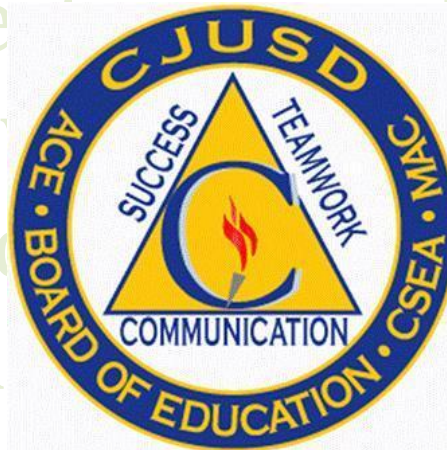


Pacing Guide

Core English Language Arts

Grade 7

Colton Joint Unified School District

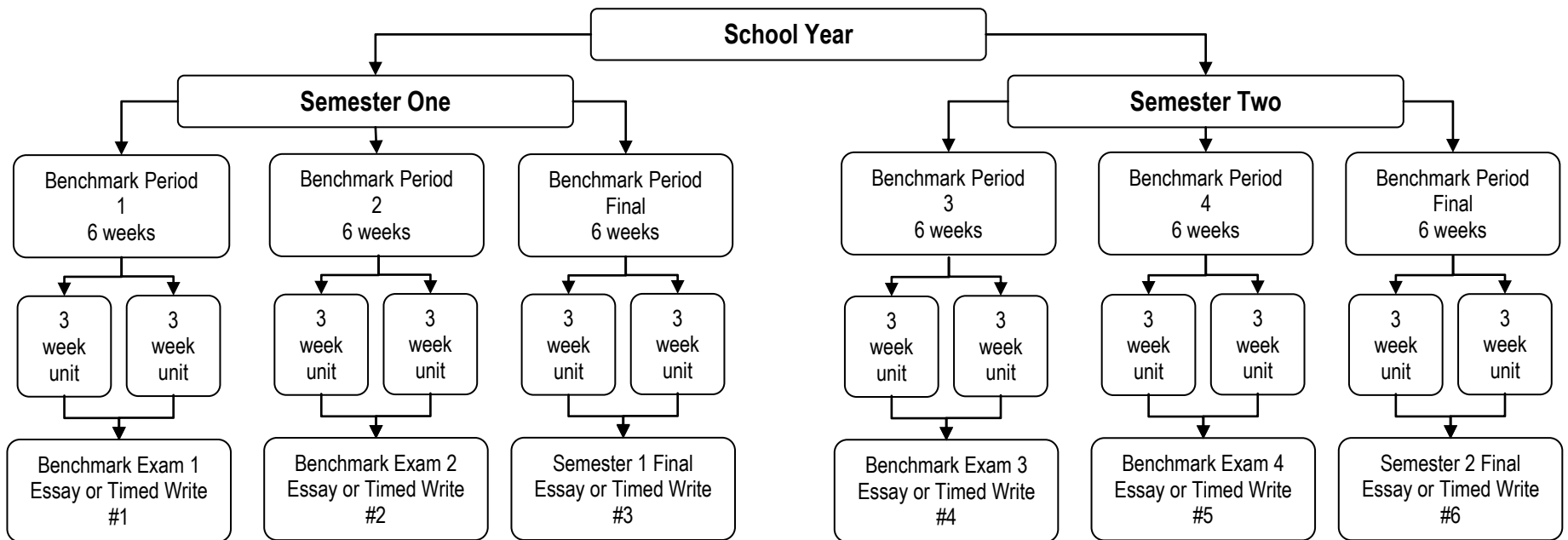


Colton Joint Unified School District Course of Study
Pacing Guide for Core English Language Arts Grade 7

Pacing Guide Introduction

This pacing guide outlines the *sequence* and *duration* in which the English-language arts (ELA) content standards should be taught for grade seven. As this is a standards-based pacing guide, the ELA content standards drive instruction rather than the literature; this guide dictates when the standards are to be covered, yet allows the classroom teacher the choice as to how and to what extent he or she brings students to mastery of the standards. As such, the pacing guide *suggests* the required and optional texts along with the minimum writing requirements with which the standards can best be taught.

