

# RCES English Pacing Guide for Grade 7

Updated June 2024

\*Students will be expected to read one novel independently each quarter. [Book Report Form](#)

	Standards of Learning				Assessments	Unit Resources
	Communication	Reading	Writing	Research	Assessments	Theme & Texts
Quarter 1 Weeks 1-5 August 9-September 8	7 C 1 A i-vii	<a href="#">Z.RV</a> 1 A-H  7.RL.1 A-C  7.RL.2 A-B  7.RL.3 A-B  Elements of Fiction (M&W pgs. 4-5, 7, 15, 26, 45, 53, 69)  <a href="#">Plot Diagram</a>  <a href="#">Unit 1 Fiction Selection Resources</a>	<a href="#">ZW</a> 1 A-D 2 A 3 A-B	7 R1 A-G 7.LU.1 A-E 7.LU.2 A-D  <i>What is plagiarism?</i>  <i>How to avoid plagiarism?</i> <i>(Use own words to summarize, cite source)</i>	<b>Performance Tasks</b>  <b>Creative writing:</b> Imagine that you are Jimmy Wells writing to your former friend after Bob has been sent to jail. Write a <b>letter</b> explaining how you feel about what you had to do. Explain how you might offer to support Bob in turning his life around. (M&W p.13)  <b>Response Essay: <u>Response to a Short Story Essay:</u></b> <ol style="list-style-type: none"> <li>Students will write a response to a short story choosing one of the three required short stories from M&amp;W.</li> <li>Use M&amp;W p. 82-84 for assignment specifics.</li> </ol> <b>Summative: Unit Test on Elements of Fiction, Grammar, Word Study</b>  <b>Mechanics, Usage, and Grammar</b> <ul style="list-style-type: none"> <li>Review parts of a</li> </ul>	<b>Fiction: Meeting the Unexpected</b>  <b>Essential Question:</b> <i>How do you react to a challenge that is unexpected?</i>  <b>Required readings:</b> <b>Windows &amp; Mirrors Grade 7 Nonfiction Selections &amp; associated vocabulary</b> <ul style="list-style-type: none"> <li>“After Twenty Years” by O. Henry</li> <li>“The 11:59” by Patricia McKissack</li> <li>“The Portrait” by Tomás River</li> </ul> <b>Resources:</b>  Differentiated Instruction Workbook Grade 7 pgs. 3-9  Grammar & Writing: M&W p. 14 p. 44, p. 91

					<p>sentence and punctuation.</p> <ul style="list-style-type: none"> <li>• Teach subject-verb agreement. (M&amp;W p.44)</li> <li>• Go over the parts of a letter.</li> <li>• Teach components of essay (intro, organizational pattern, supporting details, conclusion)</li> <li>• Students must revise writing based on teacher and peer feedback.</li> </ul>	
	Communication	Reading	Writing	Research	Assessments	Theme & Texts
<p>Quarter 1 Weeks 6-10 Sept 11-Oct 13</p>	<p><a href="#">7.C1</a> A i-vii <a href="#">7.C2</a> A-B</p> <p><a href="#">7.1</a> A-J <a href="#">7.2</a> A-D</p>	<p><a href="#">7.RV</a> 1 A-H M&amp;W p. 192</p> <p><a href="#">7.RI</a> 1 A-C <a href="#">7.RI</a> 2 A-C</p> <p>Introduction to Non-fiction <i>What is the difference between fiction and non-fiction?</i></p> <p><i>Identify types of nonfiction. (autobiography, biography, personal essay, memoir) M&amp;W pgs. 166-167, 169, 177, 193, 208, 227,)</i></p> <ul style="list-style-type: none"> <li>• Identify Theme</li> <li>• Conflict (Internal</li> </ul>	<p><a href="#">7.W</a> 1 A-D <a href="#">7.W</a> 2 A i-vii</p>	<p><a href="#">7.R</a> 1 B-F</p> <ul style="list-style-type: none"> <li>• What is the difference between quoting and paraphrasing?</li> <li>• How can you give credit to another's ideas?</li> </ul>	<p><b>Performance Task</b></p> <p><b>Essay:</b> <i>You have read two personal essays "Names/Nombres" and "Fish Cheeks". What is the central conflict in both of these passages? Is the conflict internal, external, both. Explain your reasoning and use textual evidence from both readings.</i></p> <p><b>Product:</b> <i>Create a presentation, brochure, etc. connected to one of the required readings. For example, research common Christmas traditions around the world.</i></p> <p><b>Summative:</b> Unit Test (Non-fiction, grammar, word study)</p> <p><b>Mechanics, Usage, and Grammar</b></p>	<p><b>Fiction: Experiencing the World</b></p> <p><b>Essential Question:</b> <i>What makes an experience a defining moment?</i></p> <p><b>Required readings:</b> <b>Windows &amp; Mirrors Grade 7 Non-fiction</b></p> <ul style="list-style-type: none"> <li>• "Names/Nombres" by Julia Alvarez</li> <li>• "Fish Cheeks" by Amy Tan</li> <li>• "How to Build a Pollinator Garden" (Readworks)</li> </ul> <p><b>Differentiated Instruction Workbook</b> Grade 7 pgs. 86-102</p> <p>Grammar &amp; Writing Workbook Grade 7</p>

