

***7th Grade Language Arts***

***2018-19 Pacing Guide***

***Kate Collins Middle School***

**SOL Standards, Weeks 1 and 2**  
**Skills**

**n**

The student will participate in and contribute to conversations, group discussions, and presentations.

Use a variety of strategies to listen actively and speak using agreed upon discussion with awareness of verbal and nonverbal cues.

Clearly communicate ideas and information orally in an organized and succinct manner.

Ask probing questions to seek elaboration and clarification of ideas.

Participate in collaborative discussions with partners building on others' ideas.

Use statements to communicate agreement or tactful disagreement with others'

Use language and style appropriate to audience, topic, and purpose.

Give formal and informal presentations in a group or individually, providing evidence to support a main idea.

Work effectively and respectfully within diverse groups.

Show a bit willingness to make necessary compromises to accomplish a goal.

Accept responsibility for collaborative work.

**ESSENTIAL UNDERSTANDINGS**

All students should:

- participate effectively in group discussions and presentations.
- Understand audience , topic, and purpose impact language and style.
- recognize that each member brings to the group a unique viewpoint.

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, student expected to:

- To be successful with this standard, student expected to contribute relevant ideas, opinions, feelings in large and small diverse groups.
- offer and seek summary statements of their own and the ideas of others.

Understand verbal and nonverbal feedback from the audience should be used to evaluate and adjust presentations.

- select vocabulary, tone, and style with audience purpose in mind. state points clearly and directly
- maintain a focused discussion. ask clarifying questions and respond appropriately to other questions in order to encourage discussion, understanding, and bring the discussion back to topic when needed.
- provide feedback to other group members, acknowledge new insights expressed by others when justified, modify their own views.
- engage others in conversations by posing and responding to questions in a group situation with flexibility and willingness in making compromises to accomplish a common goal.
- use a variety of strategies to actively listen and show attentiveness, including:
  - Focusing attention on the speaker;
  - Giving appropriate feedback;
  - allowing the speaker to finish without interruptions.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
Prentice Hall Literature Language and Literacy, Grade Seven; Prentice Hall Writing Coach, Grade 7, copyright, 2013	<ul style="list-style-type: none"> <li>● <u>Prentice Hall Literature: Reader's Notebook</u>; Pearson</li> <li>● <u>Reality Central: Real World Writing Journal</u></li> <li>● Pearson's Online Leveled Readers' Library</li> </ul>	

- Reading Resource Library

**: Fiction and Nonfiction, Week 3**

**Reading Skill: Elements of Fiction and Nonfiction**

**SOLs: 7.5 a, 7.6**

**NEW SOLs: 7.5 a, 7.6      Writing SOLs: 7.7 b, c, e**

Students will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

Students will describe the elements of narrative structure including setting, character development, plot, and conflict and how they influence each other.

Students will read and demonstrate comprehension of a variety of nonfiction texts.

**ESSENTIAL UNDERSTANDINGS**  
All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**  
To be successful with this standard, students are expected to:

- Recognize the elements of narrative structure including
    - Setting
    - character(s); protagonist and antagonist
    - External conflicts, such as:
      - Individual vs. self; individual; nature; supernatural; and society
      - Internal conflict-individual vs self;
    - Plot-development of the central conflict, including
      - Initiating event; Rising action; Climax action; and Resolution
- Theme

- Identify **characterization** as the way an author presents character and reveals character traits by:
  - What a character says;
  - What a character thinks;
  - What a character does; and
  - How other characters respond to the character.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Introduce the Big Question, “What is the best way to find the truth?” (pp. 2-3)</p> <p>Introduce Genre, Fiction and Nonfiction, (pp. 4-7)</p> <p>Model Fiction Selection, “The Three-Century Woman,” by Richard Peck, (pp. 8-18)</p> <p>Model Nonfiction Selection, “The Fall of the Hindenburg,” by Michael Morrison, (pp. 18-21)</p> <p>Introduce Writing Workshop for Unit 1: DESCRIPTIVE ESSAY, Brainstorm/Prewrite, (pg. 92)</p>		

**Unit 1: Fiction and Nonfiction, Week 4**

**Clues**

**SOLs: 7.2 a, b, 7.4 e, 7.5 j, 7.7 b**

**NEW SOLs: 7.2 b, 7.4 b, e, 7.7 b LI**

**Narrative Text**

**Writing SOL's: 7.7 a, b, c, d, e, i, j, k, l, m, nn**

**Reading Skill:**

**Literary Analysis**

student will create multimodal presentations both individually and in a group that rely communicate ideas.

effective verbal and nonverbal communication skills to deliver multimodal presentations.

student will read and determine the meanings of unfamiliar words and phrases within text texts.

roots, affixes, synonyms, and antonyms to expand vocabulary.

context and sentence structure to determine meanings and differentiate among multiple uses of words.

student will write in a variety of forms to include narrative, expository, persuasive, and descriptive with an emphasis on expository and persuasive writing.

use intended audience and purpose.

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students

	<b>expected to:</b>
<p>Understand nonverbal communication and its impact and use it purposefully.</p> <p>Understand that using more than one communication mode creates a more effective presentation.</p>	<ul style="list-style-type: none"> <li>● use proper posture and stance when speaking.</li> <li>● identify whether or not a nonverbal message complements the spoken message.</li> <li>● Use context as a clue to the meaning of a word or phrase.</li> </ul>

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Choose ONE pairing from, "Papa's Parrot," Cynthia Rylant OR "mk," by Jean Fritz (pp. 22-47)</p> <p>Word Study: Prefixes, re-, in- (pp. 24, 31, 32, 45)</p> <p>Grammar: Common and Proper Nouns, (pg. 46)</p> <p>Writing Workshop: DESCRIPTIVE ESSAY, Rough Draft, (pg. 92-94)</p>		

<p><b>Unit 1: Fiction and Nonfiction, Week 5</b></p> <p><b>Clues</b></p> <p><b>SOLs: 7.4b, 7.4e, 7.5c, 7.7g, 7.9a, 7.9c</b></p> <p><b>View</b></p>	<p><b>Reading Skill: Comprehension</b></p> <p><b>Literary Analysis: Characterization</b></p>
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**NEW SOLs: 7.4 b, e, 7.5 c, 7.9 b**

**Writing SOLs: 7.7 a, b, c, d, e, i, j, k, l, m, nUn**

student will read and determine the meanings of unfamiliar words and phrases within  
tic texts.

roots, affixes, synonyms, and antonyms to expand vocabulary.

context and sentence structure to determine meanings and differentiate among multiple  
gs of words.

student will read and demonstrate comprehension of a variety of fictional texts, literary  
ion, poetry, and drama.

ify cause and effect relationships and their impact on plot.

student will find, evaluate, and select appropriate resources to create a research  
t.

ct, organize, and synthesize information from multiple sources.

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, student  
expected to:

Understand that affixes and Greek and Latin roots are clues to determine meanings of words

Understand using multiple sources of information produces a more complete understanding of a topic

- Use common Greek or Latin affixes and roots to determine the meaning of unfamiliar words
- Separate and recombine known word parts to determine the meaning of unfamiliar words
- Recognize that synonyms may have different connotations (e.g., elderly and mature; youth and juvenile, inexpensive and cheap).
- Recognize the elements of narrative structure
  - Setting
  - character(s); protagonist and antagonist
  - External conflicts, such as
    - Individual vs. individual
      - Individual vs. nature
      - Individual vs. society
      - Individual vs. individual
      - Individual vs. supernatural
      - Individual vs. technology
    - Internal conflict-individual vs self;
    - Plot-development of the central conflict including
      - Initiating event
      - Rising action
      - Climax
      - Falling action
      - Resolution

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Choose ONE selection from Paring 2: “An American Childhood,” by Annie Dillard, OR “The Luckiest Time of All,” by Lucille Clifton (pp. 48-69)</p> <p>Word Study: Prefixes, trans-, ac-, (pp. 50, 59, 60, 67)</p> <p>Grammar: Possessive Nouns, (pg. 68)</p> <p>Test Practice: Reading (Context Clues), (pp. 70-71)</p> <p>Writing Workshop: DESCRIPTIVE ESSAY, Edit/Revise/Final copy, (pg. 92-97)</p>		

**Unit 1: Fiction and Nonfiction, Week 6**  
**Details**

**Reading Skill: Author's Purpose/**

**7.1b, 7.4b, 7.5a, 7.5l, 7.7c, 7.7f**

**Literary Analysis: Informational Text and**

**OLs: 7.1 c, 7.4 b, 7.5 a, j, 7.6 a, 7.7 d, i**

**Writing SOLs: 7.7 b, c, e**

student will participate in and contribute to conversations, group discussions, and oral presentations.

probing questions to seek elaboration and clarification of ideas.

student will read and determine the meanings of unfamiliar words and phrases within text.

roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

describe the elements of narrative structure including setting, character development, plot, and conflict and how they influence each other.

reading strategies to monitor comprehension throughout the reading process.

student will read and demonstrate comprehension of a variety of nonfiction texts.

analyze materials using text features including type, headings, and graphics to predict and evaluate information.

student will write in a variety of forms to include narrative, expository, persuasive, and descriptive with an emphasis on expository and persuasive writing.

analyze writing structure to fit form or topic.

write multiparagraph compositions with elaboration and unity.