Grade 7 Language Arts Curriculum Organization



Required Texts

- | | | | | |
|--|---|--|--|---|
| <p>Fiction</p> <ul style="list-style-type: none"> ▪ "Rikki-Tikki Tavi" ▪ "Amigo Brothers" | <p>Drama</p> <ul style="list-style-type: none"> ▪ <i>A Christmas Carol</i> ▪ <i>The Monsters Are Due On Maple Street</i> | <p>Non-Fiction</p> <ul style="list-style-type: none"> ▪ "Eleanor Roosevelt" ▪ "Exploring the Titanic" | <p>Poetry</p> <ul style="list-style-type: none"> ▪ "The Highwayman" ▪ "Jabberwocky" | <p>Novel</p> <ul style="list-style-type: none"> ▪ <i>Beowulf: A New Telling</i> by Robert Nye |
|--|---|--|--|---|

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Minimum Required Writings

In English I, each student is required to write four formal essays (essay assignments that utilize all phases of the writing process) and two in-class timed essays (timed writes). Each essay assignment should be literature-based and must be assigned with a writing prompt and scoring rubric. Although the pacing guide suggests when each requirement can be assigned, each teacher can choose when, how, and the extent to which students will master the writing standards below.

Semester One Requirements

- WA 2.1—Fictional or Autobiographical Narrative
- WA 2.2—Response to Literature

Semester Two Requirements

- WA 2.4—Persuasive Essay
- WA 2.3—Research Report or WA 2.5—Summary

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Semester 1—Benchmark Period 1

Standards Assessed	Suggested Key Assignments
RL 3.3 CHARACTERIZATION RL 3.5 POINT OFVIEW	Characterization Poster/ Flip Book Newspaper Formatted Articles Autobiographical Essay Or Brochure Narrative Story Common Assessment(s)

Weeks 1-3:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
CLASSROOM ORGANIZATION STRATEGIES AND SET-UP RW 1.2 ROOTS & AFFIXES RW 1.3 CONTEXT CLUES RL 3.2 EVENTS THAT ADVANCE PLOT RL 3.3 CHARACTERIZATION RL 3.4 RECURRING THEMES	<u>RW 1.2</u> <ul style="list-style-type: none"> • root • prefix • suffix <u>RL 3.3</u> <ul style="list-style-type: none"> • protagonist, • antagonist • dynamic & static characters 	<ul style="list-style-type: none"> • analyze • delineated • described • illustrates • based on • narrator • most likely • speaker • narrative form • excerpt • reader • characterization • character's <ul style="list-style-type: none"> ○ thoughts ○ words ○ speech patterns ○ actions • narrator's description • static • dynamic 	<u>RL 3.3</u> <ul style="list-style-type: none"> • ***"Rikki Tikki Tavi" p 121 • "Zebra" p 46 	<u>RL 3.3</u> <ul style="list-style-type: none"> • UA 2.33-38 • Unit 1 Resource Book pp 70-71 • Interactive Reader p 132 • Unit 5 Resource Book p 16 <u>RW 1.2</u> <ul style="list-style-type: none"> • Vocabulary & Spelling pp 11-28, 31-42, 73-86 • Skills Tutor (Reading/Greek & Latin Roots)
Student Objectives				
<u>RL 3.3 SWBAT:</u> <ul style="list-style-type: none"> • ANALYZE CHARACTERS' THOUGHTS, WORDS, ACTIONS, AND NARRATOR'S DESCRIPTION 				

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Semester 1—Benchmark Period 1

