7th Grade ELA
2023 - 2024 NE CARES Pacing Guide

Resources Provided by NC Department of Public Instruction (NCDPI):

Unpacking Document	EOG Test Specifications	NC Check-In 2.0 Information	2019 Released EOG Sample Constructed Response Items	K-12 Vertical Progression	NC Standard Course of Study
Text Selection Guide	K-12 Glossary	7th Grade Learning Progressions	NCTest Released Items (online practice)	Standards-Based Sentence Frames	Supporting Learners: Scaffolds by Strand

School Year at a Glance:

Domain/Cluster/Strand	Standards			
	1st Nine Weeks	**2nd Nine Weeks**	**3rd Nine Weeks**	**4th Nine Weeks**
Reading Literature	RL.7.1, RL.7.2, and RL.7.3	RL.7.2, RL.7.3, RL.7.5, RL.7.6	RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.7	RL.7.4, RL.7.5
Reading Information	RI.7.1, RI.7.2, RI.7.3, and RI.7.6	RI.7.4, RI. 7.5, RI.7.6, RI.7.8, RI.7.9	RI.7.2, RI.7.5, RI.7.6, and RI.7.9	RI.7.6
Writing	W.7.3	W.7.1	W.7.2	W.7.5
Language	L.7.4a	L.7.5a	L.7.4a, L.7.5a	L.7.4a, L.7.5a
Speaking	SL.7.1	SL.7.3, SL.7.4	SL.7.1	n/a

Unit/Module Pacing: 1st Nine Weeks

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources
2	***Citing Evidence*** Using informational writing about a	Identify the interactions between elements in a story	RL.7.1- Cite several pieces of textual evidence to support analysis of what	Analysis, evidence, textual evidence, explicit, explicitly, inference, text, analyze, support, Barrio Boy Vocabulary-condition, foreign, instructional, miserable, native, progress,	- Question Stems - Barrio Boy Text - Learn Zillion "Memoir" Coming of Age Novel Unit - Achieve the Core Lesson w/ Activities

	historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events. How do individuals survive in challenging environments? ● How does culture, time, and place influence the development of identity? ● How does reading from different texts about the same topic build our understanding? ● What are the ways that an author can juxtapose two characters? ● Individual survival in challenging environments requires both physical and emotional resources.		the text says explicitly as well as inferences drawn from the text. SL 7.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	secure, various, reassuring, contraption, frequently, absolutely, importance, influenza, menace, overcome, similar, unneccesary, formidable, barrio	Barrio Boy ● www.vocabulary.com

| 5 | Story elements, characterization, conflict and plot | RL.6.3

RI.6.3 | RL.7.3-Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

RI.7.3-Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how | Plot, conflict, exposition, inciting incident, rising action, climax, falling action, characterization, character traits, narrator

A Single Shard Vocabulary List-Tree-ear, Crane-man, orphan, crutch, Min, master potter, celadon pottery, thief, shatters, admiring, payment, kiln, herbs, medicine, reluctant, debt, overjoyed, rehearsed, spade, bowl, sieve, glaze, formula, royal commission, abroad, curious, glean, scarce, inscribes, chrysanthemum, royal emissary, royal emissary, dilemma, novelty, stealth, stall, replicas, mar, harbor, : messenger, Songdo, Ajima, regrets, jiggeh (a backpack made from branches), journey, veers, steep, stranger, devastated, shards, appointment, reluctant, summon, scrolls, gestures, jostled

Interactions, individuals, events, ideas, influence

How the Need to Belong Influences Human Behavior and Motivation-acceptance, conform, motivate, specific | Story Structure Worksheets Grade-7-English-Coursebook-Curriculum-Sample-July-2021.pdf (oakmeadow.com) A Single Shard Text Common Lit–How the Need to Belong Influences Human Behavior and Motivation |
| 8 | *Theme and summarizing a text* | RL.6.2
RL.7.1
RI.6.1 | RL.7.2-Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI.7.2-Determine | Analyze, objective summary, subjective summary, summarize, course of the text, development

Determine, analyze, text, central idea, objective summary, subjective summary, summarize, development, course of the text

Her Story Vocabulary List- shoaled, Eritrea, famine, bindi. Temple, personified, | Identifying Theme Flashcards Achieve the Core Lesson w/ Activities Echo and Narcissus The Story of Echo and Narcissus Her Story |

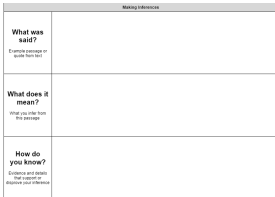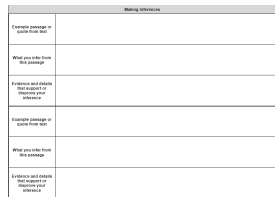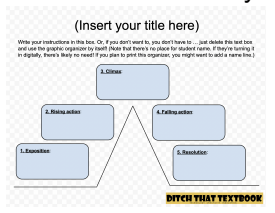|			*two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.*	homed, packed, recount, Holocaust, genocide, Mahatma Ghandi, cogently, The Story of Echo and narcissus Vocabulary-detain, vainly, unrequitted, parched, intently	
2	*Evidence and inferencing*	RI.6.1	RI.7.1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Analyze, evidence, textual evidence, explicit, explicitly, inference, conveyed, support	• *"The Wonderful Wizard of Oz"* (Inferences in Literature) • Inference Practice: Where Am I? • Context Clues Worksheet • Context Clues Worksheet • Context Clues Worksheet • Context Clues Worksheet • Identity
4-5	*NC Check-Ins Spiral Review*	*7th grade ELA standards*	RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, L.7.4, L.7.5a, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8	*Vocabulary Listed in the Unpacking document for the standards to the left of this column.*	*Schoolnet* *Freckle Reading* *Study Island* *STAR Reading*
3	*Point of view and purpose*	RI.6.6	RI.7.6-Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others	Author's purpose, point of view, persuade, inform, entertain, express, 1st person point of view (pov), 2nd person pov, 3rd person limited pov, 3rd person omniscient pov, 3rd person limited pov, distinguish, author, narrator, distinguish, position A Long Walk to Water Vocabulary-rebels, mortar, gourd, makeshift, gauge, arid, emaciated, surge, frantic, guinea worms	• A Long Walk to Water by Linda Sue Park (novel) • A Long Walk To Water • DISCUSSION GUIDE TO A Long Walk to Water • A Long Walk To Water Text-Based Discussion Questions • A Long Walk to Water