**ESSENTIAL UNDERSTANDINGS**

All students should:

Understand that affixes and Greek and Latin roots are clues to determine meanings

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students expected to:

- Recognize the elements of narrative structure:
  - Setting
  - character(s); protagonist and antagonist
  - External conflicts, such as
    - Individual vs. individual
      - Individual vs. nature
      - Individual vs. society
      - Individual vs. individual
      - Individual vs. supernatural
      - Individual vs. technology
  - Internal conflict-individual vs self;
  - Plot-development of the central conflict including
    - Initiating event
    - Rising action
    - Climax
    - Falling action
    - Resolution
  - Theme.
- Identify characterization as the way an author reveals a character and reveals character traits by:
  - What a character says;
  - What a character thinks;
  - What a character does; and
  - How other characters respond to the character.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Choose ONE selection from Pairing 3: “Suzy and Leah,” by Jane Yolen, OR “All Summer in a Day,” by Ray Bradbury, (pp. 98-127)</p> <p>Informational Texts: “East Asia,” and “Byron Yee: Discovering a Paper Son,” (Text Features) (pp. 72-77)</p> <p>Grammar: Revising Incorrect forms of Plural Nouns, (pg. 95)</p> <p>Word Study: Roots, vit-, viv-, -manere- (pp. 100, 111, 125)</p> <p>Introduce 2nd Writing Workshop for Unit 1: , AUTOBIOGRAPHICAL NARRATIVE; Brainstorm/ Prewrite, (pp. 176-178)</p>	<ul style="list-style-type: none"> <li>● Comparing Literary Works: “Barrio Boy,” by Ernesto Galarza, OR “A Day’s Wait,” by Ernest Hemingway, (pp. 78-91) (SOL 7.5 c)</li> </ul>	

**Unit 1: Fiction and Nonfiction, Week 7**

**Reading Skill: Author's**

**SOLs: 7.1b, 7.4b, 7.5f, 7.5l, 7.6f, 7.6k, 7.7c**

**New SOLs: 7.1 c, 7.4 a, b, f, 7.5 j, 7.6 e, 7.6 k, 7.7 d**

**Writing SOLs: 7.7 b, c, e**

**Literary Analysis: Historical Con**

student will participate in and contribute to conversations, group discussions, and oral presentations.

probing questions to seek elaboration and clarification of ideas.

student will read and determine the meanings of unfamiliar words and phrases within literary texts.

Identify word origins and derivations.

Identify roots, affixes, synonyms, and antonyms to expand vocabulary.

Use word-reference materials to determine meanings and etymology.

student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

Use reading strategies to monitor comprehension throughout the reading process.

student will read and demonstrate comprehension of a variety of nonfiction texts.

Organize and synthesize information for use in written and other formats.

student will write in a variety of forms to include narrative, expository, persuasive, and descriptive with an emphasis on expository and persuasive writing.

Organize writing structure to fit form or topic.

**ESSENTIAL UNDERSTANDINGS**

All students should:

Understand that affixes and Greek and Latin roots are clues to determine meanings of words.

Understand that words have nuances of meaning including figurative, connotative, and technical that help to determine the appropriate meaning.

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students are expected to:

- use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words
- separate and recombine known words and affixes to predict the meaning of unfamiliar words
- recognize that synonyms may have different connotations (e.g., elderly and mature; young and juvenile, inexpensive and cheap.)
- consult word reference materials both print and digital to find the pronunciation of a word and to determine/clarify meanings.

**PRIMARY**

Resources and Activities

**SUPPLEMENTAL**

Resources and Activities

**TEACHER NOTES**

Choose ONE selection from Pairing 4:  
 “My First Free Summer,” by Julia Alvarez,  
 “from Angela’s Ashes,” by Frank McCourt  
 (pp. 128-151)  
 Grammar: Personal Pronouns, (pg. 126)  
 Using a Dictionary and Thesaurus (pp.  
 186-187)  
 Test Practice: Reading (Author’s  
 Purpose), (pp. 152, 153)  
 Writing Workshop: AUTOBIOGRAPHICAL  
 NARRATIVE, Rough Draft, (pp. 176-183)

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<p><b>Unit 1: Fiction and Nonfiction, Week 8</b>  <b>SOLs: 7.5a, 7.6b, 7.6f, 7.7c</b>  <b>Characterization</b>  <b>New SOLs: 7.5 a, 7.6 a, e, 7.7 d</b>  <b>Narratives</b>  <b>Writing SOL’s: 7.7 a, b, c, d, e, i, j, k, l, m, n n</b></p>	<p><b>Reading Skill: Direct and Indirect</b></p> <p><b>Literary Analysis: Autobiography</b></p>
<p>student will read and demonstrate comprehension of a variety of fictional texts, literary          ion, poetry, and drama.          ribe the elements of narrative structure including setting, character development, plot,          and conflict and how they influence each other.</p> <p>student will read and demonstrate comprehension of a variety of nonfiction texts.          materials using text features including type, headings, and graphics to predict and</p>	

ize information.  
tify the source, viewpoint, and purpose of texts.

student will write in a variety of forms to include narrative, expository, persuasive, and  
ve with an emphasis on expository and persuasive writing.  
nize writing structure to fit form or topic.

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, student  
expected to:

Understand that poetry can be rhymed, unrhymed, and/or patterned.

- Recognize the elements of narrative structure including:
  - Setting
  - character(s); protagonist and antagonist
  - External conflicts, such as
    - Individual vs. individual
      - Individual vs. nature
      - Individual vs. society
      - Individual vs. supernatural
      - Individual vs. supernatural
      - Individual vs. technology
  - Internal conflict-individual vs self;
  - Plot-development of the central conflict including
    - Initiating event
    - Rising action
    - Climax
    - Falling action
    - Resolution
  - Theme.
- Identify characterization as the way an author presents a character and reveals character
  - What a character says;
  - What a character thinks;
  - What a character does; and
  - How other characters respond to the character.
- Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples or anecdotes).

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Comparing Literary Works: “The Night the Bed Fell,” by James Thurber, and “Stolen Day,” by Sherwood Anderson, (pp. 160-175)</p> <p>Grammar: Possessive Pronouns, (pg. 150) and Pronoun-Antecedent Agreement, (pg. 181)</p> <p>Test Practice: Unit 1 Review, (pp. 190-195)</p> <p>Writing Workshop: AUTOBIOGRAPHICAL NARRATIVE, Edit/Revise/Final copy, (pp. 176-183)</p>	<ul style="list-style-type: none"> <li>● Informational Texts: “The Flat Rock Playhouse,” and “Theater Show Contract,” (pp. 154-159)</li> <li>● Communications Workshop: Delivering a Narrative Presentation (pp. 188-189)</li> </ul>	

**Unit 2: Short Stories, Week 9**

**SOLS: 7.5a, 7.5d**

**New SOLs: 7.4 b,7.5g**

**Short Stories**

**Reading Skill: Literary De**

**Literary Analysis: Elemen**

student will read and determine the meanings of unfamiliar words and phrases within  
tic texts.

roots, affixes, synonyms, and antonyms to expand vocabulary.

**ESSENTIAL UNDERSTANDINGS**

All students should:

Understand that affixes and Greek and Latin roots are clues to  
determine meanings of words.

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students  
expected to:

- use common Greek or Latin affixes and  
predict the meaning of unfamiliar words
- separate and recombine known word parts  
predict the meaning of unfamiliar words
- recognize that synonyms may have different  
connotations (e.g., elderly and mature; young  
and juvenile, inexpensive and cheap.)

