

# LA 7 – Q1

Units		Common Core Standards	Vocabulary	Pacing
Literature: Non-fiction: Narrative, Biographical, Autobiographical	<p>Literature Unit: Non-fiction: Narrative, Biographical, Autobiographical</p>	<p><b>R.IT.07.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p> <p><b>R.IT.07.03</b> explain how authors use writer’s craft including metaphors, similes, to enhance the understanding of central, key, and supporting ideas.</p> <p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content related resources.</p> <p><b>R.IT.07.01</b> analyze the structure, elements, features, style, and purpose of informational genre: persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p><b>R.CS.07.01</b> analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>dialogue, anecdote, context, tribute, theme, characterization, humorous essay, character traits, dialect idiom, author’s purpose, biography, autobiography, biographical sketch, bias, fact, opinion</p>	<p>13 days</p>
	<p><b>Assessment: quizzes &amp; tests</b></p>			

# LA 7 – Q1

Units		Common Core Standards	Vocabulary	Pacing
<b>Creative Writing</b>	Creative/narrative writing unit: autobiographical essay	<p><b>W.7.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a) Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>b) 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.</li> <li>c) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>d) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>e) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul>	historical fiction, context, characterization (direct, indirect)	3-4 day
	Compare/contrast essay	<p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.7.5.</b> 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.</p> <p><b>W.7.6.</b> 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.</p> <p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.HW.07.01</b> write neat and legible compositions.</p>		1-2 days
		<b>Assessment: Written essay</b>		

# LA 7 – Q1

Units		Common Core Standards	Vocabulary	Pacing
<b>Grammar</b>	Grammar Unit: Nouns, pronouns, verbs and verb parts, verb tenses, principal parts, roots and affixes	<p><b>W.GR.07.01</b> in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including - participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents..</p> <p><b>W.SP.07.01</b> in the context of writing, correctly spell derivatives of bases and affixes.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p>	Noun, pronoun, antecedent, verb, helping verb, participles, verb tenses, principal parts, roots and affixes	Integrated with literature unit
		<b>Assessments: graded assignments, quizzes &amp; tests</b>		

# LA 7 – Q1

Units		Common Core Standards	Vocabulary	Pacing
<b>Novel: Pictures of Hollis Woods</b>	Novel Unit: Pictures of Hollis Woods	<p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p> <p><b>R.NT.07.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.NT.07.01</b> in classic, multicultural, and contemporary literature recognized for quality and literary merit -identify how the tensions among characters, communities, themes, and issues are related to their own experiences.</p> <p><b>R.NT.07.03</b> analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p><b>R.WS.07.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes.</p> <p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including -cross-cultural expressions, mathematical expressions, scientific procedures, and <b>literary terms</b> using strategies and authentic content related resources.</p> <p><b>R.NT.07.04</b> analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p> <p><b>R.NT.07.02</b> analyze the structure, elements, style, and purpose of mystery, poetry, memoir, drama, myths, and legend.</p> <p><b>R.CM.07.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension.</p> <p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.MT.07.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p> <p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>R.IT.07.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.IT.07.03</b> explain how authors use writer’s craft including metaphors, similes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>Plot, conflict, Freytag’s pyramid, characters, point of view, setting, theme, moral, realistic elements, fantastic elements, context, internal conflict, climax, characterization (direct, indirect), exposition, rising action, falling action, resolution, denouement, drawing inferences, perspective, tone, foreshadowing</p>	10 days
		<b>Assessments: quizzes &amp; tests</b>		

# LA 7 – Q2

Units		Common Core Standards	Vocabulary	Pacing
<b>Literature: Drama, Poetry</b>	Literature Unit: Poetry (may fit in Q1)	<p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p> <p><b>R.NT.07.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.NT.07.01</b> in classic, multicultural, and contemporary literature recognized for quality and literary merit -identify how the tensions among characters, communities, themes, and issues are related to their own experiences.</p> <p><b>R.NT.07.03</b> analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p><b>R.WS.07.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes.</p> <p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including -cross-cultural expressions, mathematical expressions, scientific procedures, and <b>literary terms</b> using strategies and authentic content related resources.</p> <p><b>R.NT.07.04</b> analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p> <p><b>R.NT.07.02</b> analyze the structure, elements, style, and purpose of mystery, poetry, memoir, drama, myths, and legend.</p> <p><b>R.CM.07.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.CM.07.03</b> analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension.</p> <p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.MT.07.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p> <p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>S.DS.07.01</b> engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p><b>S.DS.07.03</b> discuss written narratives that include a variety of literary and plot devices.</p> <p><b>S.DS.07.02</b> respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p><b>L.RP.07.02</b> select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Speaker, analogy, rhyme (end, exact, half), rhythm, figurative language, simile, metaphor, extended metaphor, hyperbole, personification, repetition, suspense, narrative, lyric, concrete poem, onomatopoeia, alliteration, assonance, consonance</p>	12 days
	Drama	<p><b>Assessments: quizzes &amp; tests</b></p>	<p>stage directions dialogue plot subplot theme conflict climax resolution historical context</p>	10 days

