

NT – Not Tested		First Nine Weeks	
Grade: 7	Subject: Grade Seven English CIP Pacing Guide		Year: 2017-2018

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5	<p>Reading The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.</p> <ul style="list-style-type: none"> Identify word origins and derivations. (7.4a) 	<ul style="list-style-type: none"> use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. -phobia, and -ology). 		origin, derivation	<p>Determine – L3 Identify - L1 Use - L3 Make – L3</p>
5	<ul style="list-style-type: none"> Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. (7.4b) 	<ul style="list-style-type: none"> separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>dent</i> from <i>dentist</i> and <i>fric</i> from <i>friction</i> to predict the meaning of <i>dentifrice</i>. use synonyms and antonyms to determine the meaning of unfamiliar words. use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words. 		root, affix, cognate, synonym, and antonyms	<p>Use - L3 Determine – L3 Separate - L4 Recombine - L4</p>
2	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.	<ul style="list-style-type: none"> recognize the elements of narrative structure including: <ul style="list-style-type: none"> setting – time, place, and duration; character(s); 		setting, character development, characterization, comprehension, narrative nonfiction, fiction, plot structure, initiating, resolution	<p>Read and Demonstrate - L3 Describe - L2 Recognize - L2</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<ul style="list-style-type: none"> Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. (7.5a) 	<ul style="list-style-type: none"> external conflicts, such as <ul style="list-style-type: none"> individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology internal conflict – individual vs. self; plot – development of the central conflict, including <ul style="list-style-type: none"> initiating event rising action climax falling action resolution theme. identify characterization as the way an author presents a character and reveals character traits by: <ul style="list-style-type: none"> what a character says; what a character thinks; what a character does; and how other characters respond to the character. 		setting, character development, characterization, comprehension, narrative nonfiction, fiction, plot structure, initiating, resolution	Describe - L2 Identify - L2
2	<ul style="list-style-type: none"> Compare and contrast various forms and genres of fictional text. (7.5b) 	<ul style="list-style-type: none"> read, understand, and compare/contrast the characteristics and narrative structures of: <ul style="list-style-type: none"> short stories; novels (including historical fiction); 		short story	Compare - L4 Contrast - L4 Read, understand - L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		<ul style="list-style-type: none"> ◦ folk literature; <ul style="list-style-type: none"> - tales - myths - legends - fables ◦ plays; and ◦ narrative nonfiction (including personal essays, biographies, and autobiographies). 			
3	<ul style="list-style-type: none"> • Identify conventional elements and characteristics of a variety of genres. (7.5c) 			tales, myths, legends, fables, novel, short story	Identify - L2
5	<ul style="list-style-type: none"> • Make, confirm, and revise predictions. (7.5e) 	<ul style="list-style-type: none"> • make predictions before, during, and after reading texts. 		predict	Make - L6 Confirm - L6 Revise - L6
1	<ul style="list-style-type: none"> • Use prior and background knowledge as a context for new learning. (7.5f) 	<ul style="list-style-type: none"> • connect to prior knowledge of a subject. 			Use - L3 Connect - L4
2	<ul style="list-style-type: none"> • Make inferences and draw conclusions based on the text. (7.5g) 	<ul style="list-style-type: none"> • make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. • use graphic organizers to record important details for summarizing and drawing conclusions. • draw inferences. 		infer, inference, draw conclusions	Make - L6 Draw - L6 Use - L3

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<ul style="list-style-type: none"> Identify the main idea. (7.5h) 	<ul style="list-style-type: none"> determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 		main idea	Identify - L2 Determine - L5 Analyze - L4
1	<ul style="list-style-type: none"> Summarize text relating supporting details. (7.5i) 	<ul style="list-style-type: none"> determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. use graphic organizers to record important details for summarizing and drawing conclusions. 		summarize	Summarize - L2 Determine - L5 Analyze - L4 Use - L3
1	<ul style="list-style-type: none"> Identify the author's organizational pattern. (7.5j) 				Identify-L2
2	<ul style="list-style-type: none"> Identify cause and effect relationships. (7.5k) 				Identify-L2
5 (ongoing)	<ul style="list-style-type: none"> Use reading strategies to monitor comprehension throughout the reading process. (7.5l) 			visualize, question	Use-L3