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Introduce the Big Question, “Does every conflict have a winner?” (pp. 198-199)</p> <p>Introduce Genre, Short Stories, (pp. 200-203)</p> <p>Model Selection, “The Treasure of Lemon Brown,” by Walter Dean Myers, (pp. 204-215)</p> <p>Introduce Literary Devices: Foreshadowing, Flashback, Irony, and Dialect AND Elements of Short Stories: Characterization, Theme, and Plot (pp. 202-203)</p> <p>Introduce Figurative Language: Idioms (use other resources)</p> <p>Writing Workshop:</p>		

**Unit 2: Short Stories, Week 10**

**SOLs: 7.1, 7.1c, 7.5 a, 7.5 e, 7.5 f, 7.7**

**Predictions**

**SOLs: 7.1, 7.1 c, 7.4 b, 7.5 a, 7.7**

**Reading Skill: Making**

**Literary Analysis: F**

student will participate in and contribute to conversations, group discussions, and oral presentations.

probing questions to seek elaboration and clarification of ideas.

student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

describe the elements of narrative structure including setting, character development, plot, and conflict and how they influence each other.

student will write in a variety of forms to include narrative, expository, persuasive, and descriptive with an emphasis on expository and persuasive writing.

**ESSENTIAL UNDERSTANDINGS**

All students should:

Understand that affixes and Greek and Latin roots are clues to determine meanings of words.

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students are expected to:

- use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words
- separate and recombine known word parts to determine the meaning of unfamiliar words
- recognize that synonyms may have different connotations (e.g., elderly and mature; young and juvenile, inexpensive and cheap.)
- Recognize the elements of narrative structure including:
  - Setting
  - character(s); protagonist and antagonist
  - External conflicts, such as
    - Individual vs. individual
    - Individual vs. nature; society; supernatural; technology; artificial intelligence
    - Internal conflict-individual vs. individual
  - Plot-development of the central conflict including
    - Initiating event
    - Rising action
    - Climax
    - Falling action

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Resolution</li> <li>○ Theme.</li> </ul> </li> <li>● Identify <u>characterization</u> as the way an author presents a character and reveals character           <ul style="list-style-type: none"> <li>○ What a character says;</li> <li>○ What a character thinks;</li> <li>○ What a character does; and</li> <li>○ How other characters respond to the character.</li> </ul> </li> </ul> </li> </ul>
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<b>PRIMARY</b> <b>Resources and Activities</b>	<b>SUPPLEMENTAL</b> <b>Resources and Activities</b>	<b>TEACHER NOTES</b>
<p>Choose ONE selection from Pairing 1:            “The Bear Boy,” Joseph Bruchac OR            “Rikki-Tikki-Tavi,” by Rudyard Kipling (pp. 216-247)</p> <p>Word Study: Suffixes, -ance, -tion (pp. 225, 226)</p> <p>Grammar: Verbs, (pg. 246)</p> <p><b>Writing Workshop:</b></p>		

**Unit 2: Short Stories, Week 11**

**SOLs: 7.4b, 7.5a, 7.5e, 7.7, 7.9a**

**SOLs: 7.4 b, 7.5 a, e, 7.7, 7.9 a**

**Motives**

**Reading Skill: Making Prediction**

**Literary Analysis: Character Trait**

student will read and determine the meanings of unfamiliar words and phrases within  
text.

roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary  
fiction, poetry, and drama.

describe the elements of narrative structure including setting, character development, plot,  
and conflict and how they influence each other.

identify elements and characteristics of a variety of genres.

student will write in a variety of forms to include narrative, expository, persuasive, and  
descriptive with an emphasis on expository and persuasive writing.

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students  
are expected to:

Understand that affixes and Greek and Latin roots are clues to determine meanings of words.

Understand that poetry can be rhymed, unrhymed, and/or patterned.

- use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words
- separate and recombine known words to predict the meaning of unfamiliar words
- recognize that synonyms may have different connotations (e.g., elderly and mature; young and juvenile, inexpensive and cheap.)
- Recognize the elements of narrative structure including:
  - Setting
  - character(s); protagonist and antagonist
  - External conflicts, such as
    - Individual vs. individual
      - Individual vs. nature
      - Individual vs. society
      - Individual vs. supernatural
      - Individual vs. supernatural
      - Individual vs. technology
  - Internal conflict-individual vs self;
  - Plot-development of the central conflict including
    - Initiating event
    - Rising action
    - Climax
    - Falling action
    - Resolution
  - Theme.
- Identify characterization as the way an author presents a character and reveals character
  - What a character says;
  - What a character thinks;

	<ul style="list-style-type: none"> <li>○ What a character does; and</li> <li>○ How other characters respond to the character.</li> <li>● Analyze how an individual, event, or idea introduced, illustrated, and elaborated in (e.g., through examples or anecdotes).</li> </ul>
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<b>PRIMARY</b> <b>Resources and Activities</b>	<b>SUPPLEMENTAL</b> <b>Resources and Activities</b>	<b>TEACHER NOTES</b>
<p>Choose ONE selection from Pairing 2: “from Letters from Rifka,” by Karen Hesse OR “Two Kinds,” by Amy Tan, (pp. 248-279)</p> <p>Word Study: Roots, -tract-, -spir-, (pp. 250, 257, 258, 277)</p> <p>Grammar: Principal Parts of a Verb, (pg. 278)</p> <p>Informational Texts: “Mongoose on the Loose,” by Larry Luxner, and “Indian Grey Mongoose,” from WildInfo (pp. 282-287)</p> <p>Test Practice: Making Predictions, (pp. 280-281)</p>	<ul style="list-style-type: none"> <li>●</li> </ul>	

**Writing Workshop:**

**Unit 2: Short Stories, Week 12**

**SOLs: 7.4 c, 7.5 d**

**Contrast**

**New SOLs: 7.4 c, 7.5 g**

**Reading Skill: Cor**

**Literary Analysis:**

## Un

student will read and determine the meanings of unfamiliar words and phrases within  
tic texts.

ify and analyze the construction and impact of figurative language.

student will read and demonstrate comprehension of a variety of fictional texts, literary  
ion, poetry, and drama.

ifferentiate between first and third person point-of-view

<b>ESSENTIAL UNDERSTANDINGS</b> All students should:	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b> successful with this standard, students expected to:
Recognize that figurative language enriches text.	<ul style="list-style-type: none"><li>● Recognize, understand, use, and explain the impact of figurative language including<ul style="list-style-type: none"><li>○ Simile</li><li>○ Metaphor</li><li>○ Personification</li><li>○ And hyperbole</li></ul></li><li>● Identify and distinguish between first and third person point-of-view.</li></ul>

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Comparing Idioms in Literary Works:  “Seventh Grade,” by Gary DeSoto, and  “Melting Pot,” by Anna Quindlen , (pp.  288-301)</p> <p>Word Study: Roots, -aud-, -struct-, -port-  ; Suffixes, -ful, -less (pg. 394)</p> <p>Benchmark Test 3, Unit 2 Resources, (pp.  120-124)</p>	<ul style="list-style-type: none"> <li>● Use <u>Writing Coach</u> for further instruction and practice.</li> <li>●</li> </ul>	

**Unit 2: Short Stories, Week 13**  
**Inferences**

**SOLs: 7.1, 7.4 b, 7.5 a, 7.5 g, 7.7 c**

**New SOLs: 7.1, 7.4 b, 7.5 a, i, 7.7 d**

**Resolution Un**

**Reading Skill: Making**

**Literary Analysis: Conf**

student will participate in and contribute to conversations, group discussions, and oral presentations.

student will read and determine the meanings of unfamiliar words and phrases within literary texts.

Use Greek and Latin roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

Identify the elements of narrative structure including setting, character development, plot, and conflict and how they influence each other.

Make inferences and draw conclusions based on the text.

student will write in a variety of forms to include narrative, expository, persuasive, and descriptive with an emphasis on expository and persuasive writing.

Organize writing structure to fit form or topic.

<b>ESSENTIAL UNDERSTANDINGS</b> All students should:	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b> To be successful with this standard, students are expected to:
Understand that affixes and Greek and Latin roots are clues to determine meanings of words.	<ul style="list-style-type: none"><li>● Use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words.</li><li>● Separate and recombine known words to predict the meaning of unfamiliar words.</li></ul>

- Recognize that synonyms may have different connotations (e.g., elderly and mature and juvenile, inexpensive and cheap).

