

7<sup>th</sup> Grade RLA Scope and Sequence

Teacher: Leighann Gray

| First Nine Weeks                                  | Strand                                      | Unit  | Unit Materials  | TN/CCSS Standard                                  |
|---|---|---|---|---|
| First Week  | Classroom Procedures<br>Academic Vocabulary | Defining/Mapping  | Vocabulary Graphic Org.   | Academic Voc./ CCSS L.7.6                         |
| First Week  | Benchmark                                   | Teacher-Created Test  | Student copies of Test  |   |
| Weeks One-Nine (Optional 1 <sup>st</sup> 9 Weeks) | Language (L)                                | Vocabulary  | Sadler-Oxford <i>Vocabulary Workshop Book B</i>   | CCSS L.7.4-5                                      |
| Weeks One-Nine                                    | Language (L)                                | Daily Oral Language   | Great Source Ed. Group: <i>Daily Oral Language Plus Level 8</i><br>Holt: <i>Elements of Language Student Workbook</i>   | CCSS L.7.1, 1a, 1b, 1c, L.7.2, 2a, 2b, 7.4b, 7.4c |
| Weeks One-Nine                                    | Logic (RL)                                  | Daily Oral Analogies  | Great Source: <i>Daily Oral Analogies</i>   | CCSS L.7.5b                                       |
| Weeks One-Nine                                    | Language(L)                                 | Parts of Speech   | Great Source Ed. Group: <i>Daily Oral Language Plus Level 8 and/or Giggles in the Middle</i><br>Holt: <i>Elements of Language Student Workbook</i><br>Teacher Created Materials | CCSS L.7.1, 1a, 1b, 1c, 7.2, 2a, 2b               |
| Weeks One-Nine                                    | Language (1/L)                              | Root Words/Spelling Patterns  | Great Source Ed. Group: <i>Daily Oral Language Plus Level 8</i><br>Walch Publishing: <i>Daily Warm-Ups Prefixes, Suffixes, and Roots</i>  | CCSS L.7.4b                                       |
| Weeks One-Nine                                    | Communication (SL)                          | Discuss appropriate behavior for working in a team and understand various roles | Checks for Understanding State Standards 701.2.16 <b>CCSS SL7.4</b><br>Teams with "Team Roles" Teacher Created Handout  | CCSS SL.7.4                                       |
| Weeks One-Nine (Two-Three times per week)         | Informational Text (RI)                     | Nonfiction Reading Passages for Annotations (Close Reading)                     | <i>Common Core Literacy Lesson Plans</i> by Lauren Davis "Answering Text-Based Questions"<br>/PPT "Stopping Sharks by Blasting their Senses" by Joseph Caputo                   | CCSS RI.7.1-10                                    |
| Weeks One-Nine                                    | Writing (W)                                 | Using T-Notes   | T-Notes, PPT, Pocket Charts w/ Information  |   |

| <b>First Nine Weeks</b>  | <b>Strand</b>                 | <b>Unit</b>  | <b>Unit Materials</b>   | <b>TN/CCSS Standard</b>                                  |
|--------------------------|-------------------------------|--|---|--|
| <b>Weeks One-Two</b>     | Writing (W)                   | Modes of Writing: Personal/Creative Narrative including writing process, graphic organizers, and transitions | Incentive Publications: <i>Charting the Course To Effective Writing</i> Pages 8-28 <i>Common Core Literacy Lesson Plans</i> by Lauren Davis (Lesson Plan 4)   | <b>CCSS W.7.3,3a,3b,3c,3d,3e</b>                         |
| <b>Weeks Three-Four</b>  | Literature (RL)               | Story Elements, Figurative Language, New Vocabulary, Characteristics of Genre, Irony, Inference              | “The Necklace” by Guy de Maupassant <i>Common Core Literacy Lesson Plans</i> by Lauren Davis “Tracing a Theme” and “Produce...Summary” (Lesson Plan 3)  | <b>CCSS RL.7.1,2,3,4, 6 CCSS L.7.5</b>                   |
| <b>Weeks Three-Four</b>  | Reading Literature (RL)       | Drama  | <i>Scope Magazine</i> “The Necklace”  | <b>CCSS RL 7.3</b>                                       |
| <b>Weeks Three-Four</b>  | Writing (W)                   | Write Informational w/ embedded textual evidence   | <i>Learn Zillion</i> Website “The Necklace” by Guy de Maupassant Writing Center   |  |
| <b>Weeks Five-Six</b>    | Writing (W)                   | Write Arguments  | <i>Common Core Literacy Lesson Plans</i> by Lauren Davis (Lesson Plan 20) <i>Teaching Argument Writing, Grades 6-12: Supporting Claims w/ Text Evidence</i> <i>Learn Zillion</i> Arguments/Use of Cell Phones at School | <b>CCSS W.7.1, 1a, 1b, 1c, 1d, 1e</b>                    |
| <b>Weeks Seven-Eight</b> | Literature (RL)               | Story Elements, Fig Language, New Vocab, Characteristics of Short Story Irony, Flashback                     | “An Occurrence at Owl Creek Bridge” by Ambrose Bierce; Video of <i>Twilight Zone's</i> "An Occurrence at Owl Creek Bridge"  | <b>CCSS RL.7.1,2,3,4,6</b>                               |
| <b>Weeks Seven-Eight</b> | Media/Reading-Literature (RL) | Sound effects, camera angles, purp and aud   |   | <b>CCSS RL.7.7</b>                                       |
| <b>Week Nine</b>         | Language (L)                  | Unit Review and Test   |   | <b>CCSS L.7.1, 1a, 1b, 1c, L.7.2, 2a, 2b, 7.4b, 7.4c</b> |