Weeks 4-6:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RW 1.2 ROOTS & AFFIXES RW 1.3 CONTEXT CLUES RL 3.5 POINT OF VIEW WC 1.3 GRAMMAR WC 1.4 PUNCTUATION WA 2.1 FICTIONAL/AUTOBIOGRAPHICAL NARRATIVE	<u>RW 1.3</u> <ul style="list-style-type: none"> • context clues: <ul style="list-style-type: none"> ○ definition ○ restatement <u>RL 3.5</u> <ul style="list-style-type: none"> • 1st person limited • 3rd person limited • 3rd person omniscient • subjective • objective <u>WA 2.1</u> <ul style="list-style-type: none"> • narrative writing: <ul style="list-style-type: none"> ○ how conflict advances plot ○ major, minor characters ○ setting ○ conflict ○ exposition ○ rising action ○ climax ○ resolution <u>WC 1.3</u> <ul style="list-style-type: none"> ▪ subject & predicate <u>WC 1.4</u> <ul style="list-style-type: none"> • commas 	<ul style="list-style-type: none"> • contrast • explain • affect • points of view • 1st person • 3rd person <ul style="list-style-type: none"> ○ limited ○ omniscient • subjective • objective • narrative text • overall • theme of work • occurrence 	<u>RL 3.5</u> <ul style="list-style-type: none"> • “Homeless” p 101 • “An Hour With Abuelo” p 591 • Selected Fairy Tales (i.e., <i>The True Story Of The Three Little Pigs, By A. Wolf</i> by Jon Scieszca) • Selected Aesop’s Fables 	<u>R 3.5</u> <ul style="list-style-type: none"> • UA: 2.55-56 • Unit One Resource Book p 71 <u>WC 1.4</u> <ul style="list-style-type: none"> • Grammar, Usage, & Mechanics pp 140, 149-150, 154 -156, 160-162 <u>RW 1.3</u> <ul style="list-style-type: none"> • Standards Manager Cluster Tests • Unit 1 Resource Book p 12 <u>WA 2.1</u> <ul style="list-style-type: none"> • 6+1 Traits of Writing
Student Objectives				
<u>RL 3.5 SWBAT:</u> <ul style="list-style-type: none"> • IDENTIFY THE NARRATOR IN A PIECE OF WRITING • UNDERSTAND AND STATE HOW THE NARRATOR’S UNIQUE POINT OF VIEW REVEALS THE STORY AND INFLUENCES THE MESSAGE OR THEME <u>WA 2.2 SWBAT</u> <ul style="list-style-type: none"> • WRITE NARRATIVES BASED ON FICTION OR REAL OCCURRENCES. • TELL/WRITE A STORY THAT DEVELOPS AND SOLVES A PROBLEM 				

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Semester 1—Benchmark Period 2

Standards Assessed	Suggested Key Assignments
RW 1.1 FIGURATIVE LANGUAGE RW 1.3 DEFINITION & RESTATEMENT WS 1.1 ORGANIZATION & TRANSITIONS WC 1.3 GRAMMAR: SUBJECT & PREDICATE	Figurative Language Flip Book/ Posters Response to Literature Writing Color-Code/ Revision of Essays Common Assessment(s)

Weeks 7-9:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RW 1.1 FIGURATIVE LANGUAGE RW 1.3 DEFINITION & RESTATEMENT	<u>RW 1.1</u> <ul style="list-style-type: none"> • denotation / connotation • figurative meaning • literal meaning • idiom • analogy • simile • metaphor • irony 	<ul style="list-style-type: none"> • identify • idioms • analogies • metaphors • similes • prose • poetry • stanza • line • excerpt • hyperbole • irony • definition • restatement • clarify • word meanings • example • passage 	<ul style="list-style-type: none"> • **"The Highwayman" p 564 • "The Golden Kite, the Silver Wind" p 492 • **"Amigo Brothers" p. 61 • **<i>Beowulf: A New Retelling</i> by Robert Nye (core novel) 	<u>RW 1.1</u> <ul style="list-style-type: none"> • Vocabulary & Spelling Book pp 53-56 • UA 2.19-20 • Skills Tutor • LOL p 142 <u>RW 1.3</u> <ul style="list-style-type: none"> • Language Transparencies pp 53-55 • Reading Toolkit pp G1-G3 • Language Network pp 570-572
Student Objectives				
<u>RW 1.1 SWBAT:</u> <ul style="list-style-type: none"> • IDENTIFY FIGURATIVE LANGUAGE IN PROSE AND POETRY <u>RW 1.3 SWBAT</u> <ul style="list-style-type: none"> • UNDERSTAND AND DEFINE VOCABULARY USING CONTEXT CLUES IN TEXT 	<u>WA 2.2</u> <ul style="list-style-type: none"> • understanding vocabulary in context 			

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Semester 1—Benchmark Period 2