		<p>vs External)</p> <ul style="list-style-type: none"> <li>● <b>Organizational Patterns (focus on chronological order in “Fish Cheeks” Focus on process in “How to Build a Pollinator” Focus on Cause and Effect in “Names/Nombre s”</b></li> <li>● <b>Text Features (Italics, Headings, Bullets, Enumerations)</b></li> <li>● <b>Author’s Word Choice (focus on word choice &amp; sensory details in “Fish Cheeks” W&amp;M p. 230)</b></li> <li>● <b>Author’s Tone (Use Tone diagram on pg. 201)</b></li> </ul> <p><b>Graphic Organizers:</b></p> <ul style="list-style-type: none"> <li>● <b>Cause and Effect Chart (Fishbone Chart W&amp;M p. 235)</b></li> <li>● <b>Sequence Chart (Differentiated Workbook p. 97 &amp; W&amp;M p. 227)</b></li> <li>● <b>Tone Diagram (W&amp;M p. 201)</b></li> </ul> <p><a href="#">Unit 2 Nonfiction</a></p>			<ul style="list-style-type: none"> <li>● Teach concept of textual evidence and how to cite.</li> <li>● Students must revise writing based on teacher and peer feedback.</li> </ul>	
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		<a href="#">Resources</a>				
	Communication	Reading	Writing	Research	Assessments	Theme & Texts
Quarter 2 Weeks 1-4 October 16–November 10	<b><a href="#">7.C.1</a> A i-vi</b>	7 RL 1 A-C 7 RL 2 C 7 RL 3 B	7 W 1 B&D <b><a href="#">7</a> W2 A i-vii</b>  7 W3 A-B	7 R 1 B-C	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li> <b>Essay:</b> Compare and Contrast Jonas' relationship with the Giver and Gabriel. Who does Jonas have a stronger connection with? Use textual evidence to support your claim.           </li> </ul> <p>Summative: Unit Test (word study, grammar, elements of fiction)</p> <b>Mechanics, Usage, and Grammar</b> <ul style="list-style-type: none"> <li>Review parts of a sentence and punctuation.</li> <li>Review components of essay (intro, organizational pattern, supporting details, conclusion)</li> <li>Students must revise writing based on teacher and peer feedback.</li> </ul>	<b>Fiction: The Power of One</b>  <b>Essential Question:</b> <i>How can one event or one person change everything?</i>  <b>Novel:</b> "The Giver" by Lois Lowry  <b>Windows &amp; Mirrors Grade 7</b>