| <b>2<sup>nd</sup> Nine Weeks</b> | <b>Strand</b>              | <b>Unit</b>   | <b>Unit Materials</b>   | <b>TN/CCSS Standard</b>  |
|----------------------------------|----------------------------|---|---|--|
| <b>Weeks One-Thirty-six</b>      | Communication (SL)         | Discuss appropriate behavior for working in a team and understanding various roles--<br>Accountable Talk<br>and Rules of Discussion | Checks for Understanding State Standards<br>701.2.16  | <b>CCSS SL 7.1</b>   |
| <b>Week One</b>                  | <b>Academic Vocabulary</b> |   | Teacher Created Activity: Review 1 <sup>st</sup> nine weeks<br>AV words; add words for the<br>2 <sup>nd</sup> nine weeks  | <b>Academic Vocabulary/<br/>CCSS L.7.6</b>                       |
| <b>Weeks One-Nine</b>            | Language (L)               | Daily Oral Language/Grammar<br>Workbook: Clauses and Simple,<br>Compound, Complex, Com-<br>Complex Sentences                        | McDougal-Littell: <i>The Language of Literature<br/>Daily Skill-builder Level 8</i> Holt: <i>Elements of<br/>Language Student Workbook and/or Giggles in<br/>the Middle</i><br>Teacher Created Activities/Games | <b>CCSS L.7.1, 1a, 1b, 1c,<br/>L.7.2, 2a,<br/>2b, 7.4b, 7.4c</b> |
| <b>Weeks One-Nine</b>            | Logic (L)                  | Daily Oral Analogies  | Great Source: <i>Daily Oral Analogies</i>   | <b>CCSS L.7.5b</b>   |
| <b>Weeks One-Nine</b>            | Literature (RL and RI)     | Reading Comprehension<br>(Breaking down the<br>text)  | <i>Paired Passages: Linking Fact to Fiction</i> Teacher<br>Created Resources  | <b>CCSS RL.7.10, RI.7.10<br/>701.1.1-5,</b>                      |
| <b>Weeks One-Nine</b>            | Language(L)                | Parts of Speech   | McDougal-Littell: <i>The Language of Literature<br/>Daily Skill-builder Level 8</i> Holt: <i>Elements of<br/>Language Student Workbook</i><br>Teacher Created Activities/Games                                  | <b>CCSS L.7.1, 1a,<br/>1b, 1c, 7.2, 2a, 2b</b>                   |
| <b>Weeks One-Nine</b>            | Language (L)               | Root Words/Spelling Patterns  | McDougal-Littell: <i>The Language of Literature<br/>Daily Skill-builder Level 8</i> Walch Publishing:<br><i>Daily Warm-Ups Prefixes, Suffixes, and Roots</i><br><i>BrainPop: Roots, Prefixes,<br/>Suffixes</i>  | <b>CCSS L.7.4b</b>   |
| <b>Week One (Optional)</b>       | Language (L)               | Words Often Confused  | Teacher Created Materials   | <b>CCSS L.7.4</b>  |
| <b>Weeks One-Six</b>             | Language (L)               | Grade Appropriate Vocabulary<br>Saddler Oxford High Level/Holt<br>Vocab Workshop Middle Levels                                      | Saddler Oxford <i>Vocabulary Workshop Book B</i><br><b>and</b> Holt Vocabulary Workshop   | <b>CCSS L.7.4-5</b>  |