7	*Cultural Identity*	W.6.3	W.7.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SL.7.1 SL.7.2	Narrative writing, develop, effective, technique, relevant, descriptive, well-structured	● [How to Write a Narrative](#) ● [A Pictures Worth a Thousand Words](#) ● [The Fresh Prince of Bel-Air: The Intersectionality of Social Class and Race](#)
5	Word meaning and word relationships		L.7.4- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials	Analogy, word relationships, multiple-meaning words	● [Word Meaning Exercise](#) ● [Analogies](#)

Individual Development and Cultural Identity	
Day #	**Daily Learning Target**	**How will the daily learning target be assessed?**

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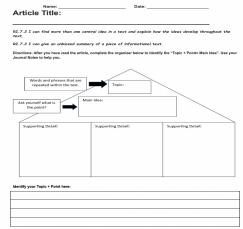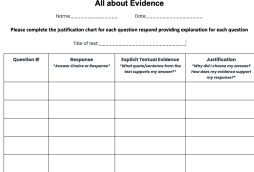
1	RL.7.1: I can correctly cite many pieces of evidence from what a text states explicitly, as well as from what can be inferred from a text.	- Skills Practice Exit Ticket via Google forms or interactive worksheet - Short Story Reflection:"Surprise!"Whole Group Share-out with students sharing some of their surprises and what they might suggest. Ex. My favorite surprise was _____ because _____.
2	RL.7.1: I can draw conclusions by reading between the lines of the text.	Students will work to complete an inference graphic organizer (option 1 or option 2) to assist with organizing their thoughts while reading the text
3	RL.7.3-I can analyze the cause and effect of events in a story.	-Students will work to construct a plot diagram allowing them to show understanding with the elements of a short story.
4	I can analyze how the elements of a story work together.	-**PLOT TIMELINE:** Students create timelines of events from a story or drama from the beginning to the end. On the lines between each event, students explain how one event led to the next. Branching off from each event, students explain how characters respond to the event or changed as a result of the event.

5	RI.7.3-I can explain and discuss how individuals, events, and ideas interact with each other in a text	-Students will have a small group discussion reflecting on the key individuals, events or ideas in the informational text. They will record their responses on a Google Form or teacher provided resource. ● What change of events was influential? How did one individual influence another? ● How does this person (or group of people) feel about this event? ● How does this person (or group of people) change during/after this event? Give evidence from the text.
6	-I can analyze the relationship between ___ and ____.	-After reading an informational text selected by the teacher, students use graphic organizers to list key people, events, and ideas. They draw lines to connect them and write how each interacts and connects with the other.
7	-I can explain how the people and ideas in a text connect.	-**Class Jigsaw**: Each student is assigned a person, event, or idea. As the teacher reads a portion of text aloud, students listen for specific details about their assigned person, event, or idea and take notes. In their assigned groups, students share their notes and make connections between each person, event, and idea.
8	RL.7.3-I can identify the theme of the text.	-Students will work to connect all pieces of the story by constructing an objective summary using the phrase "Somebody, Wanted, But, So, Then" Next use the plot diagram and questions on the front to write a sentence in each box below. Title of Selection: | Somebody	
Wanted	
But	
So	
Then		 Finally use the sentences above and weave them into a paragraph to summarize the story you read.
9	-I can explain how central ideas develop throughout the text.	-Class Skills Challenge via Quizizz(Central Idea)
10	-I can summarize a text using strictly facts	-Students choose two ideas from the text and create a timeline that traces the central ideas and explains how they developed through the beginning, middle, and end.
11	-I can analyze how a theme is displayed throughout the text	-Summarizing Skills Practice
12	RI.7.2-I can determine the central idea(s) of the text	Central Idea One Pager Reflection

<mark>13</mark>	-I can determine multiple central idea(s) of a text and provide explicit textual evidence to support my answer.	-RI.7.2 Tic Tac Toe Menu
<mark>14</mark>	-I can explain how central ideas develop throughout the text.	-Schoolnet Skills Check-In(or district resource)
<mark>15</mark>	-I can summarize a text using strictly facts.	-Students will use the objective summary graphic organizer to summarize the text preselected by the teacher or students choice.
<mark>16</mark>	RI.7.1-I can use textual evidence to support my answer.	Students will reflect on the article/text by responding to text based questions requiring them to justify their answer with explicit evidence from the text.
<mark>17</mark>	-I can analyze how details and evidence within the text supports what the author states directly and what he/she implies.	-Students will on a loose leaf piece of paper examine after answering text dependent questions with the use of evidence to back up answers. With a think-pair-share, students will analyze their answers.
<mark>18</mark>	RI.7.6-I can identify an author's point of view in an informational piece of text	Student response exit ticket reflecting on the author's point of view of purpose. Sample question stems or task: What is the author's point of view or purpose? Evaluate whether the author is writing to persuade, inform, or entertain the reader. What kind of tone, through the use of specific words or phrases, does the author create?
<mark>19</mark>	-I can identify an author's purpose in an informational piece of text	-**Gallery Walk and Discussion**: Students analyze the text through these

20	-I can examine how the author's position is different from others	three lenses: • "What is the author's opinion about the topic of this text?" • "What details support this viewpoint?" • "How does this author distinguish his/her position from others? -**Gallery Walk and Discussion (Cont.)**Based on their analysis, students gather in small groups to chart their answers to each question on paper. Together, they then compose a brief, cohesive statement of their results on the paper. Students post their work and review all charts during a gallery walk to see the results of other groups.
21	W.7.3-I can write a narrative using techniques such as: dialogue, timing, and description.	-Quickwrite Exit Ticket
22	-I can hook the reader by introducing ideas, point of view, a narrator and/or characters.	-Quick Write Exit Ticket Reflection
23	-I can organize events in a natural, logical order.	-Whats Your Story Quickwrite reflection
24	-I can write a narrative using techniques such as: dialogue, timing, and description.	-Quick Write Reflection(Skills Practice)
25	- I can use transition words and phrases to show order of events or changes in setting.	-Student Skills Practice : Journal Reflection
26	-I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story.	-Student Choice Quick Write Response (Exit Ticket)
27	-I can conclude my story by reflecting on experiences or events.	-Student Choice Quick Write Response(Exit Ticket)
28 29	L.7.4a-I can determine the meaning of a word through context clues -I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read	-Skills Practice Exit Ticket via Google Forms, Quizizz, Commonlit, School net or district resource -**Exit Ticket Reflectio**n: Students are each assigned one to two vocabulary words from the text. To prepare for sharing with the whole class, students organize their thinking under two big questions: "How does this word impact the meaning of the text?" and "How does this word impact the tone of the text?" Students write a brief analysis to answer each question, providing support for their reasoning as inferred from the text. As an extension or differentiation activity, students may also be prompted to answer, "What

