

Our Lady of the Lake Roman Catholic School
Yearly Course Outline
Reading/Spelling
Seventh Grade
2025–2026

Teacher’s Name: Jessica Bourgeois

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Course Description

Reading: The seventh grade reading program allows students to experience a variety of genres of literature and examples of informational texts through the reading of novels and selections from *HMH Into Literature* and *Collections*. Through these texts, students will be taught the standards and grade-level expectations for language arts established by the state of Louisiana for 7th grade and will learn strategies to improve reading comprehension, critical thinking, and vocabulary development. The Accelerated Reader program will be used to promote independent reading for pleasure, allowing the students to select books of their choice.

Vocabulary/Spelling: Vocabulary Workshop will be used to expand vocabulary and spelling skills. This program focuses on word meaning and usage. It is designed to provide students with the vocabulary skills they need to achieve higher-level reading proficiency. The lessons will provide students with practice exercises designed to improve their spelling and writing abilities while expanding their vocabulary knowledge.

Instructional Materials

Reading: *Collections 8* and *HMH Into Literature 8*

Vocabulary/Spelling: *Vocabulary Workshop Level B/Sadlier-Oxford*

Novels: *The Outsiders*, *And Then There Were None*, and *Number the Stars*

Methods of Assessment and Distribution

All test, quiz, and homework grades will be posted on PowerSchool (www.ollpowerschool.org). Please check for postings frequently. Each quarter, four test- and four quiz-weighted assessments will be administered.

1st & 2nd Quarters
(Exams taken)

50% Tests
20% Exams
20% Quizzes
10% Homework

3rd & 4th Quarters
(No Exams taken)

60% Tests
30% Quizzes
10% Homework

Grading Scale

A: 100-94
B: 93-86
C: 85-78
D: 77-70
U: 69 and below

Tentative Course Calendar

**** Dates and course content are subject to change at discretion of teacher or administration. ****

Aug 7 – First day of school for 4th – 7th

Week	Standards	Objectives (The learner will . . .)	Instructional Materials	Assessments
1st Quarter				
Week 1 Aug. 11-15	RL.7.1 RL.7.2 RL.7.3	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>The Outsiders</i> by S.E. Hinton Anticipation Guide	Test #1: Summer Reading
Week 2 Aug. 18-22	RL.7.4 R.L.7.5 RL.7.7 RL. 7.10			
Week 3 Aug. 25-29	W.7.1 W.7.2 W.7.4	2. 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.	Character Report Card Character Analysis Chart	Quiz #1: <i>The Outsiders</i> (Chapters 1-4)
Week 4 Sept. 1-5 9/1 Labor Day No School	W.7.5 W.7.6 W.7.9 W.7.10			
Week 5 Sept. 8-12	SL.7.1 SL.7.4 SL.7.5 SL.7.6	3. Analyze how particular elements of a story or drama interact.	Accountability Chart “Hope is the Thing with Feathers” by Emily Dickinson	Test #2: <i>The Outsiders</i> (Chapters 1-8)
Week 6 Sept. 15-19 Spirit Week 9/19 Fun Run Kickoff	L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6			
Week 7 Sept. 22-26		4. 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.	“Nothing Gold Can Stay” by Robert Frost One-Pager Project Materials	Test #3: Cold Read Quiz #3: <i>The Outsiders</i> (Chapters 9-12)
Week 8 Sept.29- Oct. 3 10/2 – Fun Run 10/2 - ½ day dismissal 10/3 – Faculty Inservice				
Week 9 Oct. 6-10 10/10 - ½ day	All standards covered in the first quarter will be reviewed.	5. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Exam Study Guide Test Reviews 1st Quarter Exam	Test #4: <i>The Outsiders</i> Project Planning Page Test #4: <i>The Outsiders</i> Project
2nd Quarter				