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
3	<p>Reading</p> <ul style="list-style-type: none"> Use text structures to aid comprehension. (7.6b) 	<ul style="list-style-type: none"> use textual features to make predictions and enhance comprehension, including: <ul style="list-style-type: none"> boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations. 		boldface, type set in color, italics, sidebars, indentation, headings, subheadings, footnotes, annotations	Use-L3
3	<ul style="list-style-type: none"> Identify an author's organizational pattern using textual clues, such as transitional words and phrases. (7.6c) 	<ul style="list-style-type: none"> recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to: <ul style="list-style-type: none"> <i>as a result of, consequently</i> for cause and effect; <i>similarly, on the other hand</i> for comparison/contrast; <i>first, three</i> for enumeration or listing; <i>today, meanwhile</i> for sequential or chronological; <i>refers to, thus</i> for concept/definition; <i>always, in fact</i> for generalization; and <i>begins with, in order to</i> for process. 		process, generalization, cause and effect, concept/definition, enumeration/listing, chronological/sequential, compare and contrast	Identify-L2 Recognize – L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2 (ongoing)	<ul style="list-style-type: none"> Draw conclusions and make inferences on explicit and implied information. (7.6d) 	<ul style="list-style-type: none"> make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. 		conclusions, inferences, explicit, implied	Draw Conclusions- L3 Make inferences- L3
1	<ul style="list-style-type: none"> Identify the main idea. (7.6h) 	<ul style="list-style-type: none"> determine two or more central ideas in a text and analyze their development over the course of the text. 			Identify – L2 Determine – L2 Analyze – L4
5	<p>Writing – Narrative Project The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. (7.8f) 	<ul style="list-style-type: none"> examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety, including: <ul style="list-style-type: none"> noun; verb; pronoun; adjective; adverb; preposition; conjunction; and interjection. 		noun, verb, pronoun, adjective, adverb, preposition, prepositional phrase, conjunction, interjection	Edit – L5 Demonstrate – L3 Examine – L4 Identify - L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2	Choose appropriate adjectives and adverbs to enhance writing. (7.8b)				Choose – L1
2	The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. <ul style="list-style-type: none"> Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. (7.7b) 	<ul style="list-style-type: none"> use a variety of prewriting strategies including: <ul style="list-style-type: none"> brainstorming; webbing; mapping; outlining; clustering; listing; and using graphic organizers. 		expository, persuasive, narrative, prewriting, elaborate, central idea, unity, organization, clauses, brainstorming, webbing, mapping, outlining, clustering, listing, graphic organizers	Write-L6 Use-L3 Use-L6
2	<ul style="list-style-type: none"> Organize writing structure to fit mode or topic. (7.7c) 	<ul style="list-style-type: none"> choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas. 		explain, analyze, summarize	Organize-L4 Choose – L3
4	<ul style="list-style-type: none"> Establish a central idea and organization. (7.7d) 				Establish – L4
3	<ul style="list-style-type: none"> Compose a topic sentence or thesis statement. (7.7e) 	<ul style="list-style-type: none"> write an effective thesis statement focusing, limiting, or narrowing the topic. differentiate between a thesis statement and a topic sentence. 		thesis statement, topic sentence	Compose-L6 Write-L6 Differentiate – L4

--	--	--	--	--	--

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<ul style="list-style-type: none"> Use pronoun-antecedent agreement to include indefinite pronouns. (7.8c) 	<ul style="list-style-type: none"> use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i>) 		pronoun, antecedent	Use-L3
3 Benchmark 1	<ul style="list-style-type: none"> Use correct spelling for commonly used words. (7.8h) 	<ul style="list-style-type: none"> become independent in checking spelling, using dictionaries and/or electronic tools. 			Use-L3 Become – L3