## LA 7 – Q2

Units		Common Core Standards	Vocabulary	Pacing
<b>Grammar</b>	<p>Grammar Unit: Simple, compound, and complex sentences, adjectives and adjective clauses, adverbs and adverbial clauses, verb tenses, roots and affixes</p>	<p><b>W.GR.07.01</b> in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p> <p><b>W.GR.07.01</b> in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including -participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p> <p><b>W.SP.07.01</b> in the context of writing, correctly spell derivatives of bases and affixes.</p> <p><b>W.HW.07.01</b> write neat and legible compositions.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p>	<p>Simple, compound, complex, fragment, sentence, adjectives, adjective clauses, adverbs, adverbial clauses, verb tenses, present, past, future, conditional, perfect, continuing/progressive, helping verb, participle, roots and affixes</p>	<p>Integrated with literature unit</p>
		<p><b>Assessments: graded assignments, quizzes &amp; tests</b></p>		

# LA 7 – Q2

Units		Common Core Standards	Vocabulary	Pacing
<b>Research Writing</b>	Research Unit:	<p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d) Establish and maintain a formal style.</li> <li>e) Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>W.7.2. Write informative/ explanatory texts</b> to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.7.5.</b> 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.</p> <p><b>W.7.6.</b> 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.</p> <p><b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.7.8.</b> 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.</p> <p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.HW.07.01</b> write neat and legible compositions.</p>	<p>Bibliography, plagiarism, sources, citation, introduction, body paragraph, conclusion, logic, draft, edit, publish, proofread</p>	8-10 days
		<b>Assessment: formal research paper, MLA format</b>		

# LA 7 – Q2

Units		Common Core Standards	Vocabulary	Pacing
<b>Novel: Out of the Dust</b>	Novel Unit: Out of the Dust	<p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p> <p><b>R.NT.07.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.NT.07.01</b> in classic, multicultural, and contemporary literature recognized for quality and literary merit -identify how the tensions among characters, communities, themes, and issues are related to their own experiences.</p> <p><b>R.NT.07.03</b> analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p><b>R.WS.07.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes.</p> <p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including -cross-cultural expressions, mathematical expressions, scientific procedures, and <b>literary terms</b> using strategies and authentic content related resources.</p> <p><b>R.NT.07.04</b> analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p> <p><b>R.NT.07.02</b> analyze the structure, elements, style, and purpose of mystery, poetry, memoir, drama, myths, and legend.</p> <p><b>R.CM.07.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension.</p> <p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.MT.07.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p> <p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>R.IT.07.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.IT.07.03</b> explain how authors use writer’s craft including metaphors, similes, to enhance the understanding of central, key, and supporting ideas.</p>	Plot, conflict, Freytag’s pyramid, characters, point of view, setting, theme, moral, realistic elements, fantastic elements, context, internal conflict, climax, characterization (direct, indirect), exposition, rising action, falling action, resolution, denouement, drawing inferences, perspective, tone, foreshadowing	7-8 days
	Historical novel presentation	<p><b>L.CN.07.01</b> distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.</p> <p><b>S.CN.07.02</b> speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p> <p><b>S.DS.07.04</b> plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation’s focus and the backgrounds and interests of the audience.</p> <p><b>S.CN.07.03</b> present in standard American English if it is their first language.</p>		2 days
		<b>Assessments: quizzes &amp; tests, oral presentation</b>		



