

NINE WEEKS PLANNING GUIDE

7th Grade English/Language Arts

Theme: Adversity

Module 1: 1st Nine Weeks

August 21-October 25, 2013

BEGINNING OF THE GRADING PERIOD

- **Study Island Benchmark I**
 - Beginning of the year pre-assessment of Common Core
 - Administered the week of August 26th
- **STAR Assessment**
 - Administered the week of August 26th to get baseline ZPD and reading levels
- **Writing Pre-Test**
 - Assessed on the PARCC Rubric

ON-GOING

- **Accelerated Reader**
- **Daily Language Review**
 - Grammar review and mini-lessons on Common Core and basic grammar skills
 - DLR notebook for related notes and supplements
- **Library Media Center**
 - Fridays (Split period with 7A)
- **Computer Lab**
 - For in-class work on Study Island coursework/benchmarking; split with math teachers; approximately twice per month
 - 7A-LMC computer lab; 7B Room 801 computer lab

READING

- Extended Text
 - Literature

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• Short Text

Based on the PARCC Model Framework

http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE7_FINALAug2012.pdf

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Theme: Adversity

- Literature (2-3)
- Informational (1-2)

WRITING

- Routine Writing: Develop and Convey Understanding
- Analyses: Focus on Arguments (4-6)
- Narrative Writing: Convey Experiences, Events, or Procedures (1-2)

RESEARCH PROJECT

- Research: Integrate Knowledge From Sources When Composing (1)

NINE WEEK COMMON ASSESSMENT

- Based on skills taught during the first grading period

Based on the PARCC Model Framework

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Module II: 2nd Nine Weeks

October 28-January 10, 2014

BEGINNING OF THE GRADING PERIOD

- **Study Island Benchmark II**
 - Administered the week of October 28th
- **STAR Assessment II**
 - Administered the week of October 28th

ON-GOING

- **Accelerated Reader**
- **Daily Language Review**
 - Grammar review and mini-lessons on Common Core and basic grammar skills
 - DLR notebook for related notes and supplements
- **Library Media Center**
 - Fridays (Split period with 7A)
- **Computer Lab**
 - For in-class work on Study Island coursework/benchmarking; approximately twice per month

READING

- Extended Text
 - Informational
 -
- Short Text
 - Literature (2-3)
 - Informational (1-2)

WRITING

- Routine Writing: Develop and Convey Understanding
Based on the PARCC Model Framework
- http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE7_FINALAug2012.pdf
Analysis: Focus on Arguments (4-6)

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- Narrative Writing: Convey Experiences, Events, or Procedures (1-2)

RESEARCH PROJECT

- Research: Integrate Knowledge From Sources When Composing (1)

NINE WEEK COMMON ASSESSMENT

- Based on skills taught during the first and second grading periods

Based on the PARCC Model Framework

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Module III: 3rd Nine Weeks

January 13-March 21, 2014

BEGINNING OF THE GRADING PERIOD

- **Study Island Benchmark III**
 - Administered the week of January 13th
- **STAR Assessment III**
 - Administered the week of January 13th

ON-GOING

- **Accelerated Reader**
- **Daily Language Review**
 - Grammar review and mini-lessons on Common Core and basic grammar skills
 - DLR notebook for related notes and supplements
- **Library Media Center**
 - Fridays (Split period with 7A)
- **Computer Lab**
 - For in-class work on Study Island coursework/benchmarking; approximately twice per month

READING

- Extended Text
 - Literature
 -
- Short Text
 - Literature (2-3)
 - Informational (1-2)

WRITING

- Routine Writing: Develop and Convey Understanding
Based on the PARCC Model Framework
- http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE7_FINALAug2012.pdf
Analysis: Focus on Arguments (4-6)

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7th Grade English/Language Arts

Theme: Adversity

- Narrative Writing: Convey Experiences, Events, or Procedures (1-2)

RESEARCH PROJECT

- Research: Integrate Knowledge From Sources When Composing (1)

NINE WEEK COMMON ASSESSMENT

- Based on skills taught during the first, second, and third grading periods

Based on the PARCC Model Framework

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Module IV: 4th Nine Weeks

March 22-May 29, 2014

BEGINNING OF THE GRADING PERIOD

- **Study Island Benchmark IV**
 - Final post-assessment of Common Core administered the week of March 31st
- **STAR Assessment IV**
 - Administered the week of May 19th for final reading level of 2013-2014

ON-GOING

- **Accelerated Reader**
- **Daily Language Review**
 - Grammar review and mini-lessons on Common Core and basic grammar skills
 - DLR notebook for related notes and supplements
- **Library Media Center**
 - Fridays (Split period with 7A)
- **Computer Lab**
 - For in-class work on Study Island coursework/benchmarking; approximately twice per month

READING

- Extended Text
 - Informational
 -
- Short Text
 - Literature (2-3)
 - Informational (1-2)

WRITING

****Based on the PARCC Model Framework****

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- Routine Writing: Develop and Convey Understanding
- Analyses: Focus on Arguments (4-6)
- Narrative Writing: Convey Experiences, Events, or Procedures (1-2)

RESEARCH PROJECT

- Research: Integrate Knowledge From Sources When Composing (1)

FINAL COMMON ASSESSMENT

- Cumulative Test based on 2013-2014 content

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For Reading and Writing in Each Module...

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

- *Cite evidence:* The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 7, students should cite multiple pieces of evidence when both explicitly explaining the text and making inferences based on it (RL/RI.7.1).
- *Analyze content:* The content of each text should determine which standards (RL/RI.7.2–9 and SL.7.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.
- *Study and apply grammar:* While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.7.1–3.
- *Study and apply vocabulary:* To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.7.4–6).⁴ Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.
- *Conduct discussions:* Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information and modify their understanding as warranted (SL.7.1).
- *Report findings:* Using appropriate eye contact, adequate volume, and clear pronunciation, students orally present claims in a logical, coherent manner with pertinent descriptions and details to accentuate main ideas or themes (SL.7.4–6).

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