Weeks 10-12:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RW 1.2 ROOTS RW 1.3 DEFINITION & RESTATEMENT WS 1.1 ORGANIZATION & TRANSITIONS WS 1.7 REVISION & WORD CHOICE WC 1.3 GRAMMAR: SUBJECT & PREDICATE WC 1.4 PUNCTUATION WA 2.2 RESPONSE TO LITERATURE	<u>WS 1.1 & 1.7</u> <ul style="list-style-type: none"> ● linking ideas <ul style="list-style-type: none"> ○ transitions: ○ spatial ○ compare/contrast ○ chronological ○ cause/ effect ○ sequence ○ similarities/difference ● fluency ● organization of ideas 	<ul style="list-style-type: none"> ● create ● balances ● unify ● transition ● provide ● organizational structure ● aspects ● composition ● important ideas ● effectively ● previous ● phrase ● editorial 	<ul style="list-style-type: none"> ● **Beowulf: A New Retelling by Robert Nye (core novel) ● "Seventh Grade" p. 20 	<u>WS 1.1 & 1.7</u> <ul style="list-style-type: none"> ● LOL pp 180, 637-640, R40, R44, R55, 241, 138, 180, 786 ● Writing Transparencies pp 10-11
Student Objectives				<u>WA 2.2</u> <ul style="list-style-type: none"> ● 6+1 Traits Of Writing ● Language Network ch 16 ● Writing Transparencies p. 26
<u>WS 1.1 & 1.7 SWBAT:</u> <ul style="list-style-type: none"> ● CREATE AN ORGANIZATIONAL STRUCTURE ● USE TRANSITIONS BETWEEN SENTENCES ● USE TRANSITIONS THAT UNIFY IMPORTANT IDEAS ● CHECK THE LOGIC OF IDEAS ● CHECK PRECISION OF VOCABULARY <u>WA 2.2 SWBAT:</u> <ul style="list-style-type: none"> ● DEVELOP AND ORGANIZE CLEAR IDEAS SHOWING UNDERSTANDING AND INSIGHT OF A TEXT ● JUSTIFY INTERPRETATIONS BY USE OF EXAMPLES AND TEXTUAL EVIDENCE 	<u>WA 2.2</u> <ul style="list-style-type: none"> ● response to literature writing <ul style="list-style-type: none"> ○ thesis ○ supporting evidence ○ coherence—stay on topic 			

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Semester 1—Benchmark Period Final (EOS)

Standards Assessed		Suggested Key Assignments
RW 1.2 ROOTS RW 1.3 CONTEXT CLUES: EXAMPLE & CONTRAST RC 2.1 STRUCTURE & PURPOSE OF TEXT RC 2.2 LOCATE INFORMATION	WC 1.3 GRAMMAR: PARTS OF SPEECH, SENTENCE STRUCTURE, SENTENCE TYPES WC 1.4 MECHANICS OF WRITING WC 1.5 PUNCTUATION	Brochures (Invented Devices, Travel, Sales) Parts Of Speech Posters/ Flipbooks Christmas Carol Poster/ Collage Oral Presentation Common Assessment(s)

Weeks 13-15:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RC 2.1 STRUCTURE & PURPOSE OF TEXT RC 2.2 LOCATE INFORMATION WC 1.3 GRAMMAR: PARTS OF SPEECH	<u>RC 2.1 & 2.2</u> <ul style="list-style-type: none"> • structure and purpose • headings • captions • sidebars • diagrams & charts • sections • illustrations 	<ul style="list-style-type: none"> • identify • represents • grammatical part • simple subject • simple predicate • direct object • indirect object • adjective • conjunction • adverb • compound sentence • interjection • grammar • parts of speech • types of sentences • structure of sentences 	<ul style="list-style-type: none"> • <i>Academic and Informational Reading</i>, IR pp 342-375 (also covered in Benchmark Period 2A) 	<u>RC 2.1 & 2.2</u> <ul style="list-style-type: none"> • IR Teacher's Guide pp 73-93 <u>WC 1.3</u> <ul style="list-style-type: none"> • Language Network <ul style="list-style-type: none"> ○ Noun—ch 2 ○ Verb—ch 4 ○ Preposition—ch 6 ○ Adjective—ch 5 ○ Sentence—ch 1 • Grammar, Usage, & Mechanics Book (various pp) • Language Transparencies <ul style="list-style-type: none"> ○ Noun—pp 27, 28 ○ Verb—pp 35-37 ○ Sentence—pp 31, 32
Student Objectives				
<u>RC 2.1 SWBAT:</u> <ul style="list-style-type: none"> • IDENTIFY THE DIFFERENT FORMS OF INFORMATIONAL MATERIALS • UNDERSTAND USE AND PURPOSE OF INFORMATIONAL DOCUMENTS <u>RC 2.2 SWBAT:</u> <ul style="list-style-type: none"> • LOCATE SPECIFIC INFORMATION IN TEXT <u>WC 1.3 SWBAT:</u> <ul style="list-style-type: none"> • IDENTIFY STRUCTURE OF SENTENCES • IDENTIFY TYPES OF SENTENCES • IDENTIFY: NOUN, VERB, PREPOSITION, ADJECTIVES IN A SENTENCE. 	<u>WC 1.3</u> <ul style="list-style-type: none"> • noun <ul style="list-style-type: none"> ○ common/ proper ○ concrete/ abstract • verb <ul style="list-style-type: none"> ○ action/linking • preposition • adjective <ul style="list-style-type: none"> ○ proper ○ modifier • sentence types <ul style="list-style-type: none"> ○ interrogative ○ imperative ○ declarative ○ exclamatory • sentence structure <ul style="list-style-type: none"> ○ subject/ predicate ○ object ○ compound/ complex, etc. 			

