to seem real and reflect the human experience.	5A. Essential Question: How do authors create characters?	
	5B. Essential Question: What experiences do authors draw on to develop a character's identity?	
	R.9.7.2	Infer the interrelations of text and world issues/events by applying connection strategies
	R.9.7.3	Prioritize questions formulated and purposes established for reading
	R.9.7.7	Infer a character's impact on plot development
	5C. Essential Question: How have experiences shaped personal identity?	
	R.9.7.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text
6. Enduring Understanding: Theme is a statement about life that authors feel strongly about and convey through their writing.	6A. Essential Question: How do authors develop the theme of the importance of identity?	
	R.9.7.4	Generate and prioritize questions related to universal themes to interpret meaning
	R.9.7.12	Identify main ideas and supporting evidence in short stories and novels
	6B. Essential Question: How do people evaluate another person's identity?	
	R.9.7.10	Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work

7. Enduring Understanding: An individual's appearance/behavior can reflect that individual's identity.	7. Essential Question: How is identity related to belonging?	
	W.5.7.1	Write to develop <u>narrative</u> , <u>expository</u> , <u>descriptive</u> , and <u>persuasive</u> pieces
	W.5.7.2	Select the form of writing that addresses the intended audience
	W.5.7.3	Create <i>expository</i> , narrative, descriptive, and persuasive writings
	W.5.7.5	Write research reports and document sources, summarizing, and paraphrasing
	W.5.7.6	Write to reflect ideas/ interpretations of multicultural and universal themes and concepts
	W.5.7.8	Write responses to literature that demonstrate understanding or interpretation
	W.5.7.7; W.5.7.9	Write on demand with or without prompt within a given time frame
	R.9.7.17	Summarize the content of multiple chapters of a text
	R.9.7.19	Evaluate personal, social, and political issues as presented in text

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Second Nine Weeks

1. Enduring Understanding: Participation as a learner is important to everyone's learning.	1A. Essential Question: How does participation effect everyone's learning?	
	OV.1.7.2	Use standard English in classroom discussion and <i>presentations</i>
	OV.1.7.6	Contribute appropriately to class discussion
	OV.2.7.1	Demonstrate effective listening skills by exhibiting appropriate body language
	OV.2.7.2	Establish purpose for listening
2. Enduring Understanding: Good readers learn to use effective strategies and graphic organizers to understand text.	2A. Essential Question: What strategies do good readers use to understand text?	
	R.9.7.5	Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns
	R.9.7.13	Use the <i>text features</i> to locate and recall information, with emphasis on <i>graphics</i>
	R.9.7.16	Use skimming, scanning, note-taking, outlining, and questioning as study strategies
	R.10.7.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels
	IR.12.7.2	Use reference features (e.g., endnotes, etc.) and <i>text features</i> (e.g., endnotes, footnotes, bibliography, etc.) to access information
	IR.12.7.7	Develop notes that include main topics, details, summaries, and paraphrasing from multiple types of sources
	IR.12.7.8; R.9.7.15	Create a formal topic outline of main topic, sub-topics, and details
	2B. Essential Question: How will developing a better vocabulary improve reading?	
	OV.1.7.1	Use vocabulary from content area texts and personal reading
	R.11.7.3	Add content words to sight vocabulary
	R.11.7.4	Use knowledge of root words and affixes and word relationships to determine meaning
	R.11.7.9	Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary
3. Enduring Understanding: Good readers can improve fluency through oral practice.	3B. Essential Question: What are the goals for 7th grade fluency?	
	OV.1.7.9	Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues
	R.11.7.1	Automatically decode words to ensure focus on comprehension
	R.11.7.11	Read grade level text with an approximate rate of 167 words
	R.11.7.12	Read grade level text orally with accuracy and expression