| <b>2<sup>nd</sup> Nine Weeks</b> | <b>Strand</b>                                 | <b>Unit</b>  | <b>Unit Materials</b>   | <b>TN/CCSS Standard</b>                         |
|----------------------------------|---|--|---|---|
| <b>Weeks Two-Nine</b>            | Language (L)                                  | Clauses; Identifying Simple, Compound, Complex, Compound/Complex   | Holt: <i>Elements of Language Student Workbook</i><br>Teacher<br>Created Activities/Games   | <b>CCSS L.7.1</b>                               |
| <b>Weeks Two-Four</b>            | Literature(RL)<br>Writing (W)<br>Research (W) | Genre: Biography Nonfiction<br>Writing Research (paraphrasing, reliable sources, focus topic, plagiarism, bibliography, textual evidence, writing process)   | Rothlein/Meinbach: <i>Take Ten...Steps to Successful Research</i><br>Linworth Books: <i>The Big 6 in Middle School</i> (Check with Mrs. Britton)  | <b>CCSS W.7.4, 5, 7, 8, 9</b>                   |
| <b>Week Four</b>                 | Writing (W)<br>Communication(SL)              | Distribution of Writing<br>Delivering Speech Critique<br>friend's speech<br>(Summary vs. Critique)   | PowerPoint of Research/Presentation of Research<br><i>How To Give A Speech</i>  | <b>CCSS W.7.6 and SL.7.5</b>                    |
| <b>Weeks Six-Eight</b>           | Literature (RL)                               | Novel Study:<br><i>A Christmas Carol</i> by Charles Dickens Skills: Vocabulary, Synonyms, Antonyms, Cause/Effect, Flashback, Sequencing, Symbolism, Comp, Story Elements, Figurative Language, Inferences, Predictions | <i>A Christmas Carol</i> by Charles Dickens Teacher<br>Created Materials, Inc.: <i>A Christmas Carol Literature Unit</i>  | <b>CCSS L.7.2,4,6,10</b>                        |
| <b>Week Eight</b>                | Writing (W)                                   | Compare/Contrast Essay with embedded textual evidence  | Static/Dynamic Character Compare and Contrast Essay   | <b>CCSS W.7.2</b>                               |
| <b>Weeks Seven-Eight</b>         | Language (L)                                  | Context Clues, Multiple Meaning Words  | Study Island: Context Clues, Multiple Meaning Words   | <b>CCSS L.7.4</b>                               |
| <b>Week Nine</b>                 | Language (L)                                  | Grammar Unit Test  | Teacher Created Test  | <b>CCSS L.7.1</b>                               |
| <b>Week Nine</b>                 | Writing (W)                                   | <b>Argument Writing with Child Labor</b> <i>A Christmas Carol</i> /Victorian Age vs. 2014 (Debate In Society)  | <i>Common Core Literacy Lesson Plans</i> by Lauren Davis (Lesson Plan 20) <i>Teaching Argument Writing, Grades 6-12: Supporting Claims w/ Text Evidence</i><br><i>Scope Magazine</i> March 2015 "Child Labor" pages 14-19 | <b>CCSS W.7.1, 1a, 1b, 1c, 1d, 1e and W.7.4</b> |