<p>Week 10 Oct. 13-17</p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.5 RL.7.6 RL. 7.10</p>	<p>1.Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. 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>“The Adventures of Tom Sawyer” Excerpt by Mark Twain</p> <p><i>The Gift of the Magi</i> Short Story</p>	
<p>Week 11 Oct. 20-24 10/24 Faculty Inservice 10/24-26 OLL Festival</p>	<p>W.7.4 W.7.5 W.7.6 W.7.9 W.7.10</p> <p>SL.7.1 SL.7.4 SL.7.6</p>	<p>3. Analyze how particular elements of a story or drama interact.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p>	<p>Irony Notes</p> <p>“The Adventures of Tom Sawyer” Comprehension and Analysis Questions</p>	<p>Quiz #1: “The Adventures of Tom Sawyer” - Irony and Point of View</p>
<p>Week 12 Oct. 27-31 10/31 – Fun Run Reward Day</p>	<p>L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</p>	<p>5. Determine the tone and mood of the story and use text evidence to support answers.</p> <p>6. Identify the point of view of the story.</p> <p>7. Come to discussion prepared and follow rules for discussion and decision making.</p>		<p>Test #1: “The Adventures of Tom Sawyer”</p>
<p>Week 13 Nov. 3-7</p>	<p>RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI. 7.10</p> <p>W.7.4 W.7.5 W.7.6 W.7.9 W.7.10</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. 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>3. Analyze the interactions between individuals, events, and ideas in a text.</p>	<p>“One Last Time” Memoir by Gary Soto</p> <p>“How Things Work” by Gary Soto</p> <p>Connotation Notes</p>	<p>Quiz #2: “One Last Time”</p>
<p>Week 14 Nov. 10-14</p>	<p>SL.7.1 SL.7.4 SL.7.6</p> <p>L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6. Determine an author’s point of view or purpose in a text.</p>	<p>“One Last Time” Comprehension and Analysis Questions</p>	<p>Test #2: “One Last Time”</p> <p>Test #3: Book Project Due</p>

<p>Week 15 Nov. 17-21</p>	<p>RI.7.1 RI.7.2 RI.7.3 RI. 7.10 RL.7.10</p> <p>SL.7.1 SL.7.4 SL.7.5 SL.7.6</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. 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>3. Analyze the interactions between individuals, events, and ideas in a text.</p>	<p>Book Projects</p>	<p>Quiz #3: Cold Read</p>
<p>Thanksgiving Holidays Nov. 24-28</p>				
<p>Week 16 Dec. 1-5</p>	<p>RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.9 RI.7.10</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary.</p> <p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>“Harriet Tubman: Conductor on the Underground Railroad” Biography by Ann Petry</p> <p>How Elements in a Text Interact Notes</p>	<p>Quiz #4: “Harriet Tubman: Conductor on the Underground Railroad”</p>
<p>Week 17 Dec. 8-12</p>	<p>W.7.2 W.7.4 W.7.7 W.7.8 W.7.9 W.7.10</p> <p>SL.7.1 SL.7.4</p> <p>L.7.1 L.7.2 L.7.4</p>	<p>4. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.</p>	<p>“Harriet Tubman: Conductor on the Underground Railroad” Comprehension and Analysis Questions</p>	<p>Test #4: “Harriet Tubman: Conductor on the Underground Railroad”</p>
<p>Week 18 Dec. 15-19 12/19 - ½ day</p>	<p>All standards covered in the second quarter will be reviewed.</p>	<p>1. Review vocabulary, readings, and skills from the second quarter for the exam.</p> <p>2. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies.</p>	<p>Exam Study Guide Test Reviews 2nd Quarter Exam</p>	<p>2nd Quarter Exam</p>
<p>Christmas Holidays Dec. 22 – Jan. 4</p>				

3rd Quarter				
Week 19 Jan. 5-9	RL.7.1 RL.7.2 RL.7.3 RL.7.4 R.L.7.5 RL.7.6 RL. 7.10	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<i>And Then There Were None</i> by Agatha Christie Anticipation Guide Character Chart	Quiz #1: High School Placement Test Corrections and Review
Week 20 Jan. 12-16	W.7.1 W.7.3 W.7.4 W.7.5 W.7.6 W.7.9 W.7.10	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<i>And Then There Were None</i> Comprehension and Analysis Questions	Quiz #2: <i>And Then There Were None</i> (Chapters 1-3)
Week 21 Jan. 19-23 1/19 – MLK Day No School	SL.7.1 SL.7.4 SL.7.6	4. 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.	Build Your Case Assignment	Test #1: <i>And Then There Were None</i> (Chapters 1-6)
Week 22 Jan. 26-30 Catholic Schools Week 1/30 - Pep Rally	L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		Quiz #3: Cold Read
Week 23 Feb. 2-6		6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		Quiz #4: Build Your Case
Week 24 Feb. 9-13 2/13– ½ Day Grandparents Day				Test #2: <i>And Then There Were None</i> (Chapters 7-12)
Mardi Gras Holiday February 16-20				
Week 25 Feb. 23-27	RL.7.1 RL.7.2 RL.7.3 RL.7.4 R.L.7.5 RL.7.6 RL. 7.10	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<i>And Then There Were None</i> by Agatha Christie News Report Project Materials	Test #3: Book Project Due
Week 26 March 2-6	W.7.1 W.7.3 W.7.4 W.7.5 W.7.6 W.7.9 W.7.10	3. Determine the meaning of words and phrases as they are used in a text, including figurative and		Test #4: <i>And Then There Were None</i> Project
Week 27				