4. Essential Understanding: Good writers use the writing process and the six traits of good writing to produce quality writing.	4B. Essential Question: How can I improve writing through revising?	
	W.4.7.6	Create a draft for <i>narrative</i> writing that includes dialogue
	W.4.7.7	Create an effective lead paragraph by using dialogue or a description of a character or setting
	W.4.7.8	Revise content for central idea, organization, unity, elaboration, and clarity
	W.4.7.9	Revise <i>style</i> for sentence variety, tone, voice, selected vocabulary, and selected information
	W.4.7.13	Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations
	W.6.7.1	Vary sentence structure by using simple, compound, and complex sentences and different <i>kinds of sentences</i> : <i>Declarative, Interrogative, Imperative, Exclamatory</i>
	W.6.7.2	Write effective sentences by <i>embedding</i> clauses, prepositional and appositive phrases, and all compound elements
	W.6.7.3	Use phrases and clauses to invert sentence order for emphasis and variety
	W.7.7.5	Use purposeful vocabulary with emphasis on developing <i>voice</i>
	W.7.7.6	Create an effective lead and conclusion
	W.7.7.7	Narrow the time focus of a piece of writing
	W.7.7.8	Vary the placement of topic sentences
	W.7.7.9	Use dialogue effectively
	W.7.7.10	Use humor appropriately
	R.11.7.7	Determine useful and relevant words
	4C. Essential Question: How can I improve writing through editing?	
	W.6.7.4	Correct fragments, run-ons, comma splices, and fused sentences
	W.6.7.5	Analyze personal and peer <i>sentence formation</i> for effective use of the parts of speech
	W.6.7.10	Use semi-colons and colons in compound and compound-complex sentences
	W.6.7.11	Use colons in compound and compound-complex sentences
	W.6.7.12	Use double and single quotation marks in dialogue

8. Enduring Understanding: Time and place influence conflict and action.	8A Essential Question: How do myths differ from other genre of fiction?	
	8B. Essential Question: How does science fiction differ from other genres of fiction?	
	8C Essential Question: Why does setting matter?	
	R.9.7.2	Infer the interrelations of text and world issues/events by applying connection strategies
	R.9.7.8	Infer mood of text
	R.9.7.9	Analyze literary elements of fiction with emphasis on plot
	R.9.7.19	Evaluate personal, social, and political issues as presented in text
	R.10.7.2	Read texts that reflect contributions of different cultural groups
	R.10.7.7	Read a variety of literature, including short stories, <i>science fiction</i> , legends, and <i>myths</i>
	W.4.7.4	Use available technology to access information by using a card catalog and multiple Internet sources
	R.10.7.6	Organize and synthesize information for use in written and oral <i>presentation</i>
	IR.12.7.3	Use print and electronic sources, such as card catalogs and computer databases, to locate information
	IR.12.7.4	Gather information from more than one type of source (e.g., periodicals, books, learning logs, etc.)
	IR.12.7.5	Evaluate sources to select those most reliable and appropriate to purpose and topic
	IR.12.7.9	Use research to create one or more oral, written, or visual <i>presentation s</i> /products
9. Enduring Understanding: The intent of a piece of writing determines the author's word choice and language structure.	9. Essential Question: How has the author chosen words to reveal the purpose of the work(s)?	
	OV.3.7.1	View a variety of visually presented materials for understanding of a specific topic
	OV.3.7.2	Use appropriate criteria to evaluate media for bias and propaganda
	R.9.7.10	Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on
	R.9.7.18	Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions
	IR.12.7.6	Use information presented in graphic sources to draw conclusions
10. Enduring Understanding: Individuals use a variety of skills to survive emotional and physical challenges	10. Essential Question: What qualities does a hero possess?	
	R.9.7.11	Distinguish among stated fact, reasoned judgment, and opinion in text
	R.9.7.12	Identify main ideas and supporting evidence in short stories and novels

11. Essential Question: How do heroic qualities help an individual face challenges and survive difficult situations?		
11. Essential Understanding: By examining how individuals overcome emotional and physical adversity, students learn how to survive personal difficulties.	W.5.7.1	Write to develop <u>narrative</u> , <u>expository</u> , descriptive, and persuasive pieces
	W.5.7.3	Create <i>expository</i> , narrative, descriptive, and <u>persuasive</u> writings
	W.5.7.6	Write to reflect ideas/ interpretations of multicultural and universal themes and concepts
	W.5.7.7; W.5.7.9	Write on demand with or without prompt within a given time frame
	W.5.7.8	Write responses to literature that demonstrate understanding or interpretation
	W.5.7.10	Write across the curriculum
	R.9.7.17	Summarize the content of multiple chapters of a text