		alternative words may have similar meaning, or impact the tone in similar ways?"
30	-I can determine the meaning of a word through context clues or by the way it is used in a sentence	-Quizizz Skills Challenge
31	-I can determine the meanings of unknown words by using what I know about common prefixes, suffixes and roots	-Skills Practice and Reflection
32	-I can determine the meaning of a word by the way it is used in a sentence	-Schoolnet Skills Check-In
4-5 Days	*NC Check-Ins* *Spiral Review*	*Schoolnet* *Freckle Reading* *Study Island* *STAR Reading*

Unit/Module Pacing: 2nd Nine Weeks

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources
3	***Theme and Summary*** What are working conditions, and why do they matter? How do workers, the government, business, and consumers bring about change in working conditions? How does reading one	RL.6.2	RL.7.2-Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine, theme, analyze, objective summary, subjective Summary The Lottery Vocabulary List-assembled, boisterous, reprimands, surveying, reluctantly, jovial, scold, paraphernalia, shabier, perfunctory, interminably, disengaged, petulantly, stoutly, daintily, definitely	• The Lottery Short Story • Vocabulary Review Packet • Prezi

	section of a text closely help me understand it better? How can you tell the difference between a useful and a not useful research question? How does a speaker develop and organize his central claim			
5	*Analysis of story element development*	RI.6.3	RL.7.3-Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	Setting, character, character traits, plot, analyze I am Malala Vocabulary List- shlwar, fickle, laden, rupees, fundamentalist, blasphemy, virtuous, polio, exile, dine, haven, waver, forbade, scandalized, bunkers, impose, couplet, reconciliztion, nominated, campaigning, galas, chaplin, excruciating, distorted, reassured, ordeal, initially, parcels, delicate, humble, perplexed, obliged	● Malala Article ● I am Malala Novel ● I Am Malala Literature Packet ● ▫ I Am Malala Presentation 1 (Yo… ● Malala Reading Guide Questions
5	*Connotation and Denotation*	RI.7.4 L.6.5a	RI.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical	Determine, figurative meaning, phrase, connotative meaning, analyze, impact, word choice, tone, specific, mood Meaning, context, function, phrase Interpret, figures of speech, mythological, allusion, context, connotations, demonstrate, denotation, nuances	● Figurative Language Practice ● RI.7.4 Vocabulary Flashcards | Quizlet ● Analyze how a poem's structure contributes to its meaning From LearnZillion (subscription required) ○ Paul Revere's Ride by Henry Wadsworth Longfellow - Poems Academy of American Poets

			meanings; analyze the impact of a specific word choice on meaning and tone L.7.5a-Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context	Paul Revere's Ride Vocabulary-aloft, belfry, muffle, mooring, spar, muster, barrack, tramp, grenadier, stealthy, tread, somber, sentinel, impetuous, girth, spectral, linger, fleet, kindle, tranquil, alder, gilded, weathercock, aghast, defiance The Gift of the Magi Vocabulary-parsimony, instigate, prosperity, unassuming, attend, calculate, agile, depreciate, envy, cascade, falter, ransack, meretricious, prudence, truant, ravage, terrify, sentiment, patent, scrutiny, illuminate, ecstatic, nimble, vanish, yearn, adorn, ardent, wise, priveledge, sacrifice	○ Figurative Language Test (Mastery Connect) ○ Vocabulary Power Workbook (wordpress.com) ○ "The Gift of the Magi" Vocabulary Worksheet (scholastic.com) ○ Vocabulary activity for story	
5	*Text and poem structure*	RL.7.5 RI.6.5	RL.7.5-Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RI.7.5-Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas	Analyze, drama, poem, scene, stanza, poem structures, contribute, meaning Analyze, text structure, descriptive/spatial, chronological, compare and contrast, cause and effect, problem and solution, sequence, sections, contribute, development Brown Girl Dreaming Vocabulary-barren, constellation, emancipate, vast, furrow, immense, embroider, porcelain, topaz, intrigue, subservient, waft, protrude, monarch, resurrection, absolute, dangle, revolution, carousel, etch, genealogy A Dream Deferred Vocabulary-deferred, fester Do Teens Need Recess Vocabulary-diagnosable, beneficial, recuperate, allot, mandatory, cope	● Brown Girl Dreaming ● 6th Grade Summer Reading Option 1 (iprepacademy.com) ● A Dream Deferred (henhudschools.org) ● a_dream_deffrered_activity.pdf (weebly.com) ● Langston Hughes packet (warren county schools.org) ● Text Structure Practice ● *Do Teens Need Recess Article*	

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5	*Contrasting multiple perspectives*	RL.6.6	RL.7.6- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	Author, point of view, develop, narrator, omniscient, subjective, objective A Man Who Had No Eyes Vocabulary-furtive, futile, guv'nor, immaculate, Malacca, wheedled, boorish, inquisitive, reminiscence, amiable,	● *A Man Who Had No Eyes*
3	*Point of view and purpose*	RL.6.6 RI.6.6	RI.7.6-Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others	Author's purpose, point of view, distinguish, position, narrator, develop, speaker in text Chief Powhatan's Address to Captain John Smith Vocabulary-provisions, jealousy, rashness, exhort,	● Article: Chief Powhatan's Address to Captain John Smith ● Character's Perspective Lesson Plan
8	*Arguments and claims*	RI.6.8 SL.7.3 SL.7.4 W.6.1	RI.7.8-Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. W.7.1: Write arguments to support claims with clear reasons and relevant evidence.	Trace, evidence, evaluatate, assessing, argument, sound (sensible), reasoning, relevant (pertinent), sufficient, support, claims, advance, counter arguments, claims, address, credible source, topic, persuade, style, conclusion, cohesion, supporting evidence, demonstrate High School Start Later to Help Sleepy Teens Vocabulary-educational researcher, stakeholder, emerged, High Schools Will Keep Starting too Early: Here's Why Vocabulary-deprived, economics, objections	● **Video:** How to Write an Argumentative Essay ● *03222016_High School Start Time_Final.pdf (achievethecore.org)*

| 5 | The Role of the individual in social and Political Participation | RI.6.9 | RI.7.9-Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts

SL 7.3-Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Sl 7.4-Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation | Advance, Analyze, compare, contrast, difference, emphasize, event, evidence, key information, perspective, point of view, presentation, similar

Conflicting News Report on the Fate of the Sinking Titanic Vocabulary-Liner, Baltic, port, White Star liner, ordeal, appointed, radio, acutely, vicinity, draught, prow

Titanic Officer Swears Wreck Due to Company's Neglect Vocabulary-testimony, nest, liner, prevalent, laconic, brusque, stolidness, audible, demeanor, tilled, haft, impart, steamers, Carpathia, capsize | ● _Conflicting News Reports on the Fate of the Sinking Titanic (commonlit.org)_
● _Titanic Officer Swears Wreck Due to Company's Neglect (commonlit.org)_
● _Titanic | The Story Lives On | Stories for Kids - YouTube_ |

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The Role of the individual in social and Political Participation		
Day #	**Daily Learning Target**	**How will the daily learning target be assessed?**
1	RL.7.2-I can identify the theme(s) in a text.	-Students will work to uncover the theme of the short story using a theme graphic organizer.
2	-I can explain how the theme is displayed throughout the text.	-Theme Skills Practice via School Net (or district resource)
3	-I can provide a summarize the text using details	-Students will work to summarize text using Quizizz Target Skills Practice
4	RI.7.3-I can analyze the elements of a short story	-Students will work to analyze the text by completing a plot diagram organizer, which will allow them to track the progress of our main character and their development or changes throughout the text.
5	-I can explain how elements of a short story work together	-Students can reflect using an exit ticket reflection(open response) How does the character feel about this event?How does this event affect the character? And How does the character change during/after this event?
6	-I can explain and discuss how individuals interact with each other in a text.	-Skills Reflection Exit ticket via google forms
7	-I can explain and discuss how individuals and events interact within a text.	-Schoolnet Target Skills Practice on the Standard Taught
8	-I can explain and discuss how individuals, events, and ideas interact with each other in a text.	-**Lesson Reflection Exit Ticket**: Students respond to the following prompt(s)What problems and /or challenges does this person (or group of people) face? And How does this person (or group of people) react to these problems/challenges? Give specific examples of their actions, decisions, statements, etc..
9	RI.7.4-I can identify examples of figurative language in a text. I can show that I understand the deeper meanings of words and phrases.	-School net Skills Assessment/Practice
10	-I can identify different meanings of words in a text. I can show that I understand the deeper meanings of words and phrases.	-Context Clues Skills Assessment via district resource

11	L.7.4a/L.7.5a I can define technical vocabulary in a text.	-Skills Assessment via Quizizz, SchoolNet, or District Resources(Iready, Study Island, Exact Path)
12	-I can use the relationships between words to help me better understand each of the individual words (ex: synonym/antonym or analogy).	-Target Skills Exit Ticket via School net or district resource(ex.Studyisland/ IReady)
13	-I can use the relationships between words to help me better understand each of the individual words (ex: synonym/antonym or analogy).	-Students will complete a graphic organizer designing specific word used within the text
14	RL.7.5-I can describe how a text is organized.	**Text Rendering** Students read THE text independently, highlighting or writing down a few sentences they find important, interesting, of note, or that give them an Ah ha! moment. Then, group students and have each share a sentence from the text. Next, have each student pick and share a phrase from the sentence they shared. Finally, each student will pick one word from that sentence and share. Have students then discuss if the words, phrases, and sentences they chose sum up the main idea of the text.
15	-I can explain how the structure of a drama or poem helps me understand its meaning.	-Students reflect with a Skills Practice exit ticket via school net
16	RI.7.5-I can explain how an author organizes a text to develop ideas.	-Students will complete the graphic organizer reflecting on preselected words.
17	-I can point out major sections of the text and explain how they contribute to the main idea.	-Students will reflect on the skills practiced via School Net or Interactive quiz via Quizizz
18	-I can analyze major sections of a piece of informational text and explain how they contribute to the entire text	- RI.7.5 Skills Practice via Quizizz
19	RL.7.6- I can identify the point of view of the characters or narrator(s) in a text.	-Students use four-column graphic organizers: the first column is labeled "Character," the second column is labeled "Perspective," the third column is labeled "Development," and the fourth column is labeled "Contrast." Students list the characters in the first column. In the second column, students identify

		each character's perspective. In the third column, students explain how the author developed each character's perspective. In the fourth column, students explain how the author contrasted each character's perspectives from the others.
20	-I can think and talk about how an author develops the points of view of the different characters or narrators in a text.	-Students will use four-column graphic organizers: the first column is labeled **"Character,"** the second column is labeled **"Perspective,"** the third column is labeled **"Development,"** and the fourth column is labeled **"Contrast."** Students list the characters in the first column. In the second column, students identify each character's perspective. In the third column, students explain how the author developed each character's perspective. In the fourth column, students explain how the author contrasted each character's perspectives from the others
21	-I can examine how the author's position is different from others.	-Identifying author's Position & Tone Quizizz Skills Challenge
22	-I can think and talk about how an author contrasts the points of view of the different characters or narrators in a text.	-Authors POV & Purpose Skills Practice
23	-I can analyze the author's stance on a certain topic in a text	-Schoolnet Skills Check- In RI.7.6
24	RI.7.6-I can identify the author's point of view or purpose in a text.	-Based on their analysis, students gather in small groups to chart their answers to each question on paper. Together, they then compose a brief, cohesive statement of their results on the paper. Students post their work and review all charts during a gallery walk to see the results of other groups.
25	-I can explain how the author's position is different from others.	-Based on the text, students use two-column notes: the left side is labeled "What" and the right side is labeled "How." On the left side, students reference words, phrases, sentences, and passages that reveal the author's point of view or purpose. On the right side, students explain how the author used this text to distinguish his or her position from that of others.
26	-I can figure out an author's point of view in a piece of informational text and examine how the author's position is different from others.	-Students will conduct a skills practice of the standard via School Net
27	RI.7.8/W7.1- I can outline specific claims and link them to an argument.	-Students are provided with a flowchart so they can track evidence while the teacher reads an argument text aloud. Students determine if the evidence is relevant to the claims after the entire text has been read. Students work in small groups to determine if the author has used enough relevant evidence to support his/her claims.

