

7th Grade English Pacing Guide 2013-2014
 Lynchburg City Schools
 First Nine Weeks

| | SOL | Skills/Concepts | Suggested Titles | Resources | Time frame | Assessment |
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| C O M M U N I C A T I O N | 7.1 a-e | Relationship Building | Middle School Study Circle Student Guide | Middle School Study Circle Student Guide | 5 days | |
| | 7.1b | Ask probing questions to seek elaboration and clarification of ideas | | | | |
| | 7.1e | Active listening | “Responding to the Video: Snakes, Friend or Foe” (After Rikki-tikki-tavi) | <i>Holt Elements of Literature</i> Course 1 Visual Connections Videocassette and SMARTboard Collection 1 Resources | 2 days | Collection 1 Test |
| | 7.3b | Distinguishing between fact and opinion | | | | |

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| R E A D I N G : F I C T I O N | 7.5a | Elements of Literature: Plot, Setting, Character Development, Conflict | Duffy’s Jacket, p. 5 “Rikki-tikki-tavi” p. 15 Three Skeleton Key, p. 39 “Ruum,” p. 85 “Zoo,” p. 89 | <i>Holt’s Powernotes for Literature and Reading</i> First course on “The Short Story,” “Summarizing a Story,” “Suspense and Foreshadowing,” “Character,” and “Making Inferences” | Approx. 3 weeks | |
| | 7.5 i | 9 th week (review): Summarizing | “The Dinner Party,” p. 118 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 1 Resources | 2 days 1 week | |
| | 7.5b | | “Duffy’s” p.5 “Rikki,” p.15 | | | |
| | 7.5g | Compare and Contrast Inferences | “Ruum,” p. 85 and “Zoo,” p. 89 “Monsters Are Due on Maple Street,” p. 59 “The Smallest Dragon Boy,” p. 146 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 1 Resources | | |
| | | | The Reluctant Dragon, fine arts transparency | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 2 Resources | | Collection 2 Test |

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| R E A D I N G : N O N F I C T I O N | 7.5b | Compare and Contrast (7.5 b) | Essay: “Here Be Dragons,” p.165 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 2 Resources | To accompany “The Smallest Dragonboy” | |
| | 7.6b | Reading for Information | Introductory Essay: “Elements of Literature: Plot,” p. 2 – 3 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 1 Resources | ½ day | |
| | | | Introductory Essay: “Elements of Literature: Characterization,” p. 128 – 129 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 2 Resources | ½ day | |
| | | Purpose of Text Structure | From “People, Places, and Changes” (India’s History) p. 32 – 37 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 1 Resources | To accompany “Rikki-tikki-tavi” | |

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| W R I T I N G | 7.7b | Prewriting Strategies: Brainstorming Webbing Clustering Venn Diagrams Outlines Graphic Organizers: Four Square Hamburger Model | Use the Teaching and Learning Company <i>Four Square: Writing Methods</i> books for templates | | | |
| | 7.7 | Summary | p.12 – 13 in <i>Elements of Literature</i> | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 1 Resources | To accompany “Duffy’s Jacket” | |
| | | Narrative Writing: Personal Narrative Narration/Description | p. 330 – 335; p. 162 (after “Smallest Dragon Boy”) p. 531(after “Fish Cheeks”) in <i>Elements of Literature,</i> <i>First Course</i> | | | |
| | <u>Composing (C)/</u> <u>Written</u> <u>Expression (WE)</u> | “Witnessing an Event,” p. 16 – 47 <i>Elements of Language, First Course</i> “Writing Workshop for Descriptive Essay, p. 462 <i>Elements of Literature</i> | | | | |

