

First Nine Weeks		
Week(s)	Topics & Objectives	Standards
1	Classroom Rules and Procedures Context Clues	I can . . . 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
2	Reading Comprehension Novel: <i>The Outsiders</i> by S. E. Hinton (chapter 1) Vocabulary Parts of Speech: Nouns Synonyms and Antonyms	I can . . . By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Spell correctly. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
3	test on character traits and story elements subjects and predicates sentences, fragments, and run-ons synonyms, antonyms, and homonyms Reading Comprehension Novel: <i>The Outsiders</i>	I can . . . Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

	by S. E. Hinton (chapter 2)	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
4	<p>Reading Comprehension Novel: <i>The Outsiders</i> by S. E. Hinton (chapter 3)</p> <p>Vocabulary</p> <p>Editing</p> <p>Introduction to JMS Library</p>	<p>I can . . .</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>Spell correctly.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
5	<p>Reading Comprehension Novel: <i>The Outsiders</i> by S. E. Hinton (chapter 4-5)</p> <p>Group Rules and Procedures</p>	<p>I can . . .</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Spell correctly.</p> <p>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>
6	<p>Reading Comprehension Novel: <i>The Outsiders</i> by S. E. Hinton (chapter</p>	<p>I can . . .</p> <p>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

	<p>6)</p> <p>Parts of Speech: Pronouns</p> <p>Narrative Writing</p> <p>Vocabulary</p>	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Spell correctly.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>
<p>7</p>	<p>Narrative Writing and Publishing</p>	<p>I can . . .</p> <p>Spell correctly</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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 purpose and audience have been addressed.</p>

8	vocabulary test group read-a-louds informational text: "The Good Fight: Stopping Gang Violence Before It Starts" Reading Comprehension Novel: <i>The Outsiders</i> by S. E. Hinton (chapter 6)	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. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
9	Reading Comprehension Novel: <i>The Outsiders</i> by S. E. Hinton (chapter 7) group read-a-louds nine weeks test	Most of this week is spent reviewing all of the above standards in preparation for nine weeks test.
Second Nine Weeks		
Week(s)	Topics & Objectives	Standards
10	group read-a-loud informational text: "Three Scoops About Text Structures" Reading Comprehension Novel: <i>The Outsiders</i> by S. E. Hinton (chapter 8-9) Poetry Parts of Speech:	I can . . . 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. Spell correctly. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the

	Adjectives	<p>impact of a specific word choice on meaning and tone.</p> <p>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.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
11	<p>Reading Comprehension Novel: <i>The Outsiders</i> by S. E. Hinton (chapter 10-11)</p> <p>Spelling test</p> <p>Informative Writing</p> <p>Video: <i>The Outsiders</i></p>	<p>I can . . . Spell correctly</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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).</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

<p>12</p>	<p>Informative Writing</p> <p>Video: <i>The Outsiders</i></p> <p>Reading Comprehension: Orphan Trains (Informational Text)</p>	<p>I can . . .</p> <p>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).</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. maintain a formal style.</p>
<p>13</p>	<p>Reading Comprehension: Orphan Trains (Informational Text)</p> <p>Narrative Writing and Publishing</p>	<p>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.</p> <p>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>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.</p> <p>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to</p>

		develop experiences, events, and/or characters.
14	<p>Theme</p> <p>Poetry: "Richard Cory" "Black Ghost"</p> <p>Informational Text: "Death and Grief"</p> <p>Vocabulary: Frayer Model</p> <p>Plagiarism</p> <p>Citing Evidence</p>	<p>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.</p> <p>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.</p> <p>Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
15	<p>Citing Evidence</p> <p>Informative Writing: Theme Analysis</p> <p>The JMS Writing Rubric</p> <p>Essay Map</p> <p>Informative text: Tolerance</p>	<p>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.</p> <p>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
16	<p>Citing Evidence</p> <p>Informative Writing: Theme Analysis</p> <p>The JMS Writing Rubric</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when</p>

		<p>useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. maintain a formal style.</p>
17	<p>Peer-editing</p> <p>Citing Evidence</p> <p>Informative Writing: Theme Analysis</p> <p>The JMS Writing Rubric</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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 purpose and audience have been addressed.</p>
18	<p>Idioms and other Figures of Speech</p> <p>Group read-a-loud</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>