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28	-I can outline specific claims and link them to an argument. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	-Students will complete the Claims and Evidence Skills Practice via Graphic Organizer based on the text studied regarding that standard
29	-I can evaluate whether or not the reasons support the claims in the argument.	*-Skills Practice Exit Ticket via School net*
30	-I can locate and judge arguments or claims in a text and can determine whether or not there is enough relevant evidence to support the argument.	-Claims Evidence Reasons Skills Review/Practice via Quizizz
31	-I can clearly show how claim(s), reasons, and evidence fit together.	-**Claim Color Coding** :Students work to identify and highlight the claim in one color and the evidence used to support the claim in another color. Each group determines whether the evidence supports the argument, and the teacher polls the class to see whether it believes the evidence supports the argument. If the evidence does not support the argument, groups work to determine why.
32	-I can use formal words and language to write about an issue or topic.	*-**All about EVIDENCE!** Students will highlight the argument and specific claims in a text. In another color, students highlight the reasoning and evidence used to support the argument and claims. Students annotate each highlighted reason and piece of evidence with a rating of zero(irrelevant) to three (the most sound, relevant, and sufficient). Students share their ratings with their partners.*
33	-I can locate and judge arguments or claims in a text	*-Skills Review and Practice via Quizizz Challenge*
34	-I can evaluate an argument within an informational piece of text	*-Skills Quiz/Check-in Via district resource(study island/ iready) , School Net or Quizizz*
35	RI.7.9-I can compare how two authors write about the same topic	-Target Skills Practice via School Net
36	- I can compare how two authors use different facts on similar topics to express their thoughts	-After Reading a selected article students will complete the graphic organizer
37	-I can analyze how more than two authors write about the same topic in different ways	-Open Response Exit Ticket
38	-I can analyze how presented information by multiple authors can be biased	-Mini Assessment via District Resources

39	-I can compare how authors writing about the same topic interpret facts differently.	-[Quizizz Lesson Practice](#)

Unit/Module Pacing: 3rd Nine Weeks

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources
4	***Theme, central idea and summary*** ● What gives stories and poems their enduring power? ● How did Douglass's purpose and audience shape how he told his story? ● When you write a story, how do your purpose and audience shape how you tell that story? How can you use language, images, and themes to give the story you write enduring power? ● Stories and poems have enduring	RL.6.2 RI.6.2	RL.7.2-Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text. RI.7.2-Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text	Determine, theme, central idea analyze, objective summary, development Thank You Ma'am Vocabulary-barren, bate, bend bent, blast, contact, frail, furnish, permit, purse, release, stoop, struggle switch Just Junk Vocabulary-nutrient, option	● [Thank You Ma'am](#) ● [Thank You Ma'am Story Packet](#) ● [Thank You Ma'am (weebly.com)](#) -Students will determine what the theme of the text is by writing a short response and provide explicit evidence and examples to support their answer -Students will tell what happened from the beginning of the story to the end to express its development over the course of the text. ● *[Just Junk?, Seventh Grade Reading Passage (readworks.org)](#)* *-After reading this article students will determine multiple central ideas within the passage and in detail tell what the author included to develop those central ideas over the course of the text. Students will also summarize the article using the correct format for an objective summary*

	power because they tell about important or interesting events, people, and places; they have themes that help readers understand the world and often empower people; and they use powerful language and powerful images.				
8	Informative writing	W.6.2	W.7.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	Analysis, ause/effect, classification, cohesion, compare/contrast, conclusion, concrete, convey, definition, domain-specific, explanatory, formal style, formatting, heading, informative, introduction, organization, relevant content, selection, thesis statement, topic, transitions	● Grade 7 Expository RTT Student Pages - Section 1 (hubspot.net)
5	*Elements of a short story interaction*	RL.6.3	RL.7.3- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze, setting, character, character traits, plot, drama, infer, inference The Monsters Are Due on Maple Street Vocabulary-Assent, antagonism, contorted, converging, defiant, incriminate, optimistic, revelation	● The Monsters Are Due on Maple Street ● The Monsters Are Due on Maple Street Packet

5	Poem structure	RL.6.5 RI.6.5	RL.7.5-Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning RI.7.5-Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas	Drama, poem, analyze, scene, stanza, text structure, theme, setting, plot, analyze, sections, contribute, graphics, headers, captions Dulce et Decorum Est Vocabulary-ardent, incurable, ecstacy, obscene, froth, writhing, flounder, trudge, plunge, fumble, vile, jolt, sensory	• Achievethecore.org :: "Dulce et Decorum Est" by Wilfred Owen with Mini-assessment
5	Multiple perspectives	RI.6.6 RL.7.6	RI.7.6-Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others	Author, point of view, narrator, develop, speaker in text Middle School adds recess for 7th and 8th graders Vocabulary-enlightened, socialize, beneficial, integrate, empathy, comprised, significant Recess for Everyone Vocabulary-inclusive, consensus, cohort, introvert, extroverts, unregulated, repercussions, endorphins,	• Middle school adds recess for 7th and 8th graders (commonlit.org) • Recess for Everyone by Kaylen Oliver | CommonLit
3	Analyzing documents	RI.6.9	RI.7.9-Analyze how two or more authors writing about the same topic shape their presentations of key information	Advance, analyze, compare, contrast, difference, emphasis, event, evidence, key information, perspective, point of view, presentation, similar Article 1 Vocabulary-Examining, derail, interpersonal communication,	• Article 1 • Article 2 -Students will analyze both articles by jotting down ideas and thoughts about the different points of view/perspectives and discuss with a partner.