<p>March 9-13 3/13 – ½ Day</p>	<p>SL.7.1 SL.7.4 SL.7.6</p> <p>L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</p>	<p>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>4. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>		
4th Quarter				
<p>Week 28 March 16-20</p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.9 RL.7.10</p> <p>RI.7.1 RI.7.2 RI.7.3</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. 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><i>Number the Stars</i> by Lois Lowry</p> <p>Before Reading Stations</p> <p>Holocaust Background Reading</p>	<p>Test #1: <i>Number the Stars</i> (Chapters 1-6)</p>
<p>Week 29 March 23-27 3/26 – Passion Play</p>	<p>W.7.4 W.7.6 W.7.10</p> <p>SL.7.1</p> <p>L.7.1 L.7.2</p>	<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p>	<p><i>Number the Stars</i> Comprehension and Analysis Questions</p>	<p>Quiz #1: <i>Number the Stars</i> Storyboard (Chapters 1-12)</p> <p>Test #2: TerraNova Practice Test</p>
<p>Week 30 Mar 30 - Apr 3 No Bus Service 4/3 – Good Friday</p>	<p>L.7.3 L.7.4 L.7.5 L.7.6</p>	<p>5. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>6. 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>Quiz #2: <i>Number the Stars</i> (Chapters 13-15)</p>
Easter Holiday April 3-10				
<p>Week 31 April 13-17</p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Number the Stars</i> by Lois Lowry</p> <p>Virtual Character Exhibit Materials</p>	<p>Test #3: Book Project Due</p>

<p>Week 32 April 20-24</p>	<p>RL.7.9 RL.7.10</p>	<p>2. 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>Test #4: Number the Stars Project</p>
<p>Week 33 April 27 - May 1 5/1 - Field Day ½ Day</p>	<p>RI.7.1 RI.7.2 RI.7.3</p>	<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>		
<p>Week 34 May 4-8 5/5 May Crowning 5/7 - 7th Graduation</p>	<p>W.7.4 W.7.6 W.7.10</p> <p>SL.7.1</p> <p>L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>5. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>6. 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>		

7th Grade Vocabulary/Spelling

1st Quarter				
Weeks 1-8 8/11 – 10/3	Students will develop vocabulary skills to achieve higher-level reading proficiency and to succeed at standardized tests.	Vocabulary Workshop- Level B Units 1 to 4	RL.7.4 RI.7.4 L.7.2b L. 7.4a L. 7.4b L. 7.4c L. 7.4d L. 7.5a L. 7.5b L.7.5c L. 7.6	Students will be tested on correct spelling of vocabulary word and meaning of the vocabulary word
2nd Quarter				
Weeks 10 – 17 10/13 – 12/12	Students will develop vocabulary skills to achieve higher-level reading proficiency and to succeed at standardized tests.	Vocabulary Workshop- Level B Units 5-8	RL.7.4 RI.7.4 L.7.2b L. 7.4a L. 7.4b L. 7.4c L. 7.4d L. 7.5a L. 7.5b L.7.5c L. 7.6	Students will be tested on correct spelling of vocabulary word and meaning of the vocabulary word
3rd Quarter				
Weeks 19- 27 1/5 – 3/13	Students will develop vocabulary skills to achieve higher-level reading proficiency and to succeed at standardized tests.	Vocabulary Workshop- Level B Units 9- 12	RL.7.4 RI.7.4 L.7.2b L. 7.4a L. 7.4b L. 7.4c L. 7.4d L. 7.5a L. 7.5b L.7.5c L. 7.6	Students will be tested on correct spelling of vocabulary word and meaning of the vocabulary word
4th Quarter				
Weeks 28-32 3/16 – 4/1	Students will develop vocabulary skills to achieve higher-level reading proficiency and to succeed at standardized tests.	Vocabulary Workshop- Level B Units 13 -15	RL.7.4 RI.7.4 L.7.2b L. 7.4a L. 7.4b L. 7.4c L. 7.4d L. 7.5a L. 7.5b L.7.5c L. 7.6	Students will be tested on correct spelling of vocabulary word and meaning of the vocabulary word