### Seventh Grade Language Arts • Pacing Guide

#### Quarter 1

**Workshops 1 & 2**

<table>
<thead>
<tr>
<th>READING</th>
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</tr>
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<tbody>
<tr>
<td><strong>LITERARY</strong>&lt;br&gt;(Fiction, Narrative Nonfiction &amp; Poetry)</td>
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<td>a) Describe the elements of narrative structure including <strong>setting</strong>, <strong>character development</strong>, <strong>plot structure</strong>, theme, and <strong>conflict</strong>. [W1 &amp; W2]</td>
<td>b) Use text structures to aid comprehension. [W1]</td>
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<tr>
<td>b) Compare and contrast various forms and genres of fictional text. [W2]</td>
<td>e) Differentiate between fact and opinion. [W2]</td>
</tr>
<tr>
<td>d) Describe the impact of word choice, imagery, and <strong>literary devices</strong> including figurative language. [W1 &amp; W2]</td>
<td>f) Identify the source, viewpoint, and <strong>purpose</strong> of texts. [W1]</td>
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<tr>
<td>f) Use prior and background knowledge as a context for new learning. [W1 &amp; W2]</td>
<td>g) Describe how <strong>word choice</strong> and language structure convey an author’s viewpoint. [W2]</td>
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<td>g) Make <strong>inferences</strong> and draw conclusions based on the text.</td>
<td>i) Summarize text identifying supporting details. [W2]</td>
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<td>h) Identify the main idea. [W1 &amp; W2]</td>
<td>j) Identify cause and effect relationships. [W1]</td>
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<tr>
<td>l) Use reading strategies to monitor comprehension throughout the reading process. [W1 &amp; W2]</td>
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### WORD ANALYSIS

7.4 The student will determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

b) Use **roots**, cognates, **affixes**, **synonyms**, and antonyms to expand vocabulary. [W1 & W2]

c) Identify and analyze figurative language. [W2]

e) Use **context** and sentence structure to determine meanings and differentiate among multiple meanings of words. [W1 & W2]

### GRAMMAR AND MECHANICS

7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. [W1]

f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. [W2]

### RESEARCH

7.9 The student will apply knowledge of appropriate reference materials to produce a research product. [W2]

a) Collect and organize information from multiple sources including online, print and media.

b) Evaluate the validity and authenticity of sources.

### INTRODUCED ACADEMIC VOCABULARY

**WORKSHOP 1**

- Analyze/Analysis
- Cause-and-Effect
- Character Traits
- Chronological
- Clarify/Clarification
- Cognates
- Conclusion
- Genre
- Idioms
- Inference
- Narrative
- Personification
- Pre-Writing
- Purpose
- Rhyme
- Rhythm
- Rubric
- Simile
- Synthesis/Synthesize
- Topic
- Voice

### COMMUNICATION

**(SPEAKING, LISTENING, & MEDIA LITERACY)**

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. [W1 & W2]

a) Communicate ideas and information orally in an organized and succinct manner.

b) Ask probing questions to seek elaboration and clarification of ideas.

c) Make statements to communicate agreement or tactful disagreement with others’ ideas.

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

e) Use a variety of strategies to listen actively.

7.2 The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.

a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.

b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.

c) Compare/contrast a speaker’s verbal and nonverbal messages.

### Workshop 2

- Audience
- Fact
- Graphic Organizer
- Justify/Justification
- Onomatopoeia
- Opinion
- Paraphrase
- Perspective
- Persuasion/Persuasive
- Plot Elements
- Point-of-View
- Sources
- Thesis
- Tone
- Topic Sentence

### EXTENDED LANGUAGE ARTS UNIT | BENCHMARK WRITING PROMPT

- **EXTENDED LANGUAGE ARTS UNIT**
- **BENCHMARK WRITING PROMPT**

- N/A
- Personal Narrative Prompt
  https://pwcslanguageartspd.wikispaces.com
### Seventh Grade Language Arts • Pacing Guide
#### Quarter 2
##### Workshops 3 & 4