			by emphasizing different evidence or advancing different interpretations of facts	hypothesized, detrimental, cognition Article 2 Vocabulary-surveyed, disadvantage, efficient, embodied, obstruct	-Students will write about the differences and similarities in the author's presentation of the same study. Students will post them around the room and complete a gallery walk.
5	*Word meaning*	RL.6.4 L6.4a L6.5a	RL.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama L.7.4a-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase L.7.5a-Interpret figures of speech	Figurative language, literal language, connotation, denotation, determine, analyze, specific. Impact, tone, word choice The Story of an Hour Vocabulary-Afflicted, hasten, forestall, peddler, ware, repression, suspension, elusive, strive, tulmultuous, keen, exalted, trivial, procession, persistence, impose, assertion, impulse, implore, elixir, fancy, importunity, unwitting, composedly, pierce	• The Story of An Hour • The Story of an Hour - Vocabulary Chart • The Story of an Hour - Student Chart

			(e.g., literary, biblical, and mythological allusions) in context		
5	Multimedia and print comparison	RL.6.7 SL.6.1	RL.7.7-Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) SL.7.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Compare, contrast, medium, audio, drama, poe, film, stage, multimedia, production Hidden Figures Article 1 Vocabulary-absorbed, accolades, unheralded, trajectory Hidden Figures Article 2 Vocabulary-washerwomen, the Great Depression, engineer, suborbital, mission Dorothy Vaughn Article Vocabulary-Baroque, pullman porter, Aeronautical Laboratory, converged, fundamental Hidden Figures Article 3 Vocabulary-tedious, Freedom 7 Mission, segregated	• Hidden Figures Article 1 • Hidden Figures Article 2 • Movie: Hidden Figures • Dorothy Vaughn • Hidden Figures Article 3
4-5	*Spiral Review*	L.6.5, RL.6.5, RL.6.6, RI.6.5,	L.7.5.a, RL.7.5, RL.7.6, RI7.5,	3rd 9 Weeks Skills Review	*I Ready Schoolnet*

		RI.6.6. RI.6.8	RI7.6, RI7.8		*My Perspectives Selection Tests*

Historical Perspective and Prejudice		
Day #	**Daily Learning Target**	**How will the daily learning target be assessed?**
1	RL.7.2-I can use details from the text to determine the theme or message of a story.	-Students will complete th [Identify Themes in Literature: Graphic Organizer](#)
2	-I can give an unbiased summary of a story.	-Students will complete the [Objective Summary Graphic Organizer](#)
3	RI.7.2- I can explain how central ideas develop throughout the text	-Central Idea Timeline: Students choose two ideas from the text and create a timeline that traces the central ideas and explains how they developed through the beginning, middle, and end.
4	-I can summarize a text	-Students use key details that they found when tracing the central idea to create strong summaries that are free of opinion using the central idea [one pager](#)
5	W.7.2- I can use (comparison/contrast or cause/ effect or definition or classification) to organize my writing.	-Students will complete the compare and contrast [graphic organizer](#) to assist with organizing their thoughts
6	- I can organize my paper using a clear introduction.	-Students focus on how well the purpose and audience of their writing has been addressed by asking themselves questions, such as: • Did I clearly explain my topic? • Did I provide only relevant examples to illustrate the concept? • How can I help my reader understand the topic even better? • Can I choose different transition words or phrases to create clarity and cohesion in showing the relationships among ideas?
7	-I can support my topic using facts, definitions, details, and examples	-Students will complete a [graphic organizer](#) helping them form their thoughts and opinions backed by textual evidence
8	-I can use appropriate transitions to connect ideas and concepts.	-Students will complete a [graphic organizer](#) helping them form their thoughts and opinions backed by textual evidence
9	-I can use precise language and vocabulary specific to my topic.	-Students will continue to work on their [graphic organizer](#) from the previous day(s)

10	-I can use formal language when writing a paper.	-Quick Write Reflection using writing graphic organizer (Teacher Select or Student Select Topic)
11	-I can write a conclusion that supports the information presented in my paper.	- Continued Quick Write Drafting using graphic organizer as guide
12	-I can use headings, charts, tables, etc. to add clarification to my paper	- Continued Quick Write Drafting using graphic organizer as guide
13	RL.7.3-I can explain how elements of a story work together.	-The teacher provides students with a list of literary elements from the text. Students create mind maps using lines to connect the literary elements that interact. On the lines, students write explanations about how the elements work together or affect each other.
14	-I can explain how elements of a short story shape the plot	-Students will work to complete the organizer tracking the outline of the short story sharing how it leads to a summary and theme connections
15	-I can analyze how the plot evolves over time	- Analyzing Interactions of the Story Skills Practice via Quizizz
16	-I can analyze how a character evolves over time	- Exit Ticket Reflection: Students respond to the following prompts
17	-I can analyze the relationship between the characters and conflict within a text	● What character actions create conflict? ● How do the main characters respond to conflict? ● What lessons do the main characters learn? ● How do the characters grow or change?
18	RL.7.5-I can describe how a text is organized.	-Paragraph Scramble: Students reconstruct the paragraph by arranging the sentences in a way they think is most effective. Using their reconstructed paragraphs and the author's paragraph, students compare and discuss the purpose of structural choices.Students use annotation to note key ideas the author explores extensively. They identify the sentence that best develops a major idea or concept. Students discuss their choices in small groups. Each group defends its final sentence selection to the whole class by explaining why its sentence most effectively communicates and elaborates the author's ideas.
19	-I can explain how the structure of a drama or poem helps me understand its meaning.	-Students will complete a Target Skills Practice via School Net, CommonLit, or district Resources
20	RI.7.5-I can explain how an author organizes a text to develop ideas.	Students will examine how a specific sentence, paragraph, chapter, or section fits as part of the whole text and adds to the development of ideas. In the Classroom: The teacher divides class into small groups. Each group has