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Choose ONE selection from Pairing 3: "The Third Wish," by Joan Aiken, OR "Amigo Brothers," by Piri Thomas (pp. 308-335)</p> <p>Word Study: Prefixes, mall-, per-, inter-, mis-, tele- (pp. 310, 319, 320, 333, 394-395)</p> <p>Revising for Correct Verb Tense, (pg. 305)</p> <p>Grammar: Adjectives (pg. 334)</p> <p>Begin Writing Workshop: Response to Literature, Review of a Short Story (pp. 302-307)</p>	<ul style="list-style-type: none"> <li>● Informational Texts: Inferences and Generalizations</li> <li>● Read: Walking for Pleasure and Exercise and Safe Routes to School p. 364-369</li> </ul>	

**Unit 2: Short Stories, Week 14**

**SOLs: 7.4 b, 7.5 b, 7.5 a, 7.5 g, 7.7b, 7.9**

**New SOLs: 7.4 b, 7.5 a, i, 7.7 c, 7.9**

**Reading Skill: Making Inferences**

**Literary Analysis: Irony and Generalization**

student will read and determine the meanings of unfamiliar words and phrases within  
fictional texts.

Use roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary  
nonfiction, poetry, and drama.

Describe the elements of narrative structure including setting, character development, plot,  
and conflict and how they influence each other.

Make inferences and draw conclusions based on the text.

student will write in a variety of forms to include narrative, expository, persuasive, and  
informative with an emphasis on expository and persuasive writing.

Use a variety of prewriting strategies to generate and organize ideas.

student will find, evaluate, and select appropriate resources to create a research  
paper.

**ESSENTIAL UNDERSTANDINGS**

All students should:

Understand that affixes and Greek and Latin roots are clues to

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students are  
expected to:

- Use common Greek or Latin affixes

determine meanings of words.

- to predict the meaning of unfamiliar
- Separate and recombine known words to predict the meaning of unfamiliar words
  - Recognize that synonyms may have different connotations (e.g., elderly and mature; youthful and juvenile, inexpensive and cheap).
  - Recognize the elements of narrative including:
    - Setting
    - character(s); protagonist and antagonist
    - External conflicts, such as
      - Individual vs. nature
      - Individual vs. society
      - Individual vs. supernatural
      - Individual vs. supernatural
      - Individual vs. technology
    - Internal conflict-individual vs. individual
    - Plot-development of the central conflict, including
      - Initiating event
      - Rising action
      - Climax
      - Falling action
      - Resolution
    - Theme.
  - Identify characterization as the way a writer presents a character and reveals character traits by:

	<ul style="list-style-type: none"> <li>○ What a character says;</li> <li>○ What a character thinks;</li> <li>○ What a character does; and</li> <li>○ How other characters respond to a character.</li> </ul> <ul style="list-style-type: none"> <li>● Provide an objective summary of the text.</li> <li>● Use evidence from the text(s) for support when drawing conclusions, making inferences, and analyzing characters.</li> <li>● Use a variety of prewriting strategies to generate ideas.</li> <li>● Choose an appropriate strategy for organizing ideas such as comparison/contrast, cause/effect, etc., and provide transitions between ideas.</li> </ul>
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<b>PRIMARY</b> <b>Resources and Activities</b>	<b>SUPPLEMENTAL</b> <b>Resources and Activities</b>	<b>TEACHER NOTES</b>
<p>Comparing Literary Works: Comparing Irony, “After Twenty Years,” by O. Henry, OR “He-y, Come On Ou-t!” by Shinichi Hoshi, (pp. 370-383)</p> <p>Word Study: Suffixes, -ment, -ious, (pp. 338, 343, 344, 359)</p> <p>Grammar: Adverbs, (pg. 360) and Comparison of Adjectives and Adverbs (pg. 389)</p> <p>Writing Workshop: Response to Literature, Review of a Short Story (pp. 302-307)</p>	<ul style="list-style-type: none"> <li>● Choose ONE selection from Pairing 4: “Zoo,” by Edward Hoch and “Ribbons,” by Lawrence Yep (pp. 336-361)</li> </ul>	

**Unit 3: Types of Nonfiction; Week 15**

**SOLs: 7.6, e**

**Purpose**

**New SOLs: 7.6, d, e,**

**Un**

**Reading Skill: Fact & Opinion;**

**Literary Analysis: Nonfiction F**

the student will read and demonstrate comprehension of a variety of nonfiction texts.

differentiate between fact and opinion.

Identify the source, viewpoint, and purpose of texts.

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, student

	<b>expected to:</b>
	<ul style="list-style-type: none"> <li>Analyze how different authors write same topic and shape their present viewpoints of key information using opinions, and reasoning.</li> </ul>

<b>PRIMARY Resources and Activities</b>	<b>SUPPLEMENTAL Resources and Activities</b>	<b>TEACHER NOTES</b>
<p>Introduce the Big Question, “What should we learn?” (pp. 406-407)</p> <p>Introduce Genre, Types of Nonfiction, Author, Author’s Purpose and Fact and Opinion (pp. 408-412)</p> <p>Model Selection, “What Makes a Rembrandt a Rembrandt?” by Richard Muhlberger, (pp. 412-419)</p> <p>Word Study:</p> <p>Writing Workshop:</p>		

<p><b>Unit 3: Types of Nonfiction, Week 16 (Short Week- Thanksgiving)</b></p> <p><b>SOLs: 7.1b, 7.4b, 7.6d, 7.6f</b></p> <p><b>New SOLs: 7.1 a, b, 7.4 b, 7.6 e, g</b></p> <p><b>Expository EssayUn</b></p>	<p><b>Reading Skill: Mai</b></p> <p><b>Literary Analysis:</b></p>
<p>student will participate in and contribute to conversations, group discussions, and oral tations.</p> <p>a variety of strategies to listen actively and speak using agreed upon discussion rules vareness of verbal and nonverbal cues.</p> <p>ry communicate ideas and information orally in an organized and succinct manner.</p>	

student will read and determine the meanings of unfamiliar words and phrases within  
tic texts.

roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of nonfiction texts.

tify the source, viewpoint, and purpose of texts.

tify the main idea.

<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
All students should:	To be successful with this standard, students expected to:
Understand verbal and nonverbal feedback from the audience should be used to evaluate and adjust presentations. Understand that affixes and Greek and Latin roots are clues to determine meanings of words.	<ul style="list-style-type: none"><li>● State points clearly and directly.</li><li>● Use a variety of strategies to actively listen attentively, including: focusing attention to speaker, providing appropriate feedback, allow speaker to finish without interruptions.</li><li>● Use common Greek or Latin affixes and roots to determine the meaning of unfamiliar words</li><li>● Separate and recombine known word parts to determine the meaning of unfamiliar words</li><li>● Recognize that synonyms may have different connotations (e.g., elderly and mature; youthful and juvenile, inexpensive and cheap).</li><li>● Determine the central ideas in a text and analyze their development over the course of the text</li><li>● Analyze how different authors write about a topic and shape their presentations or viewpoints using key information using facts, opinions, and reasoning.</li></ul>

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
Teach ONE selection from Pairing 1: “Life Without Gravity,” Robert Zimmerman OR “Conversational Ballgames,” by Nancy Masterson Sakamoto (pp. 420-439) Word Study: Suffix, -able, -ness, (pp. 422, 429, 430, 437) Grammar: Conjunctions, (pg. 438)		

**Unit 3: Types of Nonfiction, Week 17**

**Reading Skill: Main Idea**

**SOLs: 7.1 a, c, 7.4 b, 7.5 c, 7.6 h, 7.7 c, 7.7 i**

**New SOLs: 7.1 b, e, 7.4 b, 7.5 c, e, 7.6 g, 7.7 d**

**Literary Analysis: Synonymy**

**Antonyms Un**

student will participate in and contribute to conversations, group discussions, and oral presentations.

Orally communicate ideas and information orally in an organized and succinct manner.

Use appropriate language to communicate agreement or tactful disagreement with others' ideas.

student will read and determine the meanings of unfamiliar words and phrases within  
fic texts.

roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary  
ion, poetry, and drama.

ify cause and effect relationships and their impact on plot.

tify elements and characteristics of a variety of genres

student will read and demonstrate comprehension of a variety of nonfiction texts.

tify the main idea.

student will write in a variety of forms to include narrative, expository, persuasive, and  
ve with an emphasis on expository and persuasive writing.

nize writing structure to fit form or topic.