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Semester 1—Benchmark Period Final (EOS)

Weeks 16-18:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RW 1.2 ROOTS RW 1.3 CONTEXT CLUES: WC 1.4 PUNCTUATION WC 1.3 GRAMMAR: PARTS OF SPEECH, SENTENCE STRUCTURE, SENTENCE TYPES	Review of previous concepts— focus on areas of greatest need	<ul style="list-style-type: none"> • use • understand • formed • contains • Greek, Latin, Anglo Saxon roots & affixes • content area vocabulary • passage • prefix • suffix • demonstrate • mechanics of writing • quotation marks • dependent clauses • appropriate • English usage • pronoun reference • punctuation • example • compare/ contrast 	** <i>A Christmas Carol</i> p. 250	<u>RW 1.2</u> <ul style="list-style-type: none"> • Language Network p. 580 • Vocabulary and Spelling Book (various pp for roots, bases, affixes) <u>RW 1.3</u> <ul style="list-style-type: none"> • Language Transparencies pp 53-55 • Reading Toolkit pp G1-G3 • Language Network pp 570-572 <u>WC 1.4</u> <ul style="list-style-type: none"> • Grammar, Usage, & Mechanics Book (various pp—chapter 11) <u>WC 1.3</u> <ul style="list-style-type: none"> • Language Network <ul style="list-style-type: none"> ▪ Noun—ch 2 ▪ Verb—ch 4 ▪ Preposition—ch 6 ▪ Adjective—ch 5 ▪ Sentence—ch 1 • Grammar, Usage, & Mechanics Book (various pp) • Language Transparencies <ul style="list-style-type: none"> ▪ Noun—pp 27, 28 ▪ Verb—pp 35-37 ▪ Sentence—pp 31, 32
Student Objectives				
<u>SWBAT:</u> TO BE DETERMINED. REVIEW & RE-TEACH STANDARDS TAUGHT DURING BENCHMARKS 1 AND 2; FOCUS ON AREAS OF GREATEST NEED <ul style="list-style-type: none"> • REVIEW FOR EOS TEST • REVIEW CHARACTERIZATION, POINT OF VIEW, ETC. WITH <i>A CHRISTMAS CAROL</i> 				

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Semester 2—Benchmark Period 3

Standards Assessed	Suggested Key Assignments
RC 2.4 AUTHOR'S ARGUMENT RC 2.6 SUPPORTING EVIDENCE WS 1.1 ORGANIZATION & TRANSITIONS WS 1.7 REVISION & WORD CHOICE WA 2.4 PERSUASIVE COMPOSITION	Persuasive Essay Propaganda Posters Revision of Essay Common Assessment(s)