		a different paragraph. Each person in the group is assigned a sentence from the paragraph. Each student explains how his/her sentence fits as part of the paragraph. As a group, they decide how their paragraph fits into the chapter or section of text and adds to the development of an idea. Using a rich informational paragraph, students determine specific sentences that are key to the paragraph and explain why.
21	-I can point out major sections of the text and explain how they contribute to the main idea.	-Students will complete a Target Skills Exit Ticket via school net or district provided resource.
22	-I can point out major sections of the text and explain how they contribute to the entire text.	-Schoolnet Skills Check-In
23	RI.7.6-I can identify an author's point of view or purpose in a text.	-Students will analyze the text read and respond to open response questions reflecting on what they read. Sample Questions/ Activity With your partner, discuss the article and share your annotations for ● Big 3 Questions 　○ What surprised you? (!) 　○ What did the author think you already knew? (?) 　○ What challenged, changed, or confirmed what you knew? (*) ● Extreme and Absolute Language
24	-I can identify an author's point of view or purpose in a text.	-Then, answer these questions: 1. What was the central idea of the text? 2. What was the author's point of view?
25	-I can analyze an author's point of view in a piece of informational text differs from that of others and support my answer with explicit textual evidence	-Cite evidence to support your responses after explaining how the author's point of view is different from others within a text -Students will work to complete the Author's POV Graphic Organizer while reading the associated text.
26	-I can explain how the author's point of view differs from others' perspectives.	-Students will compose two-column notes while reading a text : the left side is labeled "What" and the right side is labeled "How." On the left side,
27	-I can identify words, sentences or phrases that reveal an author's position on a subject.	students reference words, phrases, sentences, and passages that reveal the author's point of view or purpose. On the right side, students explain how the author used this text to distinguish his or her position from that of others.

28	RI.7.9-I can compare how two authors write about the same topic by using different facts or by interpreting those facts differently.	Target Skills Practice *via School Net (or district provided resources)*
29	-I can analyze how two or more authors write about the same topic in different ways by comparing how they present or interpret facts and evidence.	-Students Article Reflection: Students will respond to a series of open response questions reflecting on the following questions based off the text read Sample Question Stems How does each author's purpose impact his or her presentation? What approach does each author take on the topic? How does the evidence differ in each text? How is the key information about the topic presented differently?
30	-I can compare how two authors write useusing different facts to interpret information	-Students reflect on the skill via School net (or district provide resources)
31	RL.7.4-I can figure out the deeper meanings of words and phrases as they are used in a story.	Target Skills Challenge: Students will work to show understanding of the skills practiced via School Net or District Provided Resources
32	-I can identify several types of figurative language in a text.	-Students will work along as the teacher reads aloud or uses an audio recording so students hear rhymes and repetitions and other forms of figurative language, and then he/she discusses how they influence the tone and the meaning.
33	L.7.4a-I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read.	Using selected words from the text students will complete the Vocabulary Interaction Chart While Reading.
34	-I can determine the meaning of a word through context clues or by the way it is used in a sentence	-Student Choice Board Activity
35	L.7.5a-I can show that I understand the deeper meanings of words and phrases.	Using selected words from the text students will complete the Vocabulary Interaction Chart While Reading.
36	RL.7.7-I can compare and contrast the written version of a story, drama, or poem to its multimedia or stage production.	-Skills Practice via School Net
37	SL 7.1--I can identify different types of media (stage, film, audio, or multimedia). I can communicate and respond to ideas about a variety of topics during discussions	-Students will complete a reflection activity based on the questions. How does listening to a speech differ from reading it on the page? What techniques were used in each medium? How is your understanding of the information impacted by a technique specific to that medium? How does the format of a text impact its meaning?

38	-I can analyze how audio, video, and multimedia versions of text compare and contrast with written text.	-Exit Ticket Reflection using questions prompts (same as above)
39	-I can analyze how each version affects me	-Student Reflection based on questions stems (same as above) or how did the information impact their understanding.
40	-I can analyze how the delivery of a speech affects the impact of its meaning	- School Net Skills Check In (Or District Provided Resources)
4-5 Days	*NC Check-Ins* *Spiral Review*	*Schoolnet* *Freckle Reading* *Study Island* *STAR Reading*

Unit/Module Pacing: 4th Nine Weeks

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources
8	**Poem structures and features** How is the adolescent brain changing? Should screen time be limited? Why or why not? How can I make an informed decision about an issue and then effectively argue my position? How can we balance the needs of people	RL.6.5 RI.6.6	*RL.7.5-Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning* RI.7.6-Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of	Drama, poem, analyze, scene, stanza, text structure, theme, setting, plot, author, point of view, develop, narrator, speaker in text The Lamb to the Slaughter Vocabulary-A trifle, acquire, administer, amber, awfully, awkwardly, bewildered, chink, congeal, console, exasperate, placid, translucent, rheumy, equivocal, neurotic At the Head of the Class and Homeless Article Vocabulary-Pathologist	• "The Lamb to the Slaughter" [Short stories Roald Dhal Lamb to the Slaughter (theshortstory.co.uk)] • [Achievethecore.org :: Lamb To the Slaughter] • [At The Head of Her Class, and Homeless]

	and the environment? How does human activity influence the availability of our water resources? How should humans manage water resources in a way that is sustainable? Human activity can affect the availability of usable, fresh water. Humans use water for many things and manage water in a variety of ways. Sustainable water management is important in order to ensure that the needs of people and the environment will continue to be met. Making an evidence-based decision relies on research and an analysis of consequences and stakeholders.		others		
12	Word meaning	RL.6.4 L6.4a	RL.7.4-Determine the meaning of	-Figurative meaning, connotative meaning, analyze, specific, impact, word choice,	● "The Bear Boy" ● Bear Boy (saintdorothy.org)

		L6.5a	words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama *L.7.4a-Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues,* word parts, *word relationships, and reference materials* *L.7.5a-Demonstrate understanding of figurative language and nuances in word*	determine, denotation, interpret Bear Boy Vocabulary-mourned, timid, canyon, mesas, approvingly, lance The Treasure of Lemon Brown Vocabulary-Brittle, impromptu, intently, ominous, tentatively, ajar, vault, commence, beckon, prove, gnarled	• Achievethecore.org :: Bear Boy • "The Treasure of Lemon Brown" (cambriansd.org) • Achievethecore.org :: Treasure of Lemon Brown

			meanings. Interpret figures of speech in context based on grade 7 reading and content		
10	*Self written memoirs*	W 6.5	W 7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.	Memoir, the writing process, language convention, organization, planning, revising, rewriting, editing	● [Composition Practice (weebly.com)](weebly.com)
10	*EOG Prep*	Previously covered standards	All standards taught with focus on data from previous assessments (STAR, Benchmarks, NC Check-Ins)	Analysis Audiences cause/effect concrete details Editing formatting graphics purpose revision/revising strengthen Task text topics	Schoolnet Benchmarks [Grade 7 Reading Release Form (nc.gov)](nc.gov) ● *May be divided to use as separate formative assessments or used whole* ● *Includes Brief Constructed Response Questions*
10	*EOG Testing Window (typically reserved for the last 10 days of the school year)*				