<b>ESSENTIAL UNDERSTANDINGS</b> All students should:	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b> To be successful with this standard, students expected to:
Understand that affixes and Greek and Latin roots are clues to determine meanings of words.	<ul style="list-style-type: none"><li>● State points clearly and directly.</li><li>● Offer and seek summary statements of ideas</li><li>● State points clearly and directly.</li><li>● Provide feedback to other group members, acknowledge new insights expressed by othe when justified, modify their own views.</li><li>● Use common Greek or Latin affixes and roots the meaning of unfamiliar words</li><li>● Separate and recombine known word parts t the meaning of unfamiliar words</li><li>● Recognize that synonyms may have different</li></ul>

	<p>connotations (e.g., elderly and mature; youth juvenile, inexpensive and cheap).</p> <ul style="list-style-type: none"> <li>● Determine the central ideas in a text and ana development over the course of the text.</li> </ul>
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<b>PRIMARY</b> <b>Resources and Activities</b>	<b>SUPPLEMENTAL</b> <b>Resources and Activities</b>	<b>TEACHER NOTES</b>
<p>Choose ONE selection from Pairing 2: “I am a Native of North America,” by Chief Dan George OR “Volar: To Fly,” by Judith Ortiz Cofer (pp. 440-459)</p> <p>Word Study: Roots, -just-, -rupt-, (pp. 449, 450, 457)</p> <p>Synonyms &amp; Antonyms (pp. 449, 457)</p> <p>Grammar: Prepositions &amp; Prepositional Phrases, (pg. 458)</p> <p>Test Practice: Main Idea (pp. 460-461)</p>	<ul style="list-style-type: none"> <li>● Informational Texts: “Keeping It Quiet,” from Prentice Hall Science Explorer and “On the Boardwalk,” from Marine Extension Service, (pp. 462-467), SOL’s 7.6 and 7.6m</li> </ul>	

<p><b>Unit 3: Types of Nonfiction, Week 18</b></p> <p><b>SOLs: 7.5, 7.7 b, c, h, j, 7.8 h</b></p> <p><b>New SOLs: 7.5, f, 7.7</b></p> <p><b>Autobiography</b></p>	<p><b>Reading Skill: Compare &amp; Contrast</b></p> <p><b>Literary Analysis: Biography and</b></p>
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student will read and demonstrate comprehension of a variety of fictional texts, literary fiction, poetry, and drama.  
 compare and contrast various forms and genres of fictional text.

<b>ESSENTIAL UNDERSTANDINGS</b> All students should:	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b> To be successful with this standard, students expected to:
Understand that literary nonfiction includes biography, autobiography, and personal essay.	<ul style="list-style-type: none"> <li>● Distinguish between narrative prose and poet including:               <ul style="list-style-type: none"> <li>○ Haiku</li> <li>○ Limerick</li> <li>○ Ballad</li> <li>○ Free verse</li> <li>○ Couplet</li> <li>○ Quatrain</li> </ul> </li> </ul>

<b>PRIMARY</b> Resources and Activities	<b>SUPPLEMENTAL</b> Resources and Activities	<b>TEACHER NOTES</b>
Comparing Literary Works: “A Special Gift: The Legacy of Snowflake’ Bentley,” by Barbara Eaglesham, and “No Gumption,” by Russell Baker (pp. 468-483) Grammar: “Revising to Combine Sentences Using Conjunctions,” (pg. 487) Administer Benchmark Test 5 (Unit 3 Resources, pp. 120-125) <b>Writing: How-To Essay (pp. 484-489)</b>		

**Unit 3: Types of Nonfiction, Week 19**  
**New SOLs:**

**Reading Skill:**  
**Literary Analysis: U**

Christmas Carol.....

**ESSENTIAL UNDERSTANDINGS**  
All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**  
To be successful with this standard, students  
expected to:

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**PRIMARY**  
Resources and Activities

**SUPPLEMENTAL**  
Resources and Activities

**TEACHER NOTES**

**Unit 3: Types of Nonfiction, Week 20 (Short Week: Winter Break)**

**Finish A Christmas Carol**

**Reading Skill:**

**New SOLs:**

**Literary Analysis:**

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students expected to:

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**PRIMARY**

Resources and Activities

**SUPPLEMENTAL**

Resources and Activities

**TEACHER NOTES**

**Unit 3: Types of Nonfiction, Week 22 (Short Week: 3 days)**

**SOLs: 7.1 e, 7.4b, 7.5c, 7.6e, 7.7f, 7.8f**

**New SOLs: SOLs: 7.1 a, 7.4b, 7.5e, 7.6d, 7.7i, 7.8f**

**Resources**

**Reading Skill: Fact & C**

**Literary Analysis: Refe**

student will participate in and contribute to conversations, group discussions, and oral presentations.

use a variety of strategies to listen actively and speak using agreed upon discussion rules and awareness of verbal and nonverbal cues.

student will read and determine the meanings of unfamiliar words and phrases within informational texts.

use roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

identify elements and characteristics of a variety of genres.

**ESSENTIAL UNDERSTANDINGS**

All students should:

Understand verbal and nonverbal feedback from the audience should be used to evaluate and adjust presentations  
Understand that affixes and Greek and Latin roots are clues to determine meanings of words.

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students are expected to:

- Use a variety of strategies to actively show attentiveness, including: focus attention to the speaker; providing a feedback; allowing the speaker to finish without interruptions.

- Use common Greek or Latin affixes a predict the meaning of unfamiliar wo
- Separate and recombine known wor predict the meaning of unfamiliar wo
- Recognize that synonyms may have c connotations (*e.g. elderly and matur and juvenile, inexpensive and cheap.*

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Choose ONE selection from Pairing 3: “All Together Now,” by Barbara Jordan, OR “Eternal Frontier,” by Louis L’amour, (pp. 490-505)</p> <p>Word Study: Roots, -leg-, -peti-, -vers-, -sol-, (pp. 492, 497,498, 503, 508, 516, 525)</p> <p>Grammar: Subject and Predicate (pp. 504)</p> <p>Test Practice (Fact and Opinion) (pp. 528-529)</p>	<ul style="list-style-type: none"> <li>● Choose ONE selection from Pairing 4: “The Real Story of a Cowboy’s Life,” by Geoffrey C. Ward, OR “Rattlesnake Hunt,” by Marjorie Kinnan Rawlings (pp. 526-527)</li> <li>● Leveled Readers: Top Hat by Jason Lublinski 4.4.5 (Plot/fact &amp; opinion)</li> <li>● Lucky Chuck’s Least Favorite Cousin by Jason Lublinski 6.1.2 (Characters/Drawing Conclusions/ Summary)</li> </ul>	

**: Poetry, Week 24**

**7.1, 7.1 e, 7.2, 7.2 c, 7.3 d, 7.3 a, b, c, d, e**

**Reading Skill: Media Messages (Auditory, Visual, and**

**New SOLs: 7. 1 a, 7.2, 7.2 c, 7.3 a, b, c, d, e**

**Literary Analysis: Persuasive MessageUn**

student will participate in and contribute to conversations, group discussions, and oral presentations.

use a variety of strategies to listen actively and speak using agreed upon discussion rules and awareness of verbal and nonverbal cues.

student will create multimodal presentations both individually and in a group that effectively communicate ideas.

use language and vocabulary appropriate to audience, topic, and purpose.

student will examine the elements of media literacy.

identify persuasive/informative techniques used in media.

discern between fact and opinion, and between evidence and inference.

describe how word choice, visual images, and sound convey a viewpoint.

compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.

create and publish audience-specific media messages.

**ESSENTIAL UNDERSTANDINGS**

All students should:

Understand verbal and nonverbal feedback from the

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students expected to:

- Use a variety of strategies to actively listen and

audience should be used to evaluate and adjust presentations

Understand that all media messages are intentionally constructed to impact a specific audience.

Persuasive language and connotations convey viewpoint.

Understand that evidence is fact and a valid inference is the interpretation of fact.

Understand that the effectiveness of any media message is determined by the impact on the intended audience.

- attentiveness, including: focusing attention to speaker, providing appropriate feedback, allow speaker to finish without interruptions.
- Match vocabulary and tone to the audience, purpose, and topic of the message.
  - Plan and deliver an oral presentation, using the following steps:
    - Determine topic and purpose;
    - Identify the intended audience; and
    - Choose vocabulary appropriate to topic, purpose, and audience
  - Identify elements of media literacy: authorship, audience, content, purpose.
    - Who created the message?
    - What techniques are used to attract attention?
    - How might different people react differently to this message?
    - What values, lifestyles and points of view are represented in, or omitted from, this message?
    - What is the purpose of this message?
  - Identify persuasive techniques in the media in addition to but not limited to:
    - Name calling or innuendo,
    - Glittering generalities or card stacking,
    - Bandwagon,
    - Testimonials,
    - Appeal to prestige, snobbery, or plain folks,
    - Appeal to emotions
  - Analyze media messages for facts, opinions, purpose, message, word choice, and viewpoints.
  - Deconstruct and analyze the elements of a variety of media messages.