Weeks 1-3:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials	
RC 2.4 AUTHOR'S ARGUMENT RC 2.6 SUPPORTING EVIDENCE WA 2.4 PERSUASIVE WRITING	<u>RC 2.4</u> <ul style="list-style-type: none"> • objective versus subjective • fact versus opinion • author's bias <u>RC 2.6</u> <ul style="list-style-type: none"> • validity of evidence • sufficiency of evidence • word precision • order of ideas <u>WS 1.1</u> <ul style="list-style-type: none"> • clear organization of persuasive essay 	<ul style="list-style-type: none"> • identify • trace • development • author's argument, • point of view, • perspective • text • passage • primary intent • author's attitude • argument • according to • assess • support • noting • describing • contradicted • covered 	<ul style="list-style-type: none"> • adequacy • accuracy • appropriateness • author's evidence • claims • assertions • instances • bias • stereotyping • argument • factual evidence • phrase • topic • passage • persuasion • composition 	<ul style="list-style-type: none"> • "Primal Compassion" p 138 • "Long Walk To Freedom" p 42 • ***"Exploring The Titanic" p 658 • ***"Eleanor Roosevelt" p 87 	<u>RC 2.4/RC 2.6</u> <ul style="list-style-type: none"> • LOL R12-R15 • Standards Manager p 200 • Reading & Critical Thinking Transparencies pp 25- 27 • Reading Toolkit <ul style="list-style-type: none"> ▪ Main idea & details pp D1, D9-12 ▪ Fact & opinion pp D7, D31-33 • Unit 5 Resource Book p 42 <u>WS 1.1</u> <ul style="list-style-type: none"> • Writing Transparencies p 6-8, 11 <u>WA 2.4</u> <ul style="list-style-type: none"> • 6+1 Traits Of Writing • LOL 699-703, R51-52 • Unit 5 Resource Book pp 21-29 • Language Network pp 454-461, pp 347, 377
Student Objectives					
<u>RC 2.4 SWBAT:</u> <ul style="list-style-type: none"> • IDENTIFY THE AUTHOR'S ARGUMENT <u>RC 2.6 SWBAT:</u> <ul style="list-style-type: none"> • FIND EVIDENCE THE AUTHOR USES TO SUPPORT AN ARGUMENT • EVALUATE THE QUALITY OF EVIDENCE USED <u>WA 2.4 SWBAT:</u> <ul style="list-style-type: none"> • STATE A CLEAR POSITION OR PERSPECTIVE ON A TOPIC • DESCRIBE POINTS IN SUPPORT OF A PROPOSITION USING WELL-ARTICULATED EVIDENCE • ANTICIPATE AND ADDRESS COUNTERARGUMENTS 					

**Required reading

Curriculum Council Approved: September 13, 2011

LOL = *Language of Literature*

Board approved: October 6, 2011

UA = Universal Access

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Semester 2—Benchmark Period 3

Weeks 4-6:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RW 1.2 ROOTS RW 1.3 CONTEXT CLUES WS 1.1 ORGANIZATION & TRANSITIONS WS 1.7 REVISION & WORD CHOICE WC 1.4 PUNCTUATION STATE WRITING STANDARDS TEST REVIEW	<u>WS 1.1</u> <ul style="list-style-type: none"> • effective transitions between sentences to unify ideas in persuasive essay <u>WS 1.7</u> <ul style="list-style-type: none"> • revision: word choice & word precision • sufficiency & validity of evidence • paragraph structure • logic & order of ideas 	<ul style="list-style-type: none"> • revise • improve • checking • stated • organization • word choice • logic • precision • vocabulary • precisely • concluding sentence • revision • opening sentence 	<ul style="list-style-type: none"> • “Analyzing A Student Model” pp 76-77 	<u>RW 1.2</u> <ul style="list-style-type: none"> • Vocabulary & Spelling pp 11-28, 31-42, 73-86 • Skills Tutor <u>RW 1.3</u> <ul style="list-style-type: none"> • Standards Manager Cluster Test p 84 • Unit 1 Resource Book p 52
Student Objectives				
<u>WS 1.7 SWBAT:</u> <ul style="list-style-type: none"> • REVISE WRITING TO IMPROVE WORD CHOICE • CHECK THE LOGIC OF IDEAS IN A STUDENT ESSAY • CHECK THE PRECISION OF VOCABULARY IN A STUDENT ESSAY • REVISE WRITING TO IMPROVE ORGANIZATION 				<u>WC 1.4</u> <ul style="list-style-type: none"> • Grammar Usage & Mechanics Book (see Key Standard page) • Language Network (see Key Standard page) <u>WS 1.1</u> <ul style="list-style-type: none"> • Writing Transparencies pp 9-10 • LOL pp R40, R44, R55, 241, 138, 180, 241, 786, 637-640 • 6+1 Traits of Writing <u>WS 1.7</u> <ul style="list-style-type: none"> • 6+1 Traits of Writing • Writing Transparencies pp 14, 15