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Third Nine Weeks

1. Enduring Understanding: Participation as a learner is important to everyone's learning.	1. Essential Question: How does participation effect everyone's learning?	
	OV.1.7.2	Use standard English in classroom discussion and <i>presentations</i>
	OV.1.7.6	Contribute appropriately to class discussion
	OV.2.7.1	Demonstrate effective listening skills by exhibiting appropriate body language
	OV.2.7.2	Establish purpose for listening
2. Enduring Understanding: Good readers learn to use effective strategies and graphic organizers to understand text.	2A. Essential Question: What strategies do good readers use to understand text?	
	R.9.7.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading
	R.9.7.3	Prioritize questions formulated and purposes established for reading
	R.9.7.4	Generate and prioritize questions related to universal themes to interpret meaning
	R.9.7.5	Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns
	R.9.7.11	Distinguish among stated fact, reasoned judgment, and opinion in text
	R.10.7.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels
	R.10.7.7	Read a variety of literature, including short stories, science fiction, <i>legends</i> , and myths
	2B. Essential Question: How will developing a better vocabulary improve reading?	
	OV.1.7.1	Use vocabulary from content area texts and personal reading
	R.11.7.3	Add content words to sight vocabulary
	R.11.7.6	Use resources to determine meaning of technical and specialized vocabulary
	R.11.7.7	Determine useful and relevant words
	R.11.7.9	Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary

2. Enduring Understanding: Good readers learn to use effective strategies and graphic organizers to understand text.	2C. Essential Question: How do reading strategies differ when reading functional text?	
	R.9.7.13	Use the <i>text features</i> to locate and recall information, with emphasis on graphics
	R.9.7.14	Use knowledge of text structures to enhance understanding
	R.10.7.2	Read texts that reflect contributions of different cultural groups
	R.10.7.11	Read and utilize functional/ <i>practical text</i> s, including forms, reports, cover letters, letterheads, and business letters
	IR.12.7.6	Use information presented in graphic sources to draw conclusions
	2D, Essential Question: How do reading strategies differ when reading poetry?	
	R.9.7.10	Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work
	R.10.7.4	Understand how word choice and language structure convey an author's viewpoint
	R.10.7.9	Identify the use of poetic devices, including comparison, <i>alliteration</i> , repetition, onomatopoeia, and rhyme
	R.10.7.10	Examine the effect of imagery on the mood or meaning of the poem
	R.11.7.8	Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases
	2E. Essential Question: How is lyric poetry different from other genres of poetry?	
3. Enduring Understanding: Good readers can improve fluency through oral practice.	R.10.7.8	Read a variety of poetry, with emphasis on lyric poetry
	3A. Essential Question: What is fluency?	
	3B. Essential Question: What are the goals for 7th grade fluency?	
	OV.1.7.9	Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues
	R.11.7.1	Automatically decode words to ensure focus on comprehension
	R.11.7.11	Read grade level text with an approximate rate of 167 words
	R.11.7.12	Read grade level text orally with accuracy and expression

4. Enduring Understanding: Good writers use the six traits of good writing to produce quality poetry.	4E. Essential Question: How do poets carefully use the six traits to convey meaning in poetry?	
	W.4.7.13	Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations
	W.5.7.3	Create <i>expository</i> , narrative, descriptive, and persuasive writings
	W.5.7.4	Write poems using a variety of techniques/devices, with emphasis on lyric poetry
	W.5.7.6	Write to reflect ideas/ interpretations of multicultural and universal themes and concepts
	W.5.7.9	Write on demand with or without prompt within a given time frame
	W.7.7.1	Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers
	W.7.7.3	Use word or sentence repetition for effect
	W.7.7.5	Use purposeful vocabulary with emphasis on developing <i>voice</i>
	R.9.7.8	Infer mood of text