	<p>media including but not limited to layout, graphics, features, camera shots, and sound.</p> <ul style="list-style-type: none"> <li>● Analyze a media message considering what techniques have been used and their purpose and impact.</li> <li>● Recognize and identify opinions in the media.</li> <li>● Recognize and identify facts in the media.</li> <li>● Analyze media messages for facts, opinions, purpose, message, word choice and viewpoints.</li> <li>● Recognize that production elements in media are often composed based on audience and purpose for specific events.</li> <li>● Create and publish media messages, such as posters, service announcements aimed at a variety of audiences, with different purposes.</li> </ul>
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<b>PRIMARY</b> <b>Resources and Activities</b>	<b>SUPPLEMENTAL</b> <b>Resources and Activities</b>	<b>TEACHER NOTES</b>
<p><b>Media Messages: What is the Best Way to Communicate? ( p. 570)</b></p> <p><b>Evaluating a Persuasive Presentation</b></p> <p>Students will generate a persuasive presentation in order to persuade a listener to do, buy, or believe something.</p>	<p>*****Preview before showing</p> <p><a href="http://www.dailyprogress.com/newsvirginian">www.dailyprogress.com/newsvirginian</a></p> <p><a href="http://www.livingroomcandidate.org">www.livingroomcandidate.org</a> (elections)</p> <p><a href="http://www.youtube.com">http://www.youtube.com</a></p> <p>Funniest Children’s Ads</p> <p><a href="http://www.ispottv/topic/7W/kids">http://www.ispottv/topic/7W/kids</a></p> <p><a href="http://www.webdesignerdepot.com/2009/11/40-seriously-funny-print-ads">www.webdesignerdepot.com/2009/11/40-seriously-funny-print-ads</a> (stop at 15)</p> <p><a href="http://www.printmag.com">www.printmag.com</a></p> <p><a href="http://www.pinterest.com/CutCueVideo.kids-">http://www.pinterest.com/CutCueVideo.kids-</a></p>	<p>***** Preview commercial websites before watching APPROPRIATE content</p> <p>Most of the information for this activity will be teacher-generated</p> <p>Use newspapers, magazine mailings, printed advertisements, campaign propaganda, su</p>

	<p>ad-campaigns          Google: "Print Ads"; "Kids in Print Ads"</p>	<p>fliers, speeches, the news, compare and contrast text auditory, visual, and written messages.</p>
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<p><b>Unit 2: Poetry, Week 25</b>  <b>SOLs: 7.5 c, d</b>  <b>New SOLs: 7.5 e, 7.5 g</b>  <b>DevicesU</b></p>	<p><b>Reading Skill: Critical Thinking</b>  <b>Literary Analysis: Forms of Poetry and</b></p>
<p>student will read and demonstrate comprehension of a variety of fictional texts, literary fiction, poetry, and drama. Identify elements and characteristics of a variety of genres. Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.</p>	

<p><b>ESSENTIAL UNDERSTANDINGS</b>            All students should:</p>	<p><b>ESSENTIAL KNOWLEDGE AND SKILLS</b>            To be successful with this standard, students are expected to:</p>
<p>Understand that the author uses images to craft a message and create characters.</p>	<ul style="list-style-type: none"> <li>Analyze an author's choice and use of literary devices, including:</li> </ul>

Understand that poetry can be rhymed, unrhymed, and/or patterned.  
 Recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.

- Foreshadowing
- Irony
- Analyze elements of an author’s style, including:
  - Word choice to develop tone,
  - Sentence structure,
  - Imagery,
  - Contrasting points of view,
  - Figurative language
- Recognize and analyze the impact of an author’s choice of sound devices, including:
  - Rhyme
  - Rhythm
  - Repetition
  - Alliteration
  - Onomatopoeia
- Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Introduction to Unit Big Question: “What is the best way to communicate?” (pp. 570-571)</p> <p>Introduction to Poetry: Characteristics of Poetry, Figurative Language, Sound Devices (rhyme, rhythm, alliteration, repetition, onomatopoeia), and Forms of Poetry (haiku, limerick, ballad, free verse, couplet, quatrain) (pp. 571-575)</p>	<ul style="list-style-type: none"> <li>● Unit 4 Resources:               <ul style="list-style-type: none"> <li>○ Selection Test A, (pp. 17-19)</li> <li>○ Selection Test B, (pp. 20-22)</li> <li>○ Open Book Test, (pp. 14-16)</li> </ul> </li> </ul>	

Also, teach Imagery (pg. 692)  
Teach Model Poems Selection,  
"Maestro," "The Desert is My Mother,"  
and "Bailando," by Pat Mora (pp. 576-  
581)

**Unit 4: Poetry, Week 26**

**SOL: 7.1 c, 7.4 a, 7.5 c, 7.6 d, 7.7 b, 7.7 b, 7.7k**

**New SOLs: 7.1 e, 7.4 a, 7.5 e, 7.6 d, 7.7 c, k**

**Language Un**

**Reading Skill: Drawing Conclusions**

**Literary Analysis: Forms of Poetry, Figur**

student will participate in and contribute to conversations, group discussions, and oral  
tations.

re statements to communicate agreement or tactful disagreement with others' ideas.

student will read and determine the meanings of unfamiliar words and phrases within  
tic texts.

tify word origins and derivations.

student will read and demonstrate comprehension of a variety of fictional texts, literary fiction, poetry, and drama.  
 Identify elements and characteristics of a variety of genres.

student will read and demonstrate comprehension of a variety of nonfiction texts.  
 Differentiate between fact and opinion.

student will write in a variety of forms to include narrative, expository, persuasive, and descriptive with an emphasis on expository and persuasive writing.  
 Use a variety of prewriting strategies to generate and organize ideas.  
 Develop and modify the central idea, tone, and voice to fit the audience and purpose.

<p align="center"><b>ESSENTIAL UNDERSTANDINGS</b> All students should:</p>	<p align="center"><b>ESSENTIAL KNOWLEDGE AND SKILLS</b> To be successful with this standard, students expected to:</p>
<p>Understand that poetry can be rhymed, unrhymed, and/or patterned.</p>	<ul style="list-style-type: none"> <li>● Offer and seek summary statements of ideas.</li> <li>● Provide feedback to other group members, accept new insights expressed by others, and when justified modify their own views.</li> <li>● Analyze how an individual, event, or idea is illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li>● Identify intended audience and purpose.</li> <li>● Use a variety of prewriting strategies.</li> <li>● Choose an appropriate strategy for organizing as comparison/contrast, cause/effect, etc., and transitions between ideas.</li> <li>● Recognize illustration of tone in mentor texts</li> </ul>

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Choose ONE Poetry Collection from Pairing 1: “The Rider,” by Naomi Shihab Nye, “Seal,” by William Jay Smith, and “Haiku,” by Buson OR “Winter,” by Nikki Giovanni, “Forsythia,” by Mary Ellen Solt, and “Haiku,” by Matsuo Basho (pp. 582-599)</p> <p>Choose ONE Poetry Collection from Pairing 2: “Life,” by Naomi Long Madgett, “Loo-Wit,” by Wendy Rose, “The Courage That My Mother Had,” by Edna St. Vincent Millay (pp. 600-619)</p> <p>Word Study: Roots -lum- (pp. 584, 591), -gram- (pp. 592, 597); Suffix, -ly (pp. 602, 609), -y (pp. 610, 617)</p> <p>Grammar: Infinitives and Infinitive Phrases (pg. 598)</p> <p>Writing Workshop (pg. 599)</p>	<ul style="list-style-type: none"> <li>Support for Writing (pg. 51) in Unit 4 Resource</li> </ul>	

**Unit 4: Poetry, Week 27**

**SOL: 7.2 a, 7.4 b, 7.5 d, 7.5 l, 7.7, 7.7 i**

**New SOLs: 7.2 b, 7.4 b, 7.5 g, j, 7.7 i**

**Reading Skill: Paraphrase**

**Literary Analysis: Sound Devices**

student will create multimodal presentations both individually and in a group that rely on effective verbal and nonverbal communication skills to deliver multimodal presentations.

student will read and determine the meanings of unfamiliar words and phrases within texts by identifying roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary genres, and drama. Analyze the impact of word choice, imagery, and literary devices including figurative language in an author's style. Apply reading strategies to monitor comprehension throughout the reading process.

student will write in a variety of forms to include narrative, expository, persuasive, and descriptive with an emphasis on expository and persuasive writing. Write multiparagraph compositions with elaboration and unity.