Historical Perspective and Prejudice	
Day #	**Daily Learning Target** **How will the daily learning target be assessed?**

1	RL.7.5-I can explain how the structure of a drama or poem helps me understand its meaning.	-Students will closely read a poem and annotate insights that are provided about that character.
2	-I can explain how the structure of a drama or poem helps me understand its meaning.	-Student Reflection: Student will reflect on a variety of poems responding to the following open response questions
3	-I can explain how an author organizes a text to develop ideas.	-Sample Question Stems What effect does the change in rhyme scheme in stanza _____ have on the poem's meaning? How does the lack of any punctuation contribute to the poem's meaning? What structure is the author using in this text? What is unique about the structure of the text? How does the structure contribute to the meaning of the text?
4	-I can point out major sections of the text and explain how they contribute to the entire text	-Students will reflect on the selected text using the "Analyzing Text Structure" graphic organizer
5	RI.7.6-I can identify an author's point of view or purpose in a text.	-Skills Challenge: Check for understanding via Quizizz
6	-I can identify words, sentences or phrases that reveal an author's position on a subject.	-Skills Practice via School net or District provided resource Open response text reflection: Which words from the text show that it is written in_person?
7	-I can explain how the author's point of view differs from others' perspectives.	The selection is told from the point of view of . -What perspective or point of view does each character have? How/why does 's point of view differ from that of another character? Which
8	-I can figure out an author's point of view in a piece of informational text and examine how the author's position is different from others	sentence from the text best shows that the narrator's point of view is subjective/objective? -How does the author's word choice help to develop the narrator's or speaker's point of view?
9	RL.7.4-I can show how the characters' points of view are different from each other.	-Students will reflect on the skill via School Net
10	-I can identify several types of figurative language in a text.	-Students will reflect on the article read using the Analyzing Figurative Language Graphic Organizer
11	-I can identify different meanings associated with words in a text.	-Students Complete Vocab in Context Graphic Organizer while reading the text.

12	-I can determine how rhymes and sound repetitions influence a text.	-Schoolnet (or district resource) skills check in
13	L.7.4a-I can identify different meanings of words in a text.	-Students will complete a graphic organizer designing specific words used within the text to help define words based on clues from the text and how the word is presented in the sentence.
14	-I can determine the meaning of a word through context clues or by the way it is used in a sentence	- Skills Practice via Quizizz
15	-I can use a variety of strategies to determine what a word or phrase means	-Students Complete Vocab in Context Graphic Organizer while reading the text.
16	-I can use context clues and inference to determine what unfamiliar words mean in a text	-Skills Reflection and Practice
17	L.7.5a-I can determine how rhymes and sound repetitions influence a text.	-Students will examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how a word chosen by the author influences the meaning and tone of the text using the Figurative Language Graphic Organizer
18	-I can utilize different figurative language techniques to create creative writing pieces	-Figurative Language Choice Board
19	-I can recognize word relationships by comparing them to similar or opposite meaning words.	-Students will reflect on this skill via independent practice using Schoolnet, Common lit or district provided resources.
20	-I can recognize the slight differences in word meanings based on how they are used. .	-Skills Check-In via school net
21	W.7.5-I can pick a topic and jot down ideas to begin my writing piece	-Memoir and Family HIstory Writing Prompts (bookstrategy.com)
22	-I can review the rubric to understand the criteria for writing.	-Memoir Writing Rubric (cbsd.org)
23	I can plan my writing with some help from peers and adults	-Students will fill out a graphic organizer based on the topic that they have chosen. Microsoft Word - THESIS_template.docx (weebly.com)
24	-I can write to a specific audience by drafting out my ideas.	-Graphic organizer continuum Microsoft Word - THESIS_template.docx (weebly.com)

25	-I can develop my writing	-Students using their graphic organizers and rubric as a guide will write their memoirs on loose leaf paper. Memoirs should be 5 paragraphs in length and follow all criterium
26	-I can strengthen my writing by revising.	-Using the following questions as a guide students will revise their original writing piece - Has my writing addressed all the requirements outlined in the assignment guide? Does my paper adhere to the appropriate genre (e.g., narrative, analysis, etc.)? Is each paragraph unified and coherent (clear)? Is the paper logically organized, and does it flow well? Can my reader easily understand my ideas in the manner in which I have organized them? Is the opening paragraph adequate as an introduction? Do the body paragraphs discuss main points that directly support the thesis? Does each paragraph have a clear topic sentence? Are there enough details or examples? Are there any points in the paper where the reader is likely to become confused? Is the closing paragraph an effective conclusion that does more than simply repeat the introduction? Have I included an appropriate title?
27	-I can strengthen my writing through the peer editing process.	-Students will get two peers of their choice to edit their paper using the peer editing checklist rubric. Students will have an in depth conversation about the checklist providing adequate feedback. Microsoft Word - Lit. Tip 18 Peer Edit Form.doc (collierschools.com)
28	-I can improve my writing through feedback from other students	-Continuum of second peer editing their paper using the attached rubric and peer talk reflection. Microsoft Word - Lit. Tip 18 Peer Edit Form.doc (collierschools.com)
29	-I can improve my writing through feedback from other students or my teacher.	-The teacher will sit with students to edit their paper checking for mechanics and grammar. Teacher and student will have an in depth conversation about the writing and feedback gained from peers. The teacher will offer final advice on what will make the writing piece more concise and clarify any questions that the student may have
30	I can develop through the rewriting and publishing process.	-Students will type their writing piece with all things corrected and added per the feedback forms and teacher revision. Students will share their final document to their teachers email
31-40	EOG Review Learning targets for review days may vary depending upon student needs. It is best practice to personalize learning targets for student groups based on data.	

41-50	EOG Testing Window (typically reserved for the last 10 days of the school year)