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| V O C A B U L A R Y | 7.4 a & b | Words to accompany lit in context | See titles listed above in <i>Holt Elements of Literature</i> . | <i>Holt Elements of Literature Course 1 SMARTboard Collection 1& 2 Resources</i> | With literature | |
| | | Literary terms with literature | See titles listed above in <i>Holt Elements of Literature</i> . | | With essays | |
| | | Vocabulary development lists | <i>Wordly Wise 3000</i> , Book 7, lessons 1-8 | <i>Wordly Wise 3000</i> , Book 7, SMARTboard lessons 1-4 Resources | 1 lesson per week | |
| | | Roots and affixes | The unnamed book suggested by Contessa Johnson <i>Wordly Wise 3000</i> , Book 7, lessons 1-8 | <i>Wordly Wise 3000</i> , Book 7, SMARTboard lessons 5-8 Resources <i>Wordly Wise 3000</i> , Book 7, SMARTboard lesson answer sheet | | |

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| G R A M M A R | 7.8 f | <u>U</u> sage, and/ <u>M</u> echanics (UM) | | | | |
| | 7.8 a | Parts of Speech Nouns, Pronouns, and Adjectives Verbs, Adverbs, Prepositions, Conjunctions, and Interjections, Clauses and Phrases Diagramming in <i>Elements of Language</i> | Holt <i>Elements of Language</i> , chapters 11-12 p. 336 p. 356 Diagramming Appendix, pp. 836 – 853 | <i>Holt Elements of Language Course 1 SMARTboard Chapters 11-12 Resources</i> Powerpoints: Diagramming the Basics and diagram sentences | 3 weeks | Language Test |

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| R E S E A R C H | 7.9e | Plagiarism | | Librarian Paraphrasing SMARTboard Resource | 2 days | |
| | 7.9 c | Technology as a Tool | <i>The Outsiders</i> | <i>The Outsiders</i> internet activity | 2 days in computer lab | |

Teacher Direct

VDOE Resources including SOL, Curriculum Framework, Enhanced Scope and Sequence, Practice Items, etc.

English 7 Pacing Guide 2nd Quarter

| M E D I A L I T E R A C Y | SOL | Skills/Concepts | Suggested Titles | Resources | Time frame | Assessment |
|---|--------------|--|---|--|---|------------|
| | 7.1 a - e | Create relationships through building techniques | Relationship Building: Middle School Study Circle Student Guide | ..\Additional Resources\Relationship Building | 1 day | |
| | 7.1b | Ask probing questions to seek elaboration and clarification of ideas | Group discussion of literature selections | | | |
| | 7.6b | Use text structures to aid comprehension | <p>“Responding to the video: What’s in a Name?” in lit video</p> <p>“Responding to the Video: The Highwayman”</p> <p>“Responding to the Video: The Journey toward Equality”</p> | <p><i>Holt Elements of Literature</i>, First Course Visual Connections Videocassette and</p> <p>SMARTboard Collections\Holt Elements of Literature Collection 2.notebook</p> | <p>Use with <i>Elements of Literature</i>, p. 394</p> <p>Use with <i>Elements of Literature</i>, p. 246</p> <p>Use with <i>Elements of Literature</i>, p. 534</p> | |
| | 7.6g | Describe how word choice and language structure convey an author’s viewpoint | <p>Listen to Loreena McKenna sing the song of “The Highwayman”</p> <p><i>Nighthawks</i>, fine arts transparency (Use with “After Twenty Years”)</p> | <p>CD, <i>The Book of Secrets</i>, by Loreena McKenna with song of “The Highwayman”</p> | <p>Use with <i>Elements of Literature</i>, p. 246</p> <p>Use with <i>Elements of Literature</i>, p. 356</p> | |