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Quarter 2 Weeks 5-9 November 13-December 15	7 C 1 A i-iii 7 C 2 A i & V 7 C 3 A	7 RV A-F 7 RL A-C  <b>Introduction to Poetry (M&amp;W pgs. 304-305, 310, 314, 320)</b>	7 W 2 v  7 W3 B, C, F	7.R.1 B-G	<b>Performance Tasks</b> Students will write a poem.  Tell students their work has been chosen for publication in an illustrated poetry magazine. Have students write their poem in cursive or best writing or they may select a special font and formatting if they choose to use a computer. Students will illustrate using drawings or finding appropriate images online. Make sure students cite sources used if images are found online. Students may need to practice writing their poem several times.  Summative: Unit Test (word study, grammar, poetry)  <b>Mechanics, Usage, and Grammar</b> <ul style="list-style-type: none"> <li>Students must revise writing based on teacher and peer feedback.</li> </ul>	<b>Poetry: Appreciating Life</b>  <b>Essential Question: <i>What are some ways we can we take time to appreciate life?</i></b>  <b>Windows &amp; Mirrors Grade 7</b> <ul style="list-style-type: none"> <li>"Gold" by Pat Mora</li> <li>"Father William" by Lewis Carroll</li> <li>"Under the Apple Tree" by Diana Rivera</li> <li>"Blackberry Eating" by Galway Kinnell</li> <li>Haikus on page 343 of M&amp;W with paired text "Lost in Translation" by Steven Harvey</li> </ul>

	Communication	Reading	Writing	Research	Assessments	Theme & Texts
<p style="text-align: center;">Quarter 3 January 4-March 17</p>	<p>7 C 1 A i-vi</p> <p>7 C2 A, B</p>	<p>7 RV 1 A-H</p> <p>7.RL.1 A-C</p> <p>7.RL.2 A-C</p> <p>7.RL.3 A, B</p>	<p>7.W.1 D</p> <p>7.W.2 A i-vii</p> <p>7.W.3 A, B</p>	<p>7.R.1 B-F</p>	<p><b>Performance Tasks</b></p> <p><a href="#">Developing Personal Power Activities</a></p> <p>Response Essay to <i>Treasure Island</i></p>	<p><b>Fiction and Non-Fiction: Defining Moments</b></p> <p><b>Essential Questions:</b> <i>Do we determine our own destinies?</i></p> <p><i>What makes an experience a defining moment?</i></p> <p><b>Readings:</b> "Casey at the Bat" on Commonlit or Readworks paired with "Hitting big league fastball 'clearly impossible'" by Paul Recer <a href="#">Hitting Big League Baseball Link</a></p> <p>"An Unforgettable Journey" by Maijue Xiong (Carnegie Learning Ereader)</p> <p>"He Said, She Said" by Wendelin Van Draanen <a href="#">"He Said, She Said"</a> (Great passage for point of view.)</p> <p><b>Novel Reading:</b> <i>Treasure Island</i> by Robert Louis Stevenson</p>

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Quarter 4 March 20-May 25	7.C.1.A.i-iii 7.C.2.A.i, ii, v 7.C.3.A-C  <a href="http://Commonsense.org">Commonsense.org</a>  <a href="http://Newseumed.org">Newseumed.org</a>  <a href="#">Media Literacy Guide</a>	7.RV.1.A-H 7.RL.1.A-C 7.RL.2.A-C 7.RL.3.A-B 7.RI.1.A-C 7.RI.2.A-C 7.6.A-M	7.W.1.B-D 7.W.2.A	7.R.1.B, E	<b>Performance Tasks</b> Create an advertisement trying to persuade others to buy a product. Students should create 3 advertisements, audio (radio), visual, written (print ad w/text only).  <b>Reflection Essay:</b> Which technique (audio, visual, written) did you find most effective? Why? Which was easiest to create? Why?	<b>Theme: Seeing is not necessarily believing.</b>  <b>Essential Questions:</b> How does media literacy help me determine what is true and what is not?  Based on SOL Predictor & SOL Review