7th Grade Language Arts Pacing Guide		
Fourth Nine Weeks		
1. Enduring Understanding: Participation as a learner is important to everyone's learning.	1A. Essential Question: How does participation effect everyone's learning?	
	OV.1.7.2	Use standard English in classroom discussion and <i>presentation s</i>
	OV.1.7.6	Contribute appropriately to class discussion
	OV.2.7.2	Establish purpose for listening
	1B. Essential Question: How can listening and speaking skills help everyone's learning?	
	OV.1.7.4	Demonstrate appropriate eye contact, posture, and volume
	OV.1.7.8	Use a variety of <i>visual aids</i> in oral <i>presentation s</i> across the curriculum
	OV.2.7.1	Demonstrate effective listening skills by exhibiting appropriate <i>body language</i>
	OV.2.7.4	Demonstrate attentive listening skills to respond to and interpret speaker's message
	OV.2.7.5	Evaluate <i>presentation s</i> using established <i>criteria/rubric s</i> (e.g.,
2. Enduring Understanding: Good readers learn to use effective strategies and graphic organizers to understand text.	OV.3.7.3	Design <i>presentation s</i> that incorporate media visuals
	2A. Essential Question: What strategies do good readers use to understand text?	
	R.9.7.15	Organize information, including simple outlining
	R.10.7.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional
	R.10.7.7	Read a variety of literature, including short stories, science fiction, legends, and <u>myths</u>
	IR.12.7.1	Formulate original questions to select a topic for research
	IR.12.7.2	Use reference features (e.g., endnotes, etc.) and <i>text features</i> (e.g., endnotes, footnotes, bibliography, etc.) to access information
	IR.12.7.7	Develop notes that include main topics, details, summaries, and paraphrasing from multiple types of sources
	2B. Essential Question: How will developing a better vocabulary improve reading?	
	OV.1.7.1	Use vocabulary from content area texts and personal reading
	R.11.7.7	Determine useful and relevant words
	R.11.7.6	Use resources to determine meaning of technical and specialized vocabulary

2. Enduring Understanding: Good readers learn to use effective strategies and graphic organizers to understand text.	2F. Essential Question: How do reading strategies differ when reading for research?	
	R.9.7.11	Distinguish among stated fact, reasoned judgment, and opinion in text
	R.9.7.15	Organize information, including simple outlining
	R.9.7.18	Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions
	R.10.7.5	Use skimming, scanning, note taking, outlining, and questioning as study strategies
	R.10.7.6	Organize and synthesize information for use in written and oral <i>presentation</i>
3. Enduring Understanding: Good readers can improve fluency through oral practice.	3C. Essential Question: How can oral presentations demonstrate fluency?	
	OV.1.7.3	Add content words to sight vocabulary
	OV.1.7.5	Use correct pronunciation and inflection/modulation to communicate ideas and information
	OV.1.7.7	Deliver oral <i>presentation</i> s using standard English, appropriate vocabulary, examples and/or analogies
	OV.1.7.9	Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues
4. Enduring Understanding: Good writers use the writing process and the six traits of good writing to produce quality writing.	4F. Essential Question: How can the writing process and six traits be used to help write a present research effectively?	
	W.4.7.4	Use available technology to access information by using a card catalog and multiple Internet sources
	W.4.7.5	Create a draft for <i>expository</i> writing with emphasis on organization by paragraphs -- introduction, main points with elaboration, and conclusion—
	W.4.7.12	Use available technology to experiment with various formats for
	W.4.7.13	Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations
	W.4.7.14	Publish/share according to purpose and audience
	W.5.7.3	Create <i>expository</i> , narrative, descriptive, and persuasive
	W.5.7.5	Write research reports and document sources, summarizing, and paraphrasing
	IR.12.7.4	Gather information from more than one type of source (e.g., periodicals, books, learning logs, etc.)
	IR.12.7.8	Create a formal topic outline of main topic, sub-topics, and details
	IR.12.7.9	Use research to create one or more oral, written, or visual presentations/ products