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<p>Reading The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> Use prior and background knowledge as a context for new learning. (7.6a) 	<ul style="list-style-type: none"> activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> small-group or whole-class discussion; anticipation guides; and preview of key vocabulary. 			<p>Read and Demonstrate - L3 Use-L3 Activate - L3</p>
3	<ul style="list-style-type: none"> Compare and contrast various forms and genres of fictional text, personal essays, biographies, and autobiographies with fictional text (7.5b) 	<ul style="list-style-type: none"> read, understand, and compare/contrast the characteristics and narrative structures of: <ul style="list-style-type: none"> narrative nonfiction (including personal essays, biographies, and autobiographies). 		compare, contrast, essays, biographies, autobiography	<p>Compare - L4 Contrast - L4 Read - L2 Understand - L2</p>
1	<ul style="list-style-type: none"> Identify cause and effect relationships. (7.6j) 	<ul style="list-style-type: none"> recognize organizational pattern to enhance comprehension, including: <ul style="list-style-type: none"> cause and effect; 		cause, effect	<p>Identify-L2 Recognize - L2</p>
2	The student will understand the elements of media literacy.	<ul style="list-style-type: none"> recognize and identify opinions in the media. recognize and identify facts in the media. 			<p>Understand - L2 Identify - L2 Distinguish - L4</p>

	<ul style="list-style-type: none"> Distinguish between fact and opinion, and between evidence and inference. (7.3b) 	<ul style="list-style-type: none"> recognize that evidence is fact and a valid inference is the interpretation of fact. 			Recognize – L1
--	---	---	--	--	-----------------------

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<ul style="list-style-type: none"> Differentiate between fact and opinion. (7.6e) 	<ul style="list-style-type: none"> distinguish between a fact, which can be verified, and an opinion, which cannot. 			Differentiate – L4 Distinguish – L4
2	<ul style="list-style-type: none"> Identify connotations. (7.4d) 	<ul style="list-style-type: none"> distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>. 		connotations, nuance, viewpoint, denotation	Identify – L2 Distinguish – L4
2	<ul style="list-style-type: none"> Identify the source, viewpoint, and purpose of texts. (7.6f) 	<ul style="list-style-type: none"> analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning. recognize an author's purpose: <ul style="list-style-type: none"> to entertain; to inform; and to persuade. 		bias, subjectivity, entertain, inform, persuade	Identify – L2 Analyze – L4 Recognize – L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
3	<ul style="list-style-type: none"> Describe how word choice and visual images convey a viewpoint. (7.3c) 	<ul style="list-style-type: none"> describe the effect on the audience of persuasive messages in the media. identify effective word choice in the media. identify and analyze a variety of viewpoints expressed in the media. 			Describe – L2 Identify – L2
3	<ul style="list-style-type: none"> Describe how word choice and language structure convey an author's viewpoint. (7.6g) 	<ul style="list-style-type: none"> notice use of connotations and persuasive language to convey viewpoint. 			Describe – L2 Notice – L1
3	<ul style="list-style-type: none"> Summarize text identifying supporting details. (7.6i) 	<ul style="list-style-type: none"> provide an objective summary of the text by recording the development of the central ideas. 			Summarize – L2 Provide – L2 Recording – L2
3	<ul style="list-style-type: none"> Organize and synthesize information for use in written formats. (7.6k) 				Organize – L4