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| R E A D I N G: F I C T I O N | 7.5a | Describe the elements of theme | <p>“Elements of Literature: Theme,” p. 236 – 237</p> <p>“Hearts and Hands, p. 239</p> <p>“The Highwayman,” p. 246</p> <p>“Charles,” p. 296</p> | <p><i>Holt’s PowerNotes for Literature and Reading, First Course</i> on “Discovering the Main Idea”</p> | <p>Intro and “Hearts and Hands,” 2 – 3 days</p> | |
| | 7.5k | Identify cause and effect relationships | <p>“User Friendly, “ p. 271</p> | <p><i>Holt’s PowerNotes for Literature and Reading, First Course</i> on “Figures of Speech”</p> | <p>“The Highwayman,” 1 – 2 days</p> | |
| | 7.4c | Identify and analyze figurative language within authentic texts | <p>“Making Connections: Similes and Metaphors,” p. 255</p> <p>“Idioms: Don’t Take Them Literally,” p. 283</p> | <p>Use after “The Highwayman”</p> <p>Use after “User Friendly”</p> | <p>“Charles,” 2 – 3 days</p> <p>“User Friendly,” 2 – 3 days</p> | |
| | 7.5d | Describe the impact of word choice, imagery, and literary devices including figurative language in poetry | <p>Hyperbole</p> <p>Personification, p. 555</p> <p>“I Am of the Earth,” p. 556 (poem)</p> <p>“I’m Nobody,” p. 549, poetry: similes and metaphors</p> | <p>Examples of hyperboles</p> <p><i>Holt’s PowerNotes for Literature and Reading, First Course</i> on “Personification” and “Figures of Speech”</p> | <p>“I Am of the Earth,” ½ day</p> <p>“I’m Nobody,” 1 – 2 days</p> | |
| | 7.5e | Make, confirm, and revise predictions in fictional texts | <p>“After Twenty Years,” p. 356</p> <p>“Bargain,” p. 369</p> | <p><i>Holt’s PowerNotes for Literature and Reading, First Course</i> on “Point of View” and “Making Predictions”</p> | <p>“After Twenty Years,” 2 – 3 days</p> | |
| | 7.5 j | Identify the author’s organizational pattern in fictional texts | <p>”The Highwayman,” p. 246</p> <p>“After Twenty Years,” p. 356</p> | <p>Additional English Reading SOL Resources</p> | <p>“Bargain,” 3 – 4 days</p> | |

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| | 7.5b | Compare and contrast various forms and genres of fictional text | "Amigo Brothers," p. 484 | "Understanding Text Structure: Comparison and Contrast," p. 496 in <i>Elements of Literature</i> , First Course | "Amigo Brothers," 3 – 4 days | |
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| | 7.5k | Identify cause and effect relationships | <p>”It Just Keeps Going and Going,” p. 284</p> <p>Informational Text: Understanding Cause and Effect, p. 255</p> <p>“The Gentleman of the Road,” p. 256</p> | | <p>“It Just Keeps Going and Going,” 1 – 2 days</p> <p>“Understand- ing Cause and Effect,” 1 day</p> | |
| | 7.6g | Describe how word choice and language structure convey an author’s viewpoint in a variety of non-fiction texts | <p>Introductory Essay: “Elements of Literature: Point of View,” p. 348</p> <p><i>Seedfolks</i>, by Paul Fleischman</p> | | <p>“The Gentle- Man of the Road,” 1 day</p> <p>“Elements of Literature: Point of View,” ½ period</p> | |
| | 7.6i & h | Summarize text identifying supporting details & Identify the main idea in nonfiction texts | <p>“Your name worksheet?” p. 364 (main idea)</p> <p>..\Your Name[1].doc</p> | | <p>Novel, <i>Seed- folks</i>, 1 – 2 weeks</p> | |
| | 7.5 | Read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry | <p>“Reading like a Wolf: Understanding the Forms of Prose,” p. 478</p> | | <p>“What’s Really in a Name?” 1 day</p> <p>“Understandi ng the Forms of Prose,” 1 day</p> | |
| | 7.5h | Identify the main idea in fictional | <p>”A Good Reason to Look Up,” p. 480 – 483</p> | | <p>“A Good Reason to</p> | |

