

7th Grade Language Arts Pacing Guide

- Competency Goal 1 The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.
- Competency Goal 2 The learner will synthesize and use information from a variety of sources.
- Competency Goal 3 The learner will refine the understanding and use of argument.
- Competency Goal 4 The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.
- Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.
- Competency Goal 6 The learner will apply conventions of grammar and language usage.

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 7th LANGUAGE ARTS
Ongoing Throughout the School Year

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Organization - E Point-of-View – E	1.01 Narrate an expressive account which: <ul style="list-style-type: none"> • creates a coherent organizing structure appropriate to purpose, audience, and context. • orients the reader/listener to the scene, the people, and the events. • engages the reader/listener by establishing a context and creating a point of view. • establishes the significance of events. 	How do I organize my account so it is appropriate for the audience? How do I create a point of view that comes across clearly?	*Outlining
Summarizing - I Connections - I Compare/ Contrast - E Inference/ Conclusion – E	1.02 Respond to expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. • summarizing the characteristics of expressive works. • determining the importance of literary effects on the reader/viewer/listener. • making connections between works, self and related topics. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • determining the main idea and/or significance of events. • generating a learning log or journal. • maintaining an annotated list of works read/viewed. • creating an artistic interpretation that connects self and/or society to the selection. • constructing and presenting book/media reviews. 	How would you compare _____? Contrast _____? What is the main idea of the selection? How would you respond to expressive materials?	*Venn Diagram *Response Journals *Fishbone Diagram
Active Learning (Groups) – E	1.03 Interact in group settings by: <ul style="list-style-type: none"> • responding appropriately to comments and questions. • offering personal opinions confidently without dominating. • giving appropriate reasons that support opinions. • soliciting and respecting another person's opinion. 	What is the most effective way to respond to the question being asked?	*Response Cards
Reflect – I	1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> • analyzing personal learning growth and changes in perspective. • examining changes in self throughout the learning process. • determining how personal circumstances and background shape interaction with text. 	How do my personal experiences allow me to connect with what I read?	*Reading Response Journals/Logs

<p>Comprehension – E</p>	<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of individual interest. • reading literature and other materials selected by the teacher. • assuming an active role in teacher-student conferences. • engaging in small group discussions. • taking an active role in whole class seminars. <p>analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.</p>	<p>What types of literature interest me? What ground rules should we allow for small group discussions?</p>	<p>*Book Lists *Conferencing</p>
<p>GRAMMAR</p> <p>Sentence Structure – I</p> <p>Subject-Verb – I</p> <p>Parts of Speech – E</p> <p>Phrases/Clauses – I</p> <p>Vocabulary – I</p> <p>Dialects – E</p>	<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses). • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • determining when and where dialects and standard/nonstandard English usage are appropriate. • applying language conventions and usage during oral presentations. • choosing language that is precise, engaging, and well suited to the topic and audience. • experimenting with figurative language and speech patterns. 	<p>How can I avoid using fragments and run-on sentences? How do adjectives clarify what I am trying to say? Which words say precisely what I mean?</p>	<p>*Daily Oral Language</p> <p>*Sentence Diagramming</p> <p>*Concept Mastery Map</p>
<p>Spelling – I</p> <p>Proofreading – E</p>	<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • mastering proofreading symbols for editing. 	<p>What errors have I made in my writing? How do I effectively edit my writing?</p>	<p>*Phonics *Peer Editing</p>

Edit – E	<ul style="list-style-type: none"> • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. • listening to and monitoring self to correct errors. 		*Student-Teacher Conference
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Essential = E	Key for code preceding objective: Important = I	Compact = C
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NOTES: Teachers should determine when to first introduce the skills from the “Ongoing” section and then these skills should be woven throughout the school year.

Skills listed in each six weeks should be introduced during the specified grading period and should then be woven throughout the remainder of the school year.

If a teacher thinks a skill should be introduced sooner than is indicated in the pacing guide, the teacher may introduce the skill at the appropriate time for his/her class, but should make sure the skill is dealt with again during the grading period listed in the pacing guide.

If a teacher completes all the skills for a given six weeks, the teacher may preview skills from the next six weeks with his/her class.