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5	<p>The student will apply knowledge of appropriate reference materials to produce a research product.</p> <ul style="list-style-type: none"> Collect and organize information from multiple sources including online, print and media. (7.9a) 	<ul style="list-style-type: none"> use available resource tools, including: <ul style="list-style-type: none"> educational online resources; reference books; scholarly journals; magazines; the Internet, as appropriate for school use; and general and specialized (or subject-specific) databases. organize and synthesize information with tools, including: <ul style="list-style-type: none"> graphic organizers; outlines; spreadsheets; databases; and presentation software. 		<p>educational online resources; reference books; scholarly journals; magazines; the Internet, and general and specialized (or subject-specific) databases</p>	<p>Apply – L3 Collect – L4 Organize – L4 Use – L3 Synthesize – L6</p>
3	<ul style="list-style-type: none"> Evaluate the validity and authenticity of sources. (7.9b) 	<ul style="list-style-type: none"> gather relevant information from multiple print and digital sources; assess the credibility and validity of each source; evaluate the validity and authenticity of texts, using questions, such as: 			<p>Evaluate – L5 Gather – L3</p>

		<ul style="list-style-type: none"> ◦ Does the source appear in a reputable publication? ◦ Is the source free from bias? ◦ Does the writer have something to gain from his opinion? ◦ Does the information contain facts for support? ◦ Is the same information found in more than one source? 			
--	--	--	--	--	--

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
3	<ul style="list-style-type: none"> • Use technology as a tool to research, organize, evaluate, and communicate information. (7.9c) 	<ul style="list-style-type: none"> • use available resource tools, including: <ul style="list-style-type: none"> ◦ educational online resources; ◦ reference books; ◦ scholarly journals; ◦ magazines; ◦ the Internet, as appropriate for school use; and ◦ general and specialized (or subject-specific) databases. 		graphic organizers; outlines; spreadsheets; databases; and presentation software	Use – L3
4 (ongoing)	<ul style="list-style-type: none"> • Use reading strategies to monitor comprehension throughout the reading process. (7.6l) 				Use – L3
2	<ul style="list-style-type: none"> • Cite primary and secondary sources. (7.9d) 	<ul style="list-style-type: none"> • create a “Works Cited” page using MLA format for oral and written presentations. • differentiate between a primary and a secondary source. 		MLA format, works cited page, primary, secondary source	Cite/Give Credit - L2 Create – L6 Differentiate – L4

1	<ul style="list-style-type: none"> Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. (7.9e) 	<ul style="list-style-type: none"> prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases. 		plagiarism	<ul style="list-style-type: none"> Define – L1 Give Credit - L2
---	---	--	--	------------	---

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<p>Writing – Research Project</p> <ul style="list-style-type: none"> Use subject-verb agreement with intervening phrases and clauses. (7.8d) 	<ul style="list-style-type: none"> use a singular verb with a singular subject and a plural verb with a plural subject (e.g., <i>The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.</i>). 			Use – L3
2 Benchmark 2	<ul style="list-style-type: none"> Edit for verb tense consistency and point of view. (7.8e) 	<ul style="list-style-type: none"> maintain verb tense (present, past, future) throughout an entire piece of writing. maintain consistent point of view through a piece of writing. 		present, past, future, consistency	Edit – L5 Maintain – L3

Third Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2	<p><u>Communication: Speaking, Listening, Media Literacy</u> The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.</p> <ul style="list-style-type: none"> Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills. (7.2b) 	<ul style="list-style-type: none"> use proper posture and stance when speaking. identify whether or not a nonverbal message complements the spoken message. use appropriate facial expressions and gestures or motions to add to what is being said. 			Identify – L2 Demonstrate – L2 Use – L3
3	<p><u>Reading</u></p> <ul style="list-style-type: none"> Identify and analyze figurative language. (7.4c) 	<ul style="list-style-type: none"> recognize, understand, and use figurative language including: 		figurative language, , simile, metaphor, personification, hyperbole	Identify - L2 Analyze - L4 Recognize - L2

		<ul style="list-style-type: none"> ◦ simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons; ◦ metaphor – figure of speech that makes a comparison equating two or more unlike things. ◦ personification – figure of speech that applies human characteristics to nonhuman objects; and ◦ hyperbole – intentionally exaggerated figure of speech. 			Understand - L2
--	--	---	--	--	-----------------