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| | | texts, narrative nonfiction, and poetry | | | Look Up,” 1 – 2 days | |
| 7.6f | Identify the source, viewpoint, and purpose of text | Informational Text: “Right Hook, Left Hook,” p. 497 (Use with “Amigo Brothers”) | | | “Right Hook, Left Hook,” 1 – 2 days | |
| 7.6e | Differentiate between fact and opinion | <p>“Barrio Boy,” p. 500 (autobiography)</p> <p>“A Mason-Dixon Memory,” p. 534 – 539 (Good for February, Black History Month)</p> <ul style="list-style-type: none"> Supplementary Novella: “Song of the Trees,” pp. 508 – 523 (could be used for enrichment) | | | <p>“Barrio Boy,” 2 – 3 days</p> <p>“A Mason-Dixon Memory,” 2 – 3 days</p> <p>Novella “Song of the Trees,” 5 – 7 days</p> | |

| W R I T I N G | SOL | Skills/Concepts | Suggested Titles | Resources | Time frame | Assessment |
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| | 7.7 | Write an exposition | Expository Writing | | | |
| | 7.7a | Identify intended audience | Teach speaker, purpose, and audience Journal Writing | VDOE website English SOL Institute PP | | |
| | 7.7b | Use a variety of prewriting strategies including graphic organizers to generate and organize ideas | Expository Essay: Informative Report/Research Expository Essay: Comparison-Contrast Essay | Composition book Writing Workshop “Expository Writing: Informative Report,” p. 864 – 869 in <i>Elements of Literature</i> , First Course Writing Workshop with “Amigo Brothers:” Expository Writing: Comparison-Contrast Essay, p. 772 – 777 | Daily or as often as teacher requires | |
| | 7.7c | Organize writing structure to fit mode or topic | | | | |
| | 7.7d | Establish a central idea and organization | | | | |
| | 7.7e | Compose a topic sentence or thesis statement | | | | |

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| 7.7f | Write multi-paragraph compositions with unity elaborating the central idea | | | | |
| 7.7g | Select vocabulary and information to enhance the central idea, tone, and voice | | | | |
| 7.7h | Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences | | | | |
| 7.7i | Use clauses and phrases for sentence variety | | | | |
| 7.7j | Revise sentences for clarity of content including specific vocabulary and information | | | | |
| 7.7k | Use computer | | | | |

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| | | technology to plan, draft, revise, edit, and publish writing | | | | |
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| V O C A B U L A R Y | SOL | Skills/Concepts | Suggested Titles | Resources | | Assessment |
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| | 7.4b & e | Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary | <p>”Putting Analogies to Work,” p. 288 Transparencies in <i>Elements of Language</i> notebook</p> <p><i>Wordly Wise 3000</i> Book 7, p.38 Lesson 5</p> | <p>Student activity for analogies</p> <p>Wordly Wise activities</p> <p><i>Word Explorer</i> Level G</p> | | |
| | 7.4d | Identify connotations | <p>Introductory definition of denotation and connotation, p. 465 <i>Elements of Literature</i></p> <p>9th week (review):</p> <p>“Connotations: What’s the Difference Between...,” p. 525</p> | <p>Vocabulary books, i.e., <i>Prefixes and Suffixes, More Prefixes and Suffixes, Greek and Latin Roots,</i> and <i>More Greek and Latin Roots</i></p> <p><i>Word Explorer, Level G</i></p> <p>Use with “Barrio Boy”</p> | 50 stems from these vocabulary books, using 5-6 per week | |

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| G R A M M A R | 7.8 | Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing | Punctuation of end marks, pp. 290 – 292 <i>Holt Handbook</i> / pp. 598 – 560 <i>Elements of Language</i> Punctuation of types of sentences, ie., S, Cd, Cx, and CdCx, Ch. 7 <i>Holt Handbook</i> / Ch. 16 <i>Elements of Language</i> Capitalization, Ch. 13 <i>Holt Handbook</i> / Ch. 22 <i>Elements of Language</i> | 7th Proofreading Warm-ups English 7 (Answers are in the binder <i>Holt Language Activities: Transparencies and Answer Key</i>) SMARTboard Units\Ch 22-13 & 23-14 Capitalization & Punctuation Unit.notebook | 2-3 weeks | |
| | 7.8d | Use subject-verb agreement with intervening phrases and clauses | Punctuation of commas for intervening phrases and clauses, Ch. 14 <i>Holt Handbook</i> /Ch. 23 <i>Elements of Language</i> | Combining Sentences: Mini-Lessons and Practice from <i>Holt Elements of Language First Course</i> | | |
| | 7.8f | Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences | Punctuation of commas in a series of nouns, verbs, adjectives, adverbs, prepositional phrases, and clauses, Ch. 14 <i>Holt Handbook</i> /Ch. 23 <i>Elements of Language</i> | | | |
| | 7.8 g | Use quotation marks with dialogue | “Punctuating Dialogue,” p. 39 – 40 in <i>Elements of Language</i> , First Course | | | |