<p align="center"><b>ESSENTIAL UNDERSTANDINGS</b> All students should:</p>	<p align="center"><b>ESSENTIAL KNOWLEDGE AND SKILLS</b> To be successful with this standard, students are expected to:</p>
<p>Understand nonverbal communication and its impact and use it purposefully.</p> <p>Understand that using more than one communication mode creates a more effective presentation</p> <p>Understand that affixes and Greek and Latin roots are clues to determine meanings of words.</p> <p>Understand that the author uses images to craft a message and create characters.</p>	<ul style="list-style-type: none"> <li>● Use proper posture and stance when speaking</li> <li>● Identify whether or not a nonverbal message complements the spoken message.</li> <li>● Use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words.</li> <li>● Separate and recombine known word parts to predict known word parts to predict the meaning of unfamiliar words.</li> </ul>

Recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.  
Understand that effective writing includes elaboration.

- Recognize that synonyms may have different connotations (e.g., elderly and mature, youth juvenile, inexpensive and cheap.)
- Analyze an author's choice and use of literary devices, including:
  - Foreshadowing
  - Irony
- Analyze elements of an author's style, including:
  - Word choice to develop tone,
  - Sentence structure
  - Imagery,
  - Contrasting points of view;
  - Figurative language
- Recognize and analyze the impact of an author's choice of sound devices, including:
  - Rhyme
  - Rhythm
  - Repetition
  - Alliteration
  - Onomatopoeia
- Demonstrate comprehension and apply strategies to write about what is read.
- Provide an objective summary of the text.
- Elaborate to give detail; add depth; and continue development of an idea.
- Apply revising procedures in peer and self-revision including rereading, reflecting, rethinking, and rewriting to clarify, elaborate, and make more precise.

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Choose ONE Poetry Collection from Pairing 5: “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out,” by Shel Silverstein, “One,” by James Berry, and “Weather,” by Eve Merriam (pp. 646-663) OR Pairing 6: “Full Fathom Five,” by William Shakespeare, “Train Tune,” by Louise Bogan, and “Onomatopoeia,” by Eve Merriam (pp. 646-661)</p> <p>Word Study: Suffix, -ancy -ency, -less, (pp. 648, 656, 661)</p> <p>Grammar: Independent and Subordinate Clauses (pg. 662)</p> <p>Benchmark Test 7; Unit 4, Resources (pp. 120-125) Reteach as Needed</p> <p><b>Writing Workshop (pp. 640-645)</b></p>	<ul style="list-style-type: none"> <li>● <b>Comparing Literary Works</b> Comparing Narrative Poems, “The Highwayman,” by Alfred Noyes, and “How I Learned English,” by Gregory Djanikian (pp. 628-639)</li> </ul>	

**Unit 4: Poetry, Week 28**

**7.1 b, 7.5 d, 7.5 l, 7.7 c, k**

**NEW SOLs: 7.1 c, 7.5 d, j, 7.7 d**

**Reading Skill: Paraphrase**

**Literary Device: Rhythm and Rhyme**

student will participate in and contribute to conversations, group discussions, and oral presentations.

probing questions to seek elaboration and clarification of ideas.

student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

differentiate between first and third person point-of-view.

reading strategies to monitor comprehension throughout the reading process.

student will write in a variety of forms to include narrative, expository, persuasive, and descriptive with an emphasis on expository and persuasive writing.

organize writing structure to fit form or topic.

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students are expected to:

- Add 7.1 c
- Identify and distinguish between first and third person point-of-view.
- Provide an objective summary of the text.
- Demonstrate comprehension and apply strategies to write about what is read.
- 7.7 d

<b>PRIMARY</b> <b>Resources and Activities</b>	<b>SUPPLEMENTAL</b> <b>Resources and Activities</b>	<b>TEACHER NOTES</b>
<p>Choose ONE Poetry Collection from Pairing 3: “Annabel Lee,” by Edgar Allan Poe, “Martin Luther King,” by Raymond Richard Patterson, and “I’m Nobody,” by Emily Dickinson OR “Father William,” by Lewis Carroll, “Stopping by Woods on a Snowy Evening,” by Robert Frost, and “Jim,” Gwendolyn Brooks (pp. 664-683)</p> <p>Word Study: Prefixes im-, un-, (pp. 666, 673, 674, 681)</p> <p>Grammar: Sentence Structures (pp. 682)</p> <p>Test Practice: Unit 4 Review JUST (pp. 712-715)</p> <p><b>UNIT BENCHMARK</b></p>		

**: Themes in the Oral Tradition, Week 29**

**7.4 b, 7.5 b, c**

**NEW SOLs: 7.4 b, 7.5 e, f, g**

**Reading Skill: Critical Thinking**

**Literary Analysis: Oral Tradition Review**

student will read and determine the meanings of unfamiliar words and phrases within  
tic texts.

roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary  
ion, poetry, and drama.

tify elements and characteristics of a variety of genres.

pare and contrast various forms and genres of fictional text.

ribe the impact of word choice, imagery, and literary devices including figurative  
ge in an author's style.

**ESSENTIAL UNDERSTANDINGS**

All students should:

Understand that affixes and Greek and Latin roots are clues  
to determine meanings

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students  
expected to:

- Use common Greek or Latin affixes and roots to determine the meaning of unfamiliar words.
- Separate and recombine known word parts to predict the meaning of unknown words.
- Recognize that synonyms may have different connotations (e.g., *elderly and mature, youthful and juvenile, inexpensive and cheap.*)
-

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p><b>Introduction to Unit Big Question:</b>  <b>“Community or individual-which is more important?” (pp. 898-901)</b></p> <p><b>Introduction to Oral Tradition:</b>  <b>Characteristics of the Oral Tradition:</b>  <b>Theme and its heroes and heroines (universal theme and moral); Storytelling common techniques (hyperbole, personification, allusion) (pp. 902-904)</b></p> <p><b>Introduction to the Oral Tradition in Print; Myths, Legends, Folk tales, Tall tales, Fables, and Epics (pg. 905)</b>  <b>Also, teach Imagery (pg. 692)</b></p> <p><b>Teach Model Selection, Excerpts</b>  <b>“Grasshopper Logic”-excerpt from “Squids Will Be Squids,” and “The Other Frog Prince”-excerpt from “The Stinky Cheese Man and Other Fairly Stupid Tales,” by Jon Scieszka and Lane Smith (pp. 906-911)</b></p>		

**Unit 6; Themes in the Oral Tradition, Week 30  
Effect**

**SOLs: 7.1 b, c, 7.4 b, 7.5 c, k, 7.7 b**

**Reading Skill: Ca**

**Literary Analysis:**

**NEW SOLs: 7.1 c, e, 7.4 b, 7.5 c, e, 7.7 c**

**Un**

student will participate in and contribute to conversations, group discussions, and oral presentations.

probing questions to seek elaboration and clarification of ideas.

statements to communicate agreement or tactful disagreement with others' ideas.

student will read and determine the meanings of unfamiliar words and phrases within academic texts.

roots, affixes, synonyms, and antonyms to expand vocabulary.

student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

analyze cause and effect relationships and their impact on plot.

identify elements and characteristics of a variety of genres.

student will write in a variety of forms to include narrative, expository, persuasive, and argumentative with an emphasis on expository and persuasive writing.

use a variety of prewriting strategies to generate and organize ideas.