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5	<ul style="list-style-type: none"> • Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. (7.4e) 	<ul style="list-style-type: none"> • 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. 		multiple meanings, context clues	Use - L3 Determine – L3 Differentiate - L4
2	<ul style="list-style-type: none"> • Extend general and specialized vocabulary through speaking, listening, reading, and writing. (7.4f) 				Extend – L2
5	<ul style="list-style-type: none"> • Compare and contrast various forms and genres of fictional text: poetic forms. (7.5b) 	<ul style="list-style-type: none"> • distinguish between narrative prose and poetic forms, including: 		haiku, limerick, ballad, free verse, couplet, quatrain	Compare - L4 Contrast – L4 Distinguish – L4

		<ul style="list-style-type: none"> ◦ haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ◦ limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ◦ ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; ◦ free verse – poetry with neither regular meter nor rhyme scheme ◦ couplet – a pair of rhyming lines; and ◦ quatrain – a stanza containing four lines. 			
--	--	---	--	--	--

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
3	<ul style="list-style-type: none"> • Describe the impact of word choice, imagery, and literary devices including figurative language: foreshadowing and irony. (7.5d) 	<ul style="list-style-type: none"> • analyze an author's choice and use of literary devices, including: <ul style="list-style-type: none"> ◦ foreshadowing – the use of clues to hint at coming events in a story; and ◦ irony – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true. 		foreshadow, irony (expectation and reality),	Describe - L2 Analyze – L4

4	<ul style="list-style-type: none"> Describe the impact of word choice, imagery, and literary devices including figurative language: rhyme, rhythm, repetition, line structure, and punctuation in mood and meaning of poetry. (7.5d) 	<ul style="list-style-type: none"> recognize and analyze the impact of an author's choice of poetic devices, including: <ul style="list-style-type: none"> rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse; rhythm – the recurring pattern of strong and weak syllabic stresses; meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; repetition – repeated use of sounds, words, or ideas for effect and emphasis; alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and 		rhyme, rhythm, repetition, meter, alliteration, onomatopoeia, imagery,	Describe - L2 Recognize - L2 Analyze – L4
---	---	--	--	--	---

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		<ul style="list-style-type: none"> onomatopoeia – the use of a word whose sound suggests its meaning, e.g., <i>clatter</i>. 			
3	<ul style="list-style-type: none"> Describe the impact of word choice, imagery, and literary devices including figurative language: tone and mood. (7.5d) 	<ul style="list-style-type: none"> analyze elements of an author's style, including: <ul style="list-style-type: none"> word choice; sentence structure and language patterns; imagery – the use of words to create sensory impressions — most often visual impressions but may be 		contrasting points of view, sentence structure, language patterns, line structure, mood, voice, passion, awareness, serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile.	Describe - L2 Analyze – L4 Define - L1 Explain - L2

		<p>sound, smell, taste, or touch impressions;</p> <ul style="list-style-type: none"> ◦ contrasting points of view; and ◦ figurative language – text enriched by word images and figures of speech. <ul style="list-style-type: none"> • define an author’s tone including, but not limited to: serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile. • explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem. 			
--	--	--	--	--	--

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom’s
4	<p><u>Writing – Expository Project</u></p> <ul style="list-style-type: none"> • Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. (7.8a) 				<p>Use – L3 Analyze – L4 Improve – L4</p>
2	<ul style="list-style-type: none"> • Identify intended audience. (7.7a) 	<ul style="list-style-type: none"> • identify intended audience and purpose. 		audience and purpose	Identify -L2

3	<ul style="list-style-type: none"> • Write multiparagraph compositions with unity elaborating the central idea. (7.7f) 	<ul style="list-style-type: none"> • create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose. 		dialogue, pacing, sequence, introduction, conclusion, and description to develop experiences, events, and/or characters	Write-L6 Create – L6
3	<ul style="list-style-type: none"> • Select vocabulary and information to enhance the central idea, tone, and voice. (7.7g) 			formal style, vivid vocabulary, sentence variety	Select – L5