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 7th LANGUAGE ARTS
Report Period: First Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Monitor - I Summarizing – I	2.01 Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the characteristics of informational works. • summarizing information. • determining the importance of information. 	What should be included in a summary? How do I know what information is important?	*Fishbone Diagram -Main Idea in head -supporting ideas on bones
Fact, Details, and Organization - E	2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> • evaluating information for extraneous details, inconsistencies, relevant facts, and organization. 	How do I differentiate between irrelevant and relevant facts in a selection?	*Venn Diagram -Compare/Contrast details
Author’s Purpose – E Inference – E	3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and /or viewed. • identifying the arguments and positions stated or implied and the evidence used to support them. • summarizing the author's purpose and stance. • drawing inferences. 	How does the author convey his/her purpose in this selection? What information is needed to construct an inference?	*PIE Chart -Persuade, Inform, and Entertain
Story Elements – I	5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> • analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style. 	How does the author illustrate the theme throughout the selection?	*Lotus Diagram *Plot Triangle *Story Map
Genre – E	5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). 	What is included in the characteristics of _____ (genre)?	*Circle Map -Put Genre in the middle, and characteristics on the outside *Concept Mastery Map

Argument – E	Writing 3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • analyzing the characteristics of argumentative works. • making connections between works, self and related topics. • responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues). 	How do I construct a valid response to a public document? What are the characteristics of an argumentative work?	<i>Write for the Future Manual</i>
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Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 7th LANGUAGE ARTS
Report Period: Second Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Connect – I Inference/ Conclusions – E	2.01 Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • making connections to related topics/information. • drawing inferences and/or conclusions. • generating questions. 	What conclusions can I draw from the information given? How does this selection relate to other topics?	*KWL Chart -Know, Want to Know, Learned
Compare/ Contrast – E	2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> • comparing, contrasting, and evaluating information from different sources about the same topic. 	How would I differentiate between ____ and ____?	*Double-Bubble Map *Venn Diagram
Style, Tone, and Point-of-View – E	3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • examining the effectiveness of style, tone, and use of language. • examining the importance and impact of establishing a position or point-of-view. 	How does the author make his/her argument effective?	*Circle Map
Problem- Solution – E	3.02 Explore and analyze the problem-solution process by: <ul style="list-style-type: none"> • studying problems and solutions within various texts and situations. 	How do I evaluate a problem and design an effective solution?	*Tree Map *Multi-Flow Map
Literary Devices – E	5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> • analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony. 	What literary devices does the author use to make his writing effective? What is the best way to appreciate this poem?	*Lotus Diagram *Supplemental Materials (Competitive Edge)
Problem- Solution Process – E	Writing 3.02 Explore and analyze the problem-solution process by: <ul style="list-style-type: none"> • utilizing the problem-solution process within various contexts/situations. • constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	How do I construct a problem-solution essay with relevant details?	* <i>Write for the Future Manual</i>

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First Practice Writing Test

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 7th LANGUAGE ARTS
Report Period: Third Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Bias – E	3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • recognizing bias, emotional factors, and/or semantic slanting. 	How do I recognize bias?	*Chapter 7 in <i>Elements of Language</i>
Argument – E	3.03 Study and create arguments that evaluate by: <ul style="list-style-type: none"> • understanding the importance of establishing a firm judgment. • justifying the judgment with logical, relevant reasons, clear examples, and supporting details. 	What evidence is needed to make a firm judgment?	*Tree Map
Bias, Emotional Factors, & Slanting – E	4.01 Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	What are the different types of propaganda?	*Cut out magazine ads, or articles with bias or propaganda
Conclusions – I	4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	What evidence do I have to draw this conclusion?	*Circle Map *Flow Chart
Evaluative Essays – E	Writing 3.03 Study and create arguments that evaluate by: <ul style="list-style-type: none"> • justifying the judgment with logical, relevant reasons, clear examples, and supporting details. • creating an organizing structure appropriate to purpose, audience, and context. 	What are the criteria of being a good friend? How can I arrange the criteria to form an effective opening paragraph of an evaluative essay?	* <i>Write for the Future Manual</i> *Cut out different types of Evaluative Essays (ie. Movie reviews and book reviews)

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Second Practice Writing Test

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 7th LANGUAGE ARTS
Report Period: Fourth Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Author's Assumptions – E	4.01 Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> • exploring and evaluating the underlying assumptions of the author/creator. • understanding the effects of author's craft on the reader/viewer/listener. 	What are the underlying assumptions made by the author in this selection?	*Multi-Flow Map
Conclusions – I	4.02 (Cont.) Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	What do I need to consider the impact of my conclusion?	*Lotus Diagram -Use the diagram from the outside in (have details on outside and fill in the conclusion on the inside)
Point –of-View – E	4.03 Develop the stance of a critic by: <ul style="list-style-type: none"> • considering and presenting alternative points of view or reasons. • remaining fair-minded and open to other interpretations. 	How do I construct an alternative point of view from the one presented in this selection?	*Venn Diagram/Double-Bubble Map
Evaluative Essays – E	Writing 4.03 Develop the stance of a critic by: <ul style="list-style-type: none"> • creating a critical response/review of a work/topic. 4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	How do I develop a critical response for this topic? How will I arrange the criteria to form an evaluative essay?	*Write for the Future Manual *Write an book review of a favorite book

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