| <b>3rd Nine Weeks</b>       | <b>Strand</b>                         | <b>Unit</b>   | <b>Unit Materials</b>  | <b>TN /CCSS Standard</b>   |
|-----------------------------|---------------------------------------|---|--|--|
| <b>Weeks One-Thirty-six</b> | Communication (SL)                    | Discuss appropriate behavior for working in a team and understanding various roles  |  | <b>CCSS SL.7.4</b>   |
| <b>Week One-Six</b>         | <b>Academic Vocabulary in Writing</b> | Preparing for the TN state assessment   | Computer/Quizlet.com<br>Looping Cards for Practice as whole group<br>Jeopardy as Partner Groups to review  | <b>Academic Vocabulary in Writing</b>  |
| <b>Weeks One-Nine</b>       | Language (L)                          | Daily Oral Language/Grammar Workbook: Clauses and Simple, Compound, Complex, Com-Complex Sentences (Review first Semester skills) | McDougal-Littell: <i>The Language of Literature Daily Skill-builder Level 8</i> Holt: <i>Elements of Language Student Workbook</i>   | <b>CCSS L.7.1,2,4</b>  |
| <b>Weeks One-Ten</b>        | Logic (L)                             | Daily Oral Analogies  | Great Source: <i>Daily Oral Analogies</i>  | <b>CCSS L.7.1-2</b>  |
| <b>Weeks One-Ten</b>        | Language (L)                          | Clauses; Identifying Simple, Compound, Complex, Compound/Complex  | Holt: <i>Elements of Language Student Workbook</i><br>Games: Teacher Created Materials (Ongoing Review through DOL)  | <b>CCSS L.7.1-2,4</b>  |
| <b>Weeks One-Ten</b>        | Language (L)                          | Parts of Speech   | McDougal-Littell: <i>The Language of Literature Daily Skill-builder Level 8 (DOL)</i> Holt: <i>Elements of Language Student Workbook</i> and/or <i>Giggles in the Middle</i><br>Teacher Created Materials—Team Games                   | <b>CCSS L.7.1-2,4</b>  |
| <b>Weeks One-Six</b>        | Literature/Writing (RL, RI, and W)    | Reading Comprehension/Read Closely and Analyze (To use when writing essays)   | Writing Prompts from the TN Department of Education—Narrative, Informational, Persuasive Articles<br>Argument Essay “Paul Revere’s Ride” by HW Longfellow<br>LearnZillion Informational Essay with “The Necklace” by Guy de Maupassant | <b>Breaking down writing prompts/ Rdg Closely/ Analysis of Text W.7.1-3, 7</b> |

| 3rd Nine Weeks | Strand  | Unit   | Unit Materials   | TN /CCSS Standard                                   |
|----------------|---|--|--|---|
| Weeks One-Six  | Language (L)  | Grade Appropriate Vocabulary   | Saddler Oxford <i>Vocabulary Workshop Book B</i> (2 <sup>nd</sup> period) Holt <i>Vocabulary Workshop</i> (4 <sup>th</sup> and 6 <sup>th</sup> periods)  | CCSS L.7  |
| Weeks Two-Six  | Writing (W)<br>Narrative, Informational, and Persuasive       | Writing Three Point paragraphs and essays, identifying Thesis, Topic Sent, Support Details, and Elaboration-- Writing with a specified purpose, creating thesis, using varied sentence patterns and transitions, figurative language, and supplying textual evidence for support | Writing Prompts from the TN Department of Education—<br>“Paul Revere’s Ride” by HW Longfellow/Author Study of Rudyard Kipling Teacher Created PowerPoint slideshows for various skills: Creating Thesis, varied Sentence patterns, transitions, figurative language, and embedding textual evidence from articles for support of ideas LearnZillion Informational Essay with “The Necklace” by Guy de Maupassant | CCSS W.7  |
| Week Six       | Communication (SL)  | Breaking down a speech: identify thesis, main points, effective order, engaging audience   | “FDR’s Declaration of War with Japan December 8, 1941”<br>Teacher Created Activity   | CCSS SL.7.2   |
| Week Six       | Research (RI) Media (RI)<br>Communication (SL)<br>Writing (W) | Primary Sources and Choosing appropriate medium for purpose and audience<br>Team activity  | Video: <i>One Survivor Remembers: The Story of Gerda Weismann</i> - Primary Documents Exercise, Primary Documents Packet of Gerda Weismann<br>Teacher Created Worksheets for Primary   | CCSS W.7.1,8 RI 7.7                                 |
| Weeks Six-Ten  | Literature(RL)<br>Writing (W)                                 | Novel Study:<br><i>Night</i> by Elie Wiesel Skills: Cause/Effect, Fact and Opinion, Flashback, Foreshadow, Sequence, Comprehension, Photo Analysis, Elements, Figurative Language, Infer, Predict, NF writing  | <i>Night</i> by Elie Wiesel<br>Pink Monkey Notes Study Guide by Diane Sauder<br><i>Holocaust</i> Instructional Fair<br><i>One Survivor Remembers</i> Teacher’s Guide<br>Teacher Created Activity Worksheets BrainPop<br><i>Adolph Hitler</i> and <i>Holocaust</i> Photo Analysis:<br>Jack Daw Photos <i>Holocaust Children</i> Photos 7-9  | CCSS<br>RL.7.2-4,6,7,9,10 RI.7.4,8<br>W.7.10(timed) |