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| | 7.8h | Use correct spelling for commonly used words | Spelling of commonly misspelled words, Ch. 16 <i>Holt Handbook</i> / Ch. 25 <i>Elements of Language</i> | | | |
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| R E S E A R C H | 7.9 | Apply knowledge of appropriate reference materials to produce a research project | Research paper to collaborate with History Dept. for History Day for DMS and LMS Or, research paper from an informative or expository essay | History Day site | | |
| | 7.9a | Collect and organized information from multiple sources including online, print and media | Collect and organize sources | | | |
| | 7.9b | Evaluate the validity and authenticity of sources | Authenticity of sources | | | |
| | 7.9c | Use technology as a tool to research, organize, evaluate, and communicate information | | | | |

“What’s Really in a Name?” p. 364 in *Elements of Literature*, First Course (Cathy has the students research their own names; embed her created worksheet and websites)

4 – 6 weeks

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| | 7.9d | Cite primary and secondary sources | Works cited, using MLA or APA format | Bibliography tool; History Day's primary and secondary sources | | |
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English 7 Pacing Guide 3rd Quarter

| C O M M U N I C A T I O N | SOL | Skills/Concepts | Suggested Titles | Resources | Time frame | Assessment |
|---|------------|--|---|---|------------|------------|
| | 7.1 a-e | Building Relationships | Middle School Study Circle Student Guide | <i>Middle School Study Circle Student Guide</i> | 1 day | |
| | 7.1b | Ask probing questions to seek elaboration and clarification of ideas | Group Discussions 1. Oral Presentation of History Day Projects written in 2 nd quarter and/or Informative Reports | | 1 day | |
| | 7.1e | Active listening | 2. Listening Skills | | | |

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| R E A D I N G : | 7.5 c,d,j | Poetry | “Elements of Literature: Painting with Words: The Elements of Poetry” p. 546 “Elements of Literature: The Sounds of Poetry,” | <i>Holt’s Powernotes for Literature and Reading</i> First course on “Images in Poetry” and “Sound Effects in Poetry” | to introduce/ accompany “The Runaway” 1 day | Collection 4 & 5 Test |
| | 7.5 c,d,j | Narrative Poem | “The Runaway,” p.586-588; simile, metaphor, imagery “The Jabberwocky” p.577; onomatopoeia | Holt Elements of Literature Course 1 SMARTboard Collection 5 Resources | 1 day | |
| | 7.5 j | Haiku | “Winter, “ p.100-102 in Review for Lessons 9-12 in <i>Wordly Wise 3000</i> Book 7 | | 1 day | |
| | 7.5 | Ballad | “Ballad of Birmingham” (not in textbook) | Ballad: http://www.poetryfoundation.org/poem/175900 Extras: http://www.balladofbirmingham.org/ | ½ day | |
| | 7.5 c,j | Limerick | “A Tutor” p.577 | | ½ day | |
| | 7.5 c,d,j | Quatrain | “My Papa’s Waltz” (not in textbook); imagery, rhyme scheme, extended metaphor | Poem: http://www.poetryfoundation.org/poem/172103 | 1 day | |
| | 7.5 c,d | Couplet | “A Minor Bird,” p. 590 “Maggie and Millie and Molly and May,” 599; alliteration “All in Green Went My Love Riding,” p.602 | | | |
| | 7.5 c,j | Free Verse | “Naming of Horses” p.593 “Arithmetic” p.607 “Buffalo Dusk” p.439 “Jazz Fantasia”; onomatopoeia (not in textbook) | Poem: http://allpoetry.com/poem/8479261-Jazz_Fantasia-by-Carl_Sandburg | 1 day | |