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students are expected to:

Understand that affixes and Greek and Latin roots are clues to determine meanings

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**PRIMARY**

Resources and Activities

**SUPPLEMENTAL**

Resources and Activities

**TEACHER NOTES**

Teach ONE selection from Pairing 1:  
 "Icarus and Daedalus," by Josephine Preston Peabody, OR "Demeter and Persephone," by Ann Terry White (pp. 912-933)  
 Word Study: Roots, -vac-, -dom-, (pp. 921, 922, 931)  
 Grammar: Punctuation (pg. 932)  
 Test Practice: Cause and Effect, (pp. 958-959)  
 Writing Workshop

- Teach ONE selection from Pairing 2:  
 "Tenochtitlan: Inside the Aztec Capital," by Jaqueline Dineen, OR "Popocatepetl and Ixthlaccihuatl," by Juliet Piggott Wood (pp. 934-957)

<p><b>Unit 6: Themes in the Oral Tradition, Week 31</b>  <b>Contrast</b>  <b>SOLs: 7.1 d, 7.2 d, 7.4 b, 7.5 f, 7.7</b>  <b>Context Chart</b>  <b>New SOLs: 7.1 f, 7.2 b, 7.4 b, 7.7, 7.5f ? Un</b></p>	<p><b>Reading Skill: Compare</b>   <b>Literary Analysis: Culture</b></p>
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ESSENTIAL UNDERSTANDINGS All students should:	ESSENTIAL KNOWLEDGE AND SKILLS To be successful with this standard, students expected to:
Understand that affixes and Greek and Latin roots are clues to determine meanings	●

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
Teach BOTH of the selections from Pairing 3: “Sun and Moon in a Box,” by Alfonso Ortiz and Richard Erdoes, AND “How the Snake Got Poison,” by Zora Neale Hurston (pp. 988-1005) Word Study: Prefixes, out-, uni- (pg. 943, 998) and Suffix -ity (pg. 998, 1003) Grammar: Commas and Revising Incorrect Use of Commas (pg. 956, 985) <b>Writing Workshop</b>	<ul style="list-style-type: none"> <li>Teach Informational Texts: Real-Life Reading, “The Seasons on Earth,” from <i>Prentice Hall Science Explorer</i> and “What Gives the Sunrise and Sunset Its Orange Glow?” <i>GantDaily</i> (pp. 960-965)  <b>SOLs 7.6j, 7.7c</b>  <b>NEW SOLs 7.6j, 7.7d</b></li> </ul>	

<b>Unit 6: Themes of Oral Tradition, Week 32</b> <b>Contrast</b> <b>SOLs: 7.1 a, 7.3 e, 7.4 b, 7.5 a, 7.5 l, 7.7 f</b> <b>NEW SOLs: 7.1 b, 7.3 e, 7.4 b, 7.5 a, 7.5 j, 7.7 i</b>	<b>Reading Skill: Comp</b>  <b>Literary Analysis: Fo</b>
<p>student will read and determine the meanings of unfamiliar words and phrases within          tic texts. a) Identify word origins and derivations.          roots, affixes, synonyms, and antonyms to expand vocabulary.</p> <p>student will read and demonstrate comprehension of a variety of fictional texts, literary          ion, poetry, and drama.          ribe the elements of narrative structure including setting, character development, plot,          and conflict and how they influence each other.</p>	

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
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All students should:	To be successful with this standard, students expected to:
Understand that affixes and Greek and Latin roots are clues to determine meanings	●

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
Teach BOTH of the selections from Pairing 4: “The People Could Fly,” by Virginia Hamilton AND “All Stories are Anansi’s” by Harold Courlander (pp. 1006-1025) Word Study: Roots -myst- (pp. 1008, 1013) -know- (pp. 1016, 1023) Grammar: Abbreviations (pg. 1024) Test Practice: Compare and Contrast (pp. 1026-1027) <b>Writing Workshop</b>	<ul style="list-style-type: none"> <li>● Informational Text: Real-Life Reading, “Zoos: Joys or Jails?” by Rachel F., San Diego AND “The Fox and the Crow,” by Aesop (pp. 1028-1037)  <b>SOLs 7.6 f, 7.6 g</b>  <b>NEW SOLs 7.6 e, 7.6 f</b></li> <li>● Grammar: Revising to Correct Use of Pronoun Case (pp. 1045)</li> </ul>	

<b>Unit 6: Themes of Oral Tradition, Week 33</b> <b>Language</b> <b>SOLs: 7.4 c, 7.5 a, b   Writing: 7.7 b, d, e, k, 7.8 f, 7.9 a, d, e</b> <b>Theme</b> <b>NEW SOLs: 7.4 c, 7.5 a, f</b>	<b>Reading Skill: Figurative Language</b>  <b>Literary Analysis: Text Analysis</b>
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<b>ESSENTIAL UNDERSTANDINGS</b> All students should:	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b> To be successful with this standard, students expected to:
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PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Comparing Literary Works: “The Fox Outwits the Crow,” by William Cleary AND “The Fox and the Crow,” by Aesop (pp. 1034-1039)</p> <p>Writing Workshop: Research Report (pp. 1040-1049)</p> <p>Figurative Language: Simile, Metaphor, Analogy, Personification, Paradox, Idiom (pp. 1052-1053)</p> <p>Test Practice: Unit 6 Review; Literary Skills, Informational Reading Skills, Vocabulary, Writing Conventions, Research Report (1056-1061)</p>		

**Weeks 34 & 35**  
**SOL RETEACHING AND REVIEW**

PRIMARY Resources and Activities	SUPPLEMENTAL Resources and Activities	TEACHER NOTES
<p>Review content from the year using passages/ activities in SOL format. Demonstrate how to eliminate “distractors” from answer sets</p>	<ul style="list-style-type: none"> <li>● SOL Coach</li> <li>● Measuring Up</li> <li>● Released English Tests</li> <li>● Test- Taking Strategies</li> </ul>	<p>Review text structures, te Genres in literature, comp skills and Literary element Purpose; Fact and Opinior Structure; Point-of View; Drawing Conclusions; Ma Noting Details; Prefixes, S Word Meanings/Multiple using Context clues; Paraq and Summarizing; Figurati language; Reference mate Character traits, Conflict, l Predictions; Predicting ou Theme; and Irony</p>

**FINAL REVIEW & SOL TEST**

Unit 5; Start Drama, Week 35

SOLs: 7.5 a, 7.5 c, 7.7, 7.7b, 7.7d, 7.7j, 7.7k, 7.9a, 7,9c

New SOLs: 7.5a, 7.5f, 7.7, 7.7b, 7.7e, 7.9a, 7.7k, 7.9c

Reading Skill: Drama Review

Literary Analysis: DialogueUn

**ESSENTIAL UNDERSTANDINGS**  
All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**  
To be successful with this standard, students  
expected to:

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**PRIMARY**  
Resources and Activities

**SUPPLEMENTAL**  
Resources and Activities

**TEACHER NOTES**

Introduction to Unit Big Question: “ Do  
Others See Us More Clearly Than We See  
Ourselves?”(pp. 720 - 721)  
Introduction to Unit author and Unit  
genre, drama: (pp.722 -725) Elements  
and Types of Drama  
Teach Model Selection, “Dragonwings” by  
Laurence Yep (pp. 726- 735)  
Literary analysis: Dialogue p. 769  
Introduce and begin Writers Workshop:  
Multimedia Report (p.824 -829)

**Unit 5: Drama, Week 36**

**7.3 e, 7.4 b, 7.5a, 7.5 i, 7.7, 7.7b, 7.7d, 7.7j, 7.7k, 7.9a, 7.9c**

**OLs: 7.3 e, 7.4b, 7.5a, 7.5f, 7.7, 7.7b, 7.7e, 7.9a, 7.7k, 7.9c**

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**Reading Skills: Summarize  
Literary Analysis: Character’s M**

**ESSENTIAL UNDERSTANDINGS**

All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**

To be successful with this standard, students expected to:

Understand that affixes and Greek and Latin roots are clues to determine meanings

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**PRIMARY****Resources and Activities****SUPPLEMENTAL****Resources and Activities****TEACHER NOTES**

Teach The Monsters are Due on Maple Street (pp. 830 - 859)

Word Study: Latin root: -sist- (pp. 857)

Grammar: Sentence Functions and Endmarks (p. 858)

Test Practice: Summarizing (pp. 860 - 861)

Workshop: Multimedia Report (p.824 -  
ough Draft (Edit and Revise)**Unit 5: Drama, Week 37****Reading Skill: Identifying Bias and Stereoty****SOLs: 7.6g**

**New SOLs: 7.6f**

**Literary Analysis: Un**

**ESSENTIAL UNDERSTANDINGS**  
All students should:

**ESSENTIAL KNOWLEDGE AND SKILLS**  
To be successful with this standard, students  
expected to:

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**PRIMARY**  
Resources and Activities

**SUPPLEMENTAL**  
Resources and Activities

**TEACHER NOTES**

Teach Dramatic Speeches (pp. 866- 877)  
Word Study:  
Grammar: Review  
Test Practice: Summarizing (pp. 860 -  
861)  
  
Workshop: Multimedia Report (p.824 -  
ial Copy/ Presentations

**Need Week 38**

**39=LAST WEEK OF SCHOOL**

**n**



<b>PRIMARY Resources and Activities</b>	<b>SUPPLEMENTAL Resources and Activities</b>	<b>TEACHER NOTES</b>