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
3	<ul style="list-style-type: none"> • Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. (7.7h) 	<ul style="list-style-type: none"> • vary sentence structure by using coordinating conjunctions: <i>for, and, nor, but, or, yet, and so.</i> • use subordinating conjunctions to form complex sentences: <i>after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while.</i> 		coordination, conjunctions (FANBOYS), subordination, dependent, independent clause, modifier	Expand-L3 Vary – L4 Use – L4

3	<ul style="list-style-type: none"> Use clauses and phrases for sentence variety. (7.7i) 	<ul style="list-style-type: none"> incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to: <ul style="list-style-type: none"> coordination – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; subordination – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and modifier – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb. 			Use-L3 Incorporate – L6
---	--	--	--	--	----------------------------

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
3	<ul style="list-style-type: none"> Revise sentences for clarity of content including specific vocabulary and information. (7.7j) 	<ul style="list-style-type: none"> apply revising procedures in peer and self-review, including: <ul style="list-style-type: none"> rereading; reflecting; rethinking; and rewriting. 			Revise-L6 Apply – L3

5 Benchmark 3	<ul style="list-style-type: none"> Use computer technology to plan, draft, revise, edit, and publish writing. (7.7k) 	<ul style="list-style-type: none"> use available computer technology to assist throughout the writing process. 			Use-L3
---------------------	---	---	--	--	--------

Fourth Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
3	<p><u>Communication:</u> <u>Speaking, Listening,</u> <u>Media Literacy</u> The student will participate in and contribute to</p>	<ul style="list-style-type: none"> prepare and deliver oral presentations. participate effectively in group discussions and presentations. 		summary statements	Particate – L3 Contribute – L3 Communicate – L3

	<p>conversations, group discussions, and oral presentations.</p> <ul style="list-style-type: none"> • Communicate ideas and information orally in an organized and succinct manner. (7.1a) 				<p>Prepare – L3 Deliver – L3</p>
2	<ul style="list-style-type: none"> • Ask probing questions to seek elaboration and clarification of ideas. (7.1b) 	<ul style="list-style-type: none"> • ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed. 		clarifying questions	<p>Ask – L2 Seek – L2</p>
2	<ul style="list-style-type: none"> • Make statements to communicate agreement or tactful disagreement with others' ideas. (7.1c) 	<ul style="list-style-type: none"> • provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views. 			<p>Make – L5 Provide* - L6 Acknowledge - L5 Modify – L6</p>
3	<ul style="list-style-type: none"> • Use language and style appropriate to audience, topic, and purpose. (7.1d) 	<ul style="list-style-type: none"> • select vocabulary, tone, and style with audience and purpose in mind. 			<p>Use – L3 Select – L1</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2	<ul style="list-style-type: none"> • Use a variety of strategies to listen actively. (7.1e) 	<ul style="list-style-type: none"> • use a variety of strategies to actively listen, including: 			<p>Use – L3 Respond – L5</p>

		<ul style="list-style-type: none"> ◦ give speaker undivided attention; ◦ use body language and gestures to show they are listening; ◦ provide feedback or paraphrase; ◦ allow the speaker to finish without interruptions; and ◦ respond appropriately. 			
1	<ul style="list-style-type: none"> • Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience. (7.2a) 	<ul style="list-style-type: none"> • match vocabulary, tone, and volume to the audience, purpose, and topic of the message. 		pitch, feeling, tone, and voice	Use – L3 Match – L1
1	<ul style="list-style-type: none"> • Compare/contrast a speaker's verbal and nonverbal messages. (7.2c) 	<ul style="list-style-type: none"> • identify whether or not a nonverbal message complements the spoken message. 			Compare/Contrast – L4 Identify – L2
2	<p>Reading</p> <ul style="list-style-type: none"> • Compare and contrast various forms and genres of fictional text: plays. (7.5b) 	<ul style="list-style-type: none"> • read, understand, and compare/contrast the characteristics and narrative structures of: <ul style="list-style-type: none"> ◦ plays 			Compare/Contrast – L4 Read, understand - L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
--------	-----	--	-----------	------------	---------