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Semester 2—Benchmark Period 4

Standards Assessed	Suggested Key Assignments
RC 2.5 TECHNICAL DIRECTIONS WC 1.3 VERBS, ADVERBS, PRONOUNS, CONJUNCTIONS, INTERJECTIONS, ARTICLES	WS 1.3 NOTE TAKING & OUTLINES WS 1.4 RESEARCH QUESTIONS Parts Of Speech Flip Book/ Poster Research Paper/ Bibliography Common Assessment(s)

Weeks 7-9:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
WC 1.3 GRAMMAR: PARTS OF SPEECH RC 2.2 LOCATE INFORMATION RC. 2.5 FOLLOW TECHNICAL DIRECTIONS	<u>WC 1.3</u> <ul style="list-style-type: none"> • subject • predicate • adjective • adverb • preposition • pronoun • antecedent of pronoun • conjunctions • list the four types of sentences • identify the structure of sentences (compound, complex, etc.) 	<ul style="list-style-type: none"> • understand • explain • following • observe • calculated • which of the following • according to • passage • main purpose • mechanical device • technical directions 	<ul style="list-style-type: none"> • <i>Academic and Informational Reading</i>, IR pp 342-375 (also covered in Sem 1 Final Benchmark Period) 	<u>WC 1.3</u> <ul style="list-style-type: none"> • Easy Grammar Pro • Language Network • Grammar, Usage And Mechanics (pp 1-175) <u>RC 2.1 & 2.2</u> <ul style="list-style-type: none"> • IR Teacher's Guide pp 73-93 <u>RC 2.5</u> <ul style="list-style-type: none"> • bring in user's manuals for simple devices
Student Objectives				
<u>WC 1.3 SWBAT:</u> <ul style="list-style-type: none"> • IDENTIFY ALL PARTS OF SPEECH • IDENTIFY THE FOUR TYPES OF SENTENCES • IDENTIFY THE STRUCTURE OF SENTENCES <u>RC 2.2 SWBAT:</u> <ul style="list-style-type: none"> • LOCATE INFORMATION USING CONSUMER, WORKPLACE, AND PUBLIC DOMAINS <u>RC 2.5 SWBAT:</u> <ul style="list-style-type: none"> • FOLLOW DIRECTIONS TO USE A MECHANICAL DEVICE • IDENTIFY THE STEPS TO FOLLOW WHEN READING TECHNICAL DIRECTIONS 	<u>RC 2.2</u> <ul style="list-style-type: none"> • heading • subheading • caption • title • byline • quotations • excerpts (sidebars) <u>RC 2.5</u> <ul style="list-style-type: none"> • application of key concepts for RC 2.2 			

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Semester 2—Benchmark Period 4

Weeks 10-12:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
WS 1.3 NOTE TAKING & OUTLINING WS 1.4 RESEARCH QUESTIONS WA 2.5 SUMMARY	<u>WS 1.3 & WS 1.4</u> <ul style="list-style-type: none"> • outline structure • topic organization • note-taking • paraphrasing • summarizing • bibliography • citation • plagiarism • validity & authority of source • web search • research questions 	<ul style="list-style-type: none"> • use • impose • organized • included • located • strategies • note-taking • outlining • summarizing • structure • composition drafts • rough draft • bulleted item • topic • summary • identify • ask • evaluate • develop • inspire • provide • topics • inquiry • investigation • research • bibliography • significant • main idea • reflect • underlying meaning • superficial details 	<ul style="list-style-type: none"> • “They’re Well-Suited for Studying Moose” p. 396 • “Face-to-Face with Twins” p 617 	<u>WS 1.3 & 1.4</u> <ul style="list-style-type: none"> • Writing Transparencies pp 40, 49-52, & 54
Student Objectives				
<u>WS 1.3 SWBAT:</u> <ul style="list-style-type: none"> • TAKE NOTES • SUMMARIZE PASSAGES • ORGANIZE AND OUTLINE IDEAS TO CREATE COMPOSITIONS <u>WS 1.4 SWBAT:</u> <ul style="list-style-type: none"> • FORMULATE QUESTIONS THAT LEAD TO EFFECTIVE RESEARCH • EVALUATE THE EFFECTIVENESS OF QUESTIONS THAT ADDRESS A TOPIC <u>WA 2.5 SWBAT:</u> <ul style="list-style-type: none"> • WRITE SUMMARIES OF READING MATERIALS 	<u>WA 2.5</u> <ul style="list-style-type: none"> • main ideas and most significant details • student’s own words • reflect underlying meaning, not just superficial details 			<u>WA 2.5</u> <ul style="list-style-type: none"> • LOL TE p 396 • Writing Transparencies p 51 • LOL R 52-57, R58-R60 • LOL—Writing Workshop: Research Report pp 780-786 • Language Network ch 27 • 6+1 Traits of Writing