| | SOL | Skills/Concepts | Suggested Titles | Resources | Time frame | Assessment |
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| R E A D I N G : | 7.5 b,c, k | Myth | Introductory Essay: "Elements of Literature: The Myths of Greece and Rome: Insights into our World," p.646 | <i>Holt's Powernotes for Literature and Reading</i> First course on "The Myths of Greece and Rome" <i>Holt Elements of Literature</i> Course 1 SMARTboard Collection 6 Resources | ½ day | |
| | 7.4b | Roots/affixes | Reading Skills and Strategies p.650-652 | | ½ day | |
| | 7.5 b,c, k | Cause/effect, compare/contrast , characteristics of genre | "The Origin of the Seasons," p.654 "Orpheus," p.664 "The Flight of Icarus," p.676 | | 2-3 days 1 day | |
| | 7.5c | Moral | Introductory Essay: "Folk Tales," p.696 | <i>Holt's Powernotes for Literature and Reading</i> First course on "Folk Tales" | ½ day | |
| | 7.5 b,c,e ,h | Folk Tales | "The Hummingbird King," p.732 (motif) | | 2 days | |
| | 7.5 c,k | Motifs | "Aunty Misery," p.727 (motif of wishes, cause/effect) | Aunty Misery (student version): http://www.youtube.com/watch?v=GV9gxBUFYh0 | 1-2 days | |
| | 7.5 c,e 7.4b | Metamorphosis/ affix, predictions | "Master Frog," p.708 | | 2-3 days | |
| | 7.5b | Compare / contrast | "Aschenputtel," p.747 "Dinorella," p.758 "Interview," p.764 | Additional English SOL Resources | | |

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| W R I T I N G | 7.4 d&g | Narrative Writing: Personal Narrative Narration/Description | Journal Writing | Composition Book | 5 minutes | |
| | 7.7 a-k | Composing (C)/ Written Expression (WE) | My Own Myth | My Own Myth SOL writing information | 2 days | |

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| V O C A B U L A R Y | 7.4 a & b | Words to accompany lit in context | See titles listed above in <i>Holt Elements of Literature</i> . | | With literature | |
| | | Literary terms with literature | See titles listed above in <i>Holt Elements of Literature</i> . | <i>Wordly Wise 3000</i> , Book 7, SMARTboard lessons 13-16 Resources | With essays | |
| | | Vocabulary development lists | <i>Wordly Wise 3000</i> , Book 7, lessons 13-16 | <i>Wordly Wise 3000</i> , Book 7, SMARTboard lessons 17-20 Resources | 1 lesson per week | |
| | | Roots and affixes | <i>Wordly Wise 3000</i> , Book 7, lessons 18-20 | <i>Wordly Wise 3000</i> , Book 7, SMARTboard lesson answer sheet <i>Wordly Wise 3000</i> , Book 7, SMARTboard lesson answer sheet Lesson 13, 14, 17, 18 | | |

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| G R A M M A R | 7.8 f | <u>Usage</u> , and/ <u>Mechanics</u> (UM) | | Holt Elements of Language Course 1 SMARTBoard Ch 15-8 & 24-17 Parts of Speech, Apostrophes & Agreement Unit | 1-3 days | Language Test |
| | 7.8 d | Subject and verb agreement | Holt <i>Elements of Language</i> , chapter 17 p.456-481 | | | |
| | 7.8c | Pronoun and antecedent agreement | Holt <i>Elements of Language</i> , chapter 17 p.475-482 | | | |
| | 7.8c | Verb tense | Holt <i>Elements of Language</i> , chapter 18 p. 484-508 | | | |
| | 7.8i | Apostrophe | Holt <i>Elements of Language</i> , chapter 24 p.638-645 | | | |

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| R E S E A R C H | | | NONE | | | |