# LA 7 – Q3

Units		Common Core Standards	Vocabulary	Pacing
<b>Literature: Non-fiction: technical, and Fiction: Short Stories</b>	<p>Literature Unit:</p> <p>Non-fiction: expository, persuasive, reflective</p>	<p><b>R.IT.07.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.IT.07.01</b> analyze the structure, elements, features, style, and purpose of informational genre: persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p><b>R.IT.06-08.02</b> analyze organizational text patterns including sequential, compare/contrast, and cause/effect.</p> <p><b>R.IT.07.03</b> explain how authors use text features to enhance the metaphors, similes, captions, diagrams, and appendices.</p> <p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p> <p><b>R.NT.07.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.NT.07.01</b> in classic, multicultural, and contemporary literature recognized for quality and literary merit - identify how the tensions among characters, communities, themes, and issues are related to their own experiences.</p> <p><b>R.NT.07.03</b> analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p><b>R.WS.07.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes.</p> <p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including -cross-cultural expressions, mathematical expressions, scientific procedures, and <b>literary terms</b> using strategies and authentic content related resources.</p> <p><b>R.NT.07.04</b> analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p> <p><b>R.CM.07.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.CM.07.03</b> analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension.</p> <p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.MT.07.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p> <p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>S.DS.07.01</b> engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p><b>S.DS.07.03</b> discuss written narratives that include a variety of literary and plot devices.</p> <p><b>S.DS.07.02</b> respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p><b>L.RP.07.02</b> select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>The SQP3R study method: survey, question, predict, read, recite, review, survey study aides, chapter organization, tables, graphs, charts, index, glossary, timelines, subtitles</p>	<p>7 days</p>
	<p>Myths, Legends, Folktales</p>	<p><b>Assessments: quizzes &amp; tests</b></p>	<p>myth, legend, folktale, characterization, characters’ perspective, tone, author’s message, oral tradition</p>	<p>5 days</p>

## LA 7 – Q3

Units		Common Core Standards	Vocabulary	Pacing
<b>Creative writing</b>	Creative/narrative writing unit: moralistic fable (especially punctuating dialogue)	<p><b>W.7.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a) Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>b) 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.</li> <li>c) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>d) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>e) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul> <p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.7.5.</b> 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.</p> <p><b>W.7.6.</b> 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.</p> <p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.HW.07.01</b> write neat and legible compositions.</p>	brainstorming, rough draft, editing, characters, point of view, setting, theme, moral, realistic elements, fantastic elements, context, internal conflict, climax, characterization (direct, indirect), exposition, rising action, falling action, resolution, denouement, drawing inferences, perspective, tone, foreshadowing, dialogue, quotation marks, indentation	2 days
		<b>Assessment: written fable</b>		

## LA 7 – Q3

Units		Common Core Standards	Vocabulary	Pacing
<b>Grammar</b>	<p>Grammar Unit: direct object, indirect object, preposition, prepositional phrase, subject/verb agreement, roots and affixes</p>	<p><b>W.GR.07.01</b> in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including - participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents..</p> <p><b>W.SP.07.01</b> in the context of writing, correctly spell derivatives of bases and affixes.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p>	<p>direct object, indirect object, preposition, prepositional phrase, subject/verb agreement, roots and affixes</p>	<p>Integrated with literature unit</p>
		<p><b>Assessments: graded assignments, quizzes &amp; tests</b></p>		

# LA 7 – Q3

Units		Common Core Standards	Vocabulary	Pacing
<b>Novel: The Outsiders</b>	Novel Unit: The Outsiders	<p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p> <p><b>R.NT.07.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.NT.07.01</b> in classic, multicultural, and contemporary literature recognized for quality and literary merit -identify how the tensions among characters, communities, themes, and issues are related to their own experiences.</p> <p><b>R.NT.07.03</b> analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p><b>R.WS.07.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes.</p> <p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including -cross-cultural expressions, mathematical expressions, scientific procedures, and <b>literary terms</b> using strategies and authentic content related resources.</p> <p><b>R.NT.07.04</b> analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p> <p><b>R.NT.07.02</b> analyze the structure, elements, style, and purpose of mystery, poetry, memoir, drama, myths, and legend.</p> <p><b>R.CM.07.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension.</p> <p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.MT.07.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p> <p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>R.IT.07.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.IT.07.03</b> explain how authors use writer’s craft including metaphors, similes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>Plot, conflict, Freytag’s pyramid, characters, point of view, setting, theme, moral, realistic elements, fantastic elements, context, internal conflict, climax, characterization (direct, indirect), exposition, rising action, falling action, resolution, denouement, drawing inferences, perspective, tone, foreshadowing</p>	12 days
		<b>Assessments: quizzes &amp; tests</b>		