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<td>(b) Compare and contrast various forms and genres of fictional text. [W4]</td>
<td>(b) Use text structures to aid comprehension. [W3]</td>
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<td>(c) Identify conventional elements and characteristics of a variety of genres. [W3 &amp; W4]</td>
<td>(c) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. [W3]</td>
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<td>(d) Describe the impact of word choice, imagery, and <strong>literary devices</strong> including <strong>figurative language</strong>. [W4]</td>
<td>(d) Draw conclusions and make inferences on explicit and implied information. [W4]</td>
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<td>(e) Make, confirm, and revise predictions. [W3 &amp; W4]</td>
<td>(e) Differentiate between fact and opinion. [W3]</td>
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<td>(f) Use prior and background knowledge as a context for new learning. [W3 &amp; W4]</td>
<td>(f) Identify the source, <strong>viewpoint</strong>, and <strong>purpose</strong> of texts.[W4]</td>
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<td>(g) Make inferences and draw conclusions based on the text. [W4]</td>
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<td>(j) Identify the author’s organizational pattern. [W3 &amp; W4]</td>
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<td>(k) Identify cause and effect relationships. [W3]</td>
<td>(k) Organize and synthesize information for use in written formats. [W3 &amp; W4]</td>
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<td>(l) Use reading strategies to monitor comprehension throughout the reading process. [W3 &amp; W4]</td>
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<td>(a) Identify intended audience.</td>
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<td>(b) Use a variety of prewriting strategies including <strong>graphic organizers</strong> to generate and organize ideas.</td>
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<td>(c) Organize writing structure to fit mode or topic.</td>
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<td>(d) Establish a <strong>central idea</strong> and organization.</td>
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<td>(f) Write multi-paragraph compositions with unity elaborating the central idea.</td>
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<td>(g) Select vocabulary and information to enhance the central idea, <strong>tone and voice</strong>.</td>
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<td>(h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</td>
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### Word Analysis

7.4 The student will determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

(a) Identify word origins and derivations. [W4]
(b) Use roots, cognates, affixes, *synonyms, and antonyms* to expand vocabulary. [W4]
(c) Identify and analyze figurative language. [W4]
(e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. [W3]
(f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. [W3 & W4]

### Grammar and Mechanics

7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

(a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. [Contractions] [W3 & W4]
(d) Use subject-verb agreement with intervening phrases and clauses. [W4]
(e) Edit for *verb tense* consistency and point of view. [W4]
(h) Use correct spelling for commonly used words. [W3 & W4]

### Research

7.9 The student will apply knowledge of appropriate reference materials to produce a research product. [W3 & W4]

(a) Collect and organize information from multiple sources including online, print and media.
(b) Evaluate the validity and authenticity of sources.
(c) Use technology as a tool to research, organize, evaluate, and communicate information.

### Communication (Speaking, Listening, & Media Literacy)

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. [W3 & W4]

(a) Communicate ideas and information orally in an organized and succinct manner.
(b) Ask probing questions to seek elaboration and clarification of ideas.
(c) Make statements to communicate agreement or tactful disagreement with others’ ideas.
(d) Use language and style appropriate to audience, topic, and purpose.
(e) Use a variety of strategies to listen actively.

7.2 The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.

(a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.

7.3 The student will understand the elements of media literacy. [W3]

(c) Describe how word choice and visual images convey a viewpoint.
(d) Compare and contrast the techniques in auditory, visual, and written media messages.

### Introduced Academic Vocabulary

**Workshop 3**

- Author’s Purpose
- Fact
- Infographic
- Lead
- Opinion
- Problem-and-Solution
- Setting
- Summary/Summarize
- Verb
- Visual/Visualize

**Workshop 4**

- Antonym
- Author’s Style
- Compare-and-
- Contrast
- Contraction
- Dialogue
- Exposition
- External Conflict
- Internal Conflict
- Main
- Idea
- Paraphrase
- Poetry
- Repetition
- Subject
- Synonym
- Theme
- Transitions

### Extended Language Arts Unit

Drama or Creative Writing

[https://pwcslanguagearts.pd.wikispaces.com](https://pwcslanguagearts.pd.wikispaces.com)

### Benchmark Writing Prompt

Description Prompt
**Seven Grade Language Arts • Pacing Guide**

<table>
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<tr>
<th>Quarter 3</th>
<th>Workshops 5 &amp; 6</th>
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**NOTES:**
- Previously covered Standards of Learning (SOL) strands may be revisited within this unit or as needed.

### 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. [W5 & W6]
- c) Identify conventional elements and characteristics of a variety of genres. [W5 & W6]
- d) Describe the impact of word choice, imagery, and literary devices including figurative language. [W5 & W6]
- e) Make, confirm, and revise predictions. [W5 & W6]
- g) Make inferences and draw conclusions based on the text. [W6]
- j) Identify the author’s organizational pattern. [W6]
- k) Identify cause and effect relationships. [W6]
- l) Use reading strategies to monitor comprehension throughout the reading process. [W5 & W6]

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

- a) Use prior and background knowledge as a context for new learning. [W6]
- b) Use text structures to aid comprehension. [W5 & W6]
- c) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. [W5 & W6]
- d) Draw conclusions and make inferences on explicit and implied information. [W5 & W6]
- e) Differentiate between fact and opinion. [W5 & W6]
- f) Write multi-paragraph compositions with unity elaborating the central idea.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- j) Revise sentences for clarity of content including specific vocabulary and information.
- k) Use computer technology to plan, draft, revise, edit, and publish writing.

### Fictional Narrative

- a) Identify intended audience.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- f) Write multi-paragraph compositions with unity elaborating the central idea.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- k) Use computer technology to plan, draft, revise, edit, and publish writing.