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Semester 2—Benchmark Period Final

Standards Assessed		Suggested Key Assignments
RW 1.2 ROOTS RW 1.3 CONTEXT CLUES WS 1.1 ORGANIZATION & TRANSITIONS WS 1.3 NOTE TAKING & OUTLINING WS 1.4 RESEARCH QUESTIONS WS 1.7 REVISION & WORD CHOICE ALL PREVIOUS KEY STANDARDS	RC 2.2 LOCATE INFORMATION RC 2.4 AUTHOR'S ARGUMENT RC 2.5 FOLLOW TECHNICAL DIRECTIONS RC 2.6 SUPPORTING EVIDENCE WC 1.3 GRAMMAR: PARTS OF SPEECH WC 1.4 PUNCTUATION WC 1.7 SPELLING	Book Study Poster or Project Poetry Booklet Oral Presentation Common Assessment(s)

Weeks 13-15:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
CST REVIEW BOOK STUDY OR POETRY UNIT; REVIEW: RW 1.1 FIGURATIVE LANGUAGE RL 3.0 LITERATURE STUDY STANDARDS WC 1.7 SPELLING	<u>WC 1.7:</u> <ul style="list-style-type: none"> spelling rules, especially homonyms, combining bases and affixes, plurals 	review of most frequently-used words in CST	<ul style="list-style-type: none"> ***"The Highwayman" p 564 "The Turtle" p 740 "Ode To An Artichoke" p 375 	<ul style="list-style-type: none"> Vocabulary And Spelling pp 89+ Standards Manager Cluster Tests
Student Objectives				
<u>WC 1.7 SWBAT:</u> <ul style="list-style-type: none"> APPLY SPELLING RULES AND RULES OF COMBINING AFFIXES AND BASES CST PREPARATION REVIEW				

Colton Joint Unified School District Course of Study
Pacing Guide for Core Language Arts Grade 7

Semester 2—Benchmark Period Final

Week 16-end:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
BOOK STUDY OR POETRY UNIT; REVIEW: RW 1.1 FIGURATIVE LANGUAGE RL 3.0 LITERATURE STUDY STANDARDS	Determined by teacher...	Determined by teacher... <ul style="list-style-type: none"> • predict • clarify • summarize • question • analyze • characterize • determine • significant/significance • evidence • theme • plot • setting • character • static (flat) • dynamic • motivation • internal • external • narrator • speaker • intent • purpose • metaphor • simile • hyperbole • personification • line • rhyme scheme • literal • figurative • denotation • connotation • etc. 	<ul style="list-style-type: none"> • <i>The Giver</i> (novel: extended reading) • <i>Where The Red Fern Grows</i> (novel: extended reading) • <i>True Confessions Of Charlotte Doyle</i> (novel: extended reading) • "Sarah Cynthia Sylvia Stout" p 458 • "Casey At The Bat" p 299 • "The World Is Not A Pleasant Place To Be" p 201 	<ul style="list-style-type: none"> • Additional teacher-selected poetry resources • Literature Circle Selections
Student Objectives				
POETRY STUDY OR NOVEL STUDY SWBAT to be determined by teacher <ul style="list-style-type: none"> • RW 1.1 • Selected RL standards • Selected WS & WA standards 				