# LA 7 – Q4

Units		Common Core Standards	Vocabulary	Pacing
<b>Literature: expository, persuasive, reflective, myths, legends, folktales</b>	<b>Literature Unit: Short Stories</b>	<p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p> <p><b>R.NT.07.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.NT.07.01</b> in classic, multicultural, and contemporary literature recognized for quality and literary merit -identify how the tensions among characters, communities, themes, and issues are related to their own experiences.</p> <p><b>R.NT.07.03</b> analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p><b>R.WS.07.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes.</p> <p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including -cross-cultural expressions, mathematical expressions, scientific procedures, and <b>literary terms</b> using strategies and authentic content related resources.</p> <p><b>R.NT.07.04</b> analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p> <p><b>R.NT.07.02</b> analyze the structure, elements, style, and purpose of mystery, poetry, memoir, drama, myths, and legend.</p> <p><b>R.CM.07.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.CM.07.03</b> analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension.</p> <p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.MT.07.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p> <p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>R.NT.07.02</b> analyze the structure, elements, style, and purpose of narrative genre: mystery, poetry, memoir, drama, myths, and legend.</p> <p><b>R.IT.07.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.IT.07.02</b> analyze organizational text patterns including sequential, compare/contrast, and cause/effect.</p>	Plot, conflict, Freytag’s pyramid, characters, point of view, setting, theme, moral, realistic elements, fantastic elements, context, internal conflict, climax, characterization (direct, indirect), exposition, rising action, falling action, resolution, denouement, local color, drawing inferences, perspective, tone, foreshadowing	14 days
		<b>Assessments: quizzes, tests</b>		

## LA 7 – Q3

Units		Common Core Standards	Vocabulary	Pacing
<b>Creative Writing</b>	Creative/narrative writing unit: Suzy & Leah diary entries	<p><b>W.7.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>f) Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>g) 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.</li> <li>h) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>i) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>j) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul> <p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.7.5.</b> 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.</p> <p><b>W.7.6.</b> 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.</p> <p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.HW.07.01</b> write neat and legible compositions.</p>	biographical, autobiographical, brainstorming, rough draft, editing, characters, point of view, setting, theme, moral, realistic elements, fantastic elements, context, internal conflict, climax, characterization (direct, indirect), exposition, rising action, falling action, resolution, denouement, drawing inferences, perspective, tone, foreshadowing	1-2 days
		<b>Assessments: Written essay</b>		

# LA 7 – Q4

Units		Common Core Standards	Vocabulary	Pacing
<b>Grammar</b>	<p>Grammar Unit: positives, comparatives, superlatives, possessives, conjunctions, punctuation, roots and affixes, review of complete sentences, basic parts of speech</p>	<p><b>W.GR.07.01</b> in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p> <p><b>W.GR.07.01</b> in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including - participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents..</p> <p><b>W.SP.07.01</b> in the context of writing, correctly spell derivatives of bases and affixes.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p>	<p>positive, comparative, superlative, possessives, conjunctions, period, comma, colon, semi-colon, quotation marks, apostrophe, roots and affixes</p>	<p>Integrated with literature unit</p>
		<p><b>Assessments: graded assignments, quizzes &amp; tests</b></p>		

# LA 7 – Q4

Units		Common Core Standards	Vocabulary	Pacing
<b>Research Writing</b>	Research Unit: Social Studies topic	<p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>g) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>h) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>i) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>j) Establish and maintain a formal style.</li> <li>k) Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p><b>W.7.2. Write informative/ explanatory texts</b> to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>f. 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.</li> <li>g. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>h. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>i. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>j. Establish and maintain a formal style.</li> <li>l) Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.7.5.</b> 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.</p> <p><b>W.7.6.</b> 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.</p> <p><b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.7.8.</b> 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.</p> <p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.HW.07.01</b> write neat and legible compositions.</p>	Bibliography, plagiarism, sources, citation, introduction, body paragraph, conclusion, logic, draft, edit, publish, proofread	8 – 10 days
			<b>Assessment: formal research paper, MLA format</b>	



# LA 7 – Q4

Units		Common Core Standards	Vocabulary	Pacing
<b>Novel: The Lion, the Witch, and the Wardrobe</b>	<p>Novel Unit: The Lion, the Witch, and the Wardrobe</p>	<p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p> <p><b>R.NT.07.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.NT.07.01</b> in classic, multicultural, and contemporary literature recognized for quality and literary merit -identify how the tensions among characters, communities, themes, and issues are related to their own experiences.</p> <p><b>R.NT.07.03</b> analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p><b>R.WS.07.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes.</p> <p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including -cross-cultural expressions, mathematical expressions, scientific procedures, and <b>literary terms</b> using strategies and authentic content related resources.</p> <p><b>R.NT.07.04</b> analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p> <p><b>R.NT.07.02</b> analyze the structure, elements, style, and purpose of mystery, poetry, memoir, drama, myths, and legend.</p> <p><b>R.CM.07.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension.</p> <p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.MT.07.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p> <p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>R.IT.07.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.IT.07.03</b> explain how authors use writer’s craft including metaphors, similes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>Plot, conflict, Freytag’s pyramid, characters, point of view, setting, theme, moral, realistic elements, fantastic elements, context, internal conflict, climax, characterization (direct, indirect), exposition, rising action, falling action, resolution, denouement, drawing inferences, perspective, tone, foreshadowing</p>	<p>8-10 days</p>
	<p><b>Assessments: quizzes &amp; tests</b></p>			