### Analytical Essay

- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- f) Write multi-paragraph compositions with unity elaborating the central idea.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- k) Use computer technology to plan, draft, revise, edit, and publish writing.
### WORD ANALYSIS

**7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.**

b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. [W5]
c) Identify and analyze figurative language. [W6]
d) Identify connotations. [W5]
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. [W5]
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. [W5 & W6]

### GRAMMAR AND MECHANICS

**7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- Pronouns [W5]
- Adjectives & Adverbs [W6]
- Modifiers [W6]

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. [W5]
b) Choose appropriate adjectives and adverbs to enhance writing. [W6]
c) Use pronoun-antecedent agreement to include indefinite pronouns. [W6]
e) Edit for verb tense consistency and point of view. [W5]
f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. [W5 & W6]
g) Use quotation marks with dialogue. [W5]

### RESEARCH

**7.9 The student will apply knowledge of appropriate reference materials to produce a research product.** [W6]

a) Collect and organize information from multiple sources including online, print and media.
b) Evaluate the validity and authenticity of sources.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Cite primary and secondary sources.
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

### COMMUNICATION (SPEAKING, LISTENING, & MEDIA LITERACY)

**7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.** [W5 & W6]

a) Communicate ideas and information orally in an organized and succinct manner.
b) Ask probing questions to seek elaboration and clarification of ideas.
c) Make statements to communicate agreement or tactful disagreement with others’ ideas.

### INTRODUCED ACADEMIC VOCABULARY

**WORKSHOP 5**

- Analyze
- Chronological
- Dialogue
- Essay
- Fact Opinion
- Figurative Language
- Free Verse
- Imagery
- Inference
- Lead
- Literary Devices
- Metaphor
- Narrative
- Personification
- Point-of-View
- Pronoun
- Quotation Mark
- Text Features
- Timeline
- Voice
d) Use language and style appropriate to audience, topic, and purpose.
e) Use a variety of strategies to listen actively.

### Workshop 6

- Adjective
- Adverb
- Cause-and-Effect
- Colon
- Connotation
- Denotation
- Dynamic Character
- Mood
- Rhyme
- Semicolon
- Sequence
- Static Character
- Story Elements [Character, Conflict, Setting, Plot Elements, and Resolution]
- Tone

#### EXTENDED LANGUAGE ARTS UNIT

#### BENCHMARK WRITING PROMPT

- Debate

#### Persuasive Prompt

https://pwcslanguageartspd.wikispaces.com

### Seventh Grade Language Arts • Pacing Guide

#### Quarter 4

#### Workshops 7 & 8

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d) Describe the impact of word choice, imagery, and literary devices including figurative language. [W7 & W8]
g) Make inferences and draw conclusions based on the text. [W7]
h) Identify the main idea. [W7]
i) Summarize text relating supporting details. [W7]
j) Identify the author’s organizational pattern. [W8]
l) Use reading strategies to monitor comprehension throughout the reading process. [W7 & W8]

**WORD ANALYSIS**

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**GRAMMAR AND MECHANICS**

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| d) Establish a central idea and organization. |
| d) Write multi-paragraph compositions with unity elaborating the central idea. |
| h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. |
| i) Use clauses and phrases for sentence variety. |
| k) Use computer technology to plan, draft, revise, edit, and publish writing. |
### RESEARCH

**7.9 The student will apply knowledge of appropriate reference materials to produce a research product. [W7]**

a) Collect and organize information from multiple sources including online, print and media.
b) Evaluate the validity and authenticity of sources.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Cite primary and secondary sources.
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

### COMMUNICATION (SPEAKING, LISTENING, & MEDIA LITERACY)

**7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations. [W7 & W8]**

a) Communicate ideas and information orally in an organized and succinct manner.
b) Ask probing questions to seek elaboration and clarification of ideas.
c) Make statements to communicate agreement or tactful disagreement with others’ ideas.
d) Use language and style appropriate to audience, topic, and purpose.
e) Use a variety of strategies to listen actively.

**7.3 The student will understand the elements of media literacy.**

a) Identify persuasive/informative techniques used in non-print media including television, radio, video, and Internet.
b) Distinguish between fact and opinion, and between evidence and inference.
c) Describe how word choice and visual images convey a viewpoint.
d) Compare and contrast the techniques in auditory, visual, and written media messages.
e) Craft and publish audience-specific media messages.

### INTRODUCED ACADEMIC VOCABULARY

**WORKSHOP 7**

- Analyze/Analysis
- Comma
- Compare-and-Contrast
- Conclusion
- Fluency
- Imagery
- Memoir
- Myth
- Phrases
- Primary Source
- Subordinate Clauses
- Suffix
- Summary/Summarize
- Venn Diagram

**WORKSHOP 8**

- Character Traits
- Homophone
- Idiom
- Persuasion/Persuasive
- Problem-and-Solution
- Roots
- Simile
- Theme

**EXTENDED LANGUAGE ARTS UNIT**

- Drama or Creative Writing

**BENCHMARK WRITING PROMPT**

- Expository Prompt