4	<p>Media Literacy</p> <ul style="list-style-type: none"> Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet. (7.3a) 	<ul style="list-style-type: none"> identify persuasive techniques in the media including: <ul style="list-style-type: none"> name calling or innuendo – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language; glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence; bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd; testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility; appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. 		name calling or innuendo, glittering generalities or card stacking, bandwagon, testimonial, appeal to prestige, snobbery, or plain folk, appeal to emotions	Identify – L2
---	--	---	--	---	----------------------

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
--------	-----	--	-----------	------------	---------

4	<ul style="list-style-type: none"> Compare and contrast the techniques in auditory, visual, and written media messages. (7.3d) 	<ul style="list-style-type: none"> analyze a media text considering what techniques have been used and their purpose. 		auditory, visual and written media	Compare and Contrast – L4 Analyze – L4
3	<ul style="list-style-type: none"> Craft and publish audience-specific media messages. (7.3e) 	<ul style="list-style-type: none"> create and publish age-appropriate media messages, such as public service announcements aimed at a variety of audiences with different purposes; include multimedia components in presentations to emphasize points. 			Craft and publish – L6 Create – L6
1 SOL	<u>Writing – Persuasive Project</u> <ul style="list-style-type: none"> Use quotation marks with dialogue. NT (7.8g) 	<ul style="list-style-type: none"> use quotation marks to represent the exact language (either spoken or written) of another. 			Use – L3

Bloom's Taxonomy Key

1. Level 1 (L1) – Remembering – Pink
2. Level 2 (L2) – Understanding – Blue
3. Level 3 (L3) – Applying – Green
4. Level 4 (L4) – Analyzing – Yellow
5. Level 5 (L5) – Evaluating – Gray
6. Level 6 (L6) – Creating - Red

Pulaski County Public Schools
Writing Rubric – Grade 7

Name: _____ Writing Purpose: _____ Date: _____

Composing		Rarely/ Does Not 1	Partially 2	Mostly 3	Fully 4
Prewriting Strategies	Did the student use a pre-writing strategy?				
Central Idea	Does all writing support the topic/thesis statement/purpose of the paper with the appropriate audience in mind?				
Elaboration	Does the writing demonstrate use of descriptive details and examples to give strong mental images to the reader?				
Unity	Does the paper contain an effective lead, strong closing, and effective transition to unify the writing?				
Organization	Does the paper follow a logical organizational plan that clearly supports the central idea?				
Total Score for Composing (Out of 20):					
Written Expression					
Word Choice	Does the paper purposely craft a clear message, tone, and use of writer's voice with specific word choice, figurative language, and selected information?				
Specific Information	Does the paper provide specific information to enhance the central idea?				
Sentence Variety	Does the paper effectively incorporate a variety of sentences, including: simple, compound, compound-complex, etc. to enhance writing?				
Tone/Voice	Does the paper show an appropriate use of tone and voice to address audience and topic?				
Total Score for Written Expression (Out of 16):					

Usage/Mechanics					
		Rarely/ Does Not 1	Partially 2	Mostly 3	Fully 4
Sentence Formation	Does the paper demonstrate consistent control of sentence formation to include: avoiding fragments, run-ons, comma splices, and misuse of conjunctions?				
Usage	Does the paper show control of usage, including: subject/verb agreement, pronoun-antecedent agreement, pronoun case, adjectives, adverbs, verb tenses, plurals, possessives, homophones, and avoidance of double negatives?				
Mechanics	Does the paper show consistent control of mechanics, including: punctuation, capitalization, formatting, and spelling?				
Total Score for Usage/Mechanics (Out of 12):					
Total Score for Paper (Out of 48):			Grade:		