English 7 Pacing Guide 4th Quarter

| | SOL | Skills/Concepts | Suggested Titles | Resources | Time frame | Assessment |
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| C O M M U N I C A T I O N | 7.1 a-e | Relationship Building | Middle School Study Circle Student Guide | Middle School Study Circle Student Guide | 1 day | |
| | 7.1b | Ask probing questions to seek elaboration and clarification of ideas | Student questions generated from persuasive essay presentations <i>Elements of Literature</i> Course 1 “Giving and Listening to a Persuasive Speech” p. 1050 | | 2 days | |
| | 7.1e | Active listening | Green videocassette for <i>Elements of Language</i> for persuasive writing p. 211 | | | |
| | 7.3d | Compare and Contrast | <i>Éowyn, and the Nazgûl</i> fine arts transparency | <i>Holt Elements of Literature</i> Course 1 Visual Connections Videocassette and SMARTboard Collections 7 & 8 Resources | To accompany King Arthur | |

English 7 Pacing Guide 4th Quarter

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| R E A D I N G : F I C T I O N | | Elements of Literature: Legends | "King Arthur: The Sword in the Stone," p. 792 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collections 7 & 8 Resources | Approx. 3 weeks | Collections 7 & 8 Test |
| | 7.5 a-i, k, l | Fables | "The Lion and the Mouse" and "The Fox and the Grapes" in <i>Power Notes: Summarizing the Story</i> | <i>Holt's Powernotes for Literature and Reading</i> First course on "Fables" | 2 days | |
| | 7.5b | 9 th week (review): | "Belling the Cat," p. 778 (testing the fable) | | | |

English 7 Pacing Guide 4th Quarter

| | SOL | Skills/Concepts | Suggested Titles | Resources | Time frame | Assessment |
|--|------------|---------------------------------|--|--|------------|------------|
| R E A D I N G : N O N F I C T I O N | 7.6 a-1 | Reading for Information | Introductory Essay: “Reading for Life,” p. 880 “From Page to Film,” p. 883 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collections 7 & 8 Resources <i>Holt’s Powernotes for Literature and Reading</i> First course on “Reading Purposes” | ½ day | |
| | | Analyzing texts for information | Analyzing Information: “Public Documents,” p. 888 “Work Place Documents,” p. 894 “Consumer Documents,” p. 899 “Following Technical Directions,” p. 905 | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collections 7 & 8 Resources | 1 week | |

English 7 Pacing Guide 4th Quarter

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|---------------------------------|------------|--|-----------------------------|---|------------|------------|
| W R I T I N G | 7.4 d&g | Narrative Writing: Personal Narrative Narration/Description | Journal Writing | Composition Book | 5 minutes | |
| | 7.7 a-k | <u>Composing (C)/</u> <u>Written</u> <u>Expression (WE)</u> Prewriting Strategies: Brainstorming Webbing Clustering Venn Diagrams Outlines Graphic Organizers: Four Square Hamburger Model | SOL Practice Writing Prompt | VDOE Additional English SOL Resources | 3 days | |

English 7 Pacing Guide 4th Quarter

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|--|--------------|-----------------------------------|---|--|----------------------|------------|
| V O C A B U L A R Y | 7.4 a & b | Words to accompany lit in context | See titles listed above in <i>Holt Elements of Literature</i> . | <i>Holt Elements of Literature</i> Course 1 SMARTboard Collections 7& 8 Resources | With literature | |
| | | Literary terms with literature | See titles listed above in <i>Holt Elements of Literature</i> . | | | |
| | | Vocabulary development lists | <i>Wordly Wise 3000</i> , Book 7, lessons 17-20 | <i>Wordly Wise 3000</i> , Book 7, SMARTboard lessons 17-20 Resources | 1 lesson per week | |
| | | Roots and affixes | The unnamed book suggested by Contessa Johnson <i>Wordly Wise 3000</i> , Book 7, lessons 17-20 | | | |

English 7 Pacing Guide 4th Quarter

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|---------------------------------|-----|-----------------|--------------------------------|-----------|------------|------------|
| G R A M M A R | | | None due to Reading SOL review | | | |

English 7 Pacing Guide 4th Quarter

| | SOL | Skills/Concepts | Suggested Titles | Resources | Time frame | Assessment |
|--------------------------------------|-----|-----------------|--------------------------------|-----------|------------|------------|
| R E S E A R C H | | | None due to Reading SOL review | | | |