| <b>3rd Nine Weeks</b>   | <b>Strand</b>   | <b>Unit</b>                                   | <b>Unit Materials</b>  | <b>TN /CCSS Standard</b> |
|-------------------------|-----------------|---|--|--------------------------|
| <b>Weeks Eight-Nine</b> | Literature (RL) | Wow!ful Writing Project (Figurative Language) | Figurative Language from <i>Night</i> by Elie Wiesel   | <b>CCSS RL.7.4</b>       |
| <b>Weeks Nine-Ten</b>   | Writing (W)     | Compare/Contrast Text to Video                | <i>Night</i> by Elie Wiesel (Text) and <i>The Boy in the Striped Pajamas</i> by John Boyne (Video) | <b>CCSS RI 7.7</b>       |
| <b>Week Ten</b>         | Language        | Unit Review and Test                          | End-of Nine-Weeks Unit Test  | <b>CCSS L.7.1-3</b>      |

| <b>Fourth Nine Weeks</b> | <b>Strand</b>                         | <b>Unit</b>  | <b>Unit Materials<br/>Think-Pair-Share Activity</b>   | <b>Standard<br/>Academic Vocabulary</b> |
|--------------------------|---------------------------------------|--|---|---|
| Weeks One-Testing Week   | Ongoing Test Review for 2018 TCAP     |  | State Practice Test(s)  | <b>All Standards</b>                    |
| Week One                 | Communication (SL)<br>Literature (RL) | Genres<br>TCAP Test Review Ongoing   | Teams/Create an example of each genre--poetry, drama, and novel<br><b>TCS:</b> <i>Language Arts for the Seventh Grader</i>  | <b>RL.7.5</b>                           |
| Weeks One-Nine           | Language (L)                          | Daily Oral Language  | McDougal-Littell: <i>The Language of Literature Daily Skill-builder Level 8</i>   | <b>L.7.1-3</b>                          |
| Weeks One-Nine           | Language (L)                          | Daily Oral Analogies   | Great Source: <i>Daily Oral Analogies</i>   | <b>L.7.5</b>                            |
| Weeks One-Nine           | Language (L)                          | Parts of Speech  | McDougal-Littell: <i>The Language of Literature Daily Skill-builder Level 8</i> Teacher Created Materials <b>TCS:</b> <i>Language Arts for the Seventh Grader</i> | <b>L.7.1-3</b>                          |
| Weeks One-Nine           | Language (L)                          | Root Words/Spelling Patterns   | Study Island: Affixes   | <b>L.7.4</b>                            |
| Weeks One-Thirty-six     | Communication (SL)                    | Discuss appropriate behavior for working in a team and understanding various roles | <b>TCS:</b> <i>Language Arts for the Seventh Grader</i>   | <b>SL.7.1-6</b>                         |

| <b>Fourth Nine Weeks</b> | <b>Strand</b>                     | <b>Unit</b>  | <b>Unit Materials<br/>Think-Pair-Share Activity</b>  | <b>Standard<br/>Academic Vocabulary</b> |
|--------------------------|-----------------------------------|--|--|---|
| Weeks One-Four           | Informational Text<br><b>(RI)</b> | Nonfiction Reading in Science  | <u><i>Readworks.org</i></u><br><b>TCS:</b> <i>Language Arts for the Seventh Grader</i>                           | <b>RI.7.1-10</b>                        |
| Weeks One-Four           | Writing <b>(W)</b>                | <b>Review</b> Modes of Writing:<br>Personal Narrative including<br>writing process, graphic<br>organizers, and transitions | <b>TCS:</b> <i>Language Arts for the Seventh Grader</i><br>Prompts from TN Dept. of Education                    | <b>W.7.1-3</b>                          |
| Week Five                | <b>Literature (RL)</b>            | Organization of a drama--<br>characteristics of a drama<br>compared to<br>a novel and a poem                               | “The Monsters Are Due on Maple Street” by <b>Rod Serling</b><br><b>TCS: Language Arts for the Seventh Grader</b> | <b>RL.7.5</b>                           |

- Students will read one fiction book for a book report.
- Poetry is found in TCS: Language Arts for the Seventh Grader Study Island assignments are optional. IXL is assigned as needed.