\*\*if pacing allows

## 2017 Standards of Learning

Communication	Reading	Writing	Research
<p><b>7.C</b> The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</p> <p><b>7.C.1 Communication, Listening, and Collaboration</b></p> <p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:</p> <ul style="list-style-type: none"> <li>i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.</li> <li>ii. Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.</li> <li>iii. Asking and responding to probing questions and providing appropriate feedback within structured discussions.</li> <li>iv. Communicating agreement or tactful disagreement with others'</li> </ul>	<p><b>7.RV</b> The student will systematically build vocabulary and word knowledge based on grade seven content and texts.</p> <p>7.RV.1 Vocabulary Development and Word Analysis</p> <p>A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.</p> <p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases.</p> <p>C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.</p> <p>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</p> <p>E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.</p> <p>F. Distinguish among the nuances in the meaning of connotations of</p>	<p><b>7.W</b> The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts.</p> <p><b>7.W.1 Modes and Purposes for Writing</b></p> <p>A. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.</p> <p>B. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.</p> <p>C. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped. D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).</p> <p>D. Write reflectively in response to reading to demonstrate thinking with details, examples,</p>	<p><b>7.R</b> The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.</p> <p><b>7.R.1 Evaluation and Synthesis of Information</b></p> <p>A. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.</p> <p>B. Collect, organize, and synthesize information from multiple sources using various notetaking formats.</p> <p>C. Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.</p> <p>D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.</p> <p>E. Organize and share findings in formal and informal oral written formats.</p> <p>F. Give credit for information quoted or paraphrased, using standard citations (e.g., author,</p>



ideas using carefully constructed statements

. v. Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.

vi. Evaluating the effectiveness of participant interactions and one's own contributions to small group activities.

### 7.C.2 Speaking and Presentation of Ideas

A. Report orally on a topic or text or present an opinion. This includes:

i. Clearly communicating information in an organized and succinct manner.

ii. Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples.

iii. Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message.

iv. Responding to audience questions and comments with relevant evidence, observations, and ideas.

v. Referencing source material as appropriate during the presentation.

B. Memorize and recite a poem demonstrating inflection and

words with similar denotations.

G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.

H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

### 7.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

#### 7.RL.1 Key Ideas and Plot Details

A. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details

. B. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.

C. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

#### 7.RL.2 Craft and Style

A. Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various

and other evidence from the text(s).

### 7.W.2 Organization and Composition

A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

i. Composing a thesis statement that states a position or explains the purpose.

ii. Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic.

iii. Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).

iv. Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.

v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

vi. Expanding and embedding ideas to create sentence variety. vii. Providing a concluding statement or section.

viii. Providing a concluding statement or section.

### 7.W.3 Usage and Mechanics

A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.

B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

### Language Usage 7.LU The student will use the

article title and webpage, and publication date).

G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

meaningful expression that is appropriate to the tone and voice of the selection.

### 7.C.3 Integrating Multimodal Literacies

A. Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language). B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence.

### 7.C.4 Examining Media Messages

A. Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions).

B. Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint.

C. Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience

forms of prose and poetry.

B. Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.

C. Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader's interpretation of a text.

### 7.RL.3 Integration of Concepts

A. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.

B. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topic

### Reading Informational Text

7.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

#### 7.RI.1 Key Ideas and Confirming Details

A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

B. Analyze how the author unfolds

conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

### 7.LU.1 Grammar

A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.

B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.

C. Use specific adjectives and adverbs to enhance speech and writing.

D. Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing.

E. Maintain consistent verb tense across paragraphs in writing.

### 7.LU.2 Mechanics

A. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing.

B. Use and punctuate dialogue and direct quotations appropriately in writing.

C. Recognize and consistently spell frequently used words accurately.

a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.

C. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.

**7.RI.2 Craft and Style**

A. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.

B. Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension.

C. Analyze how an author's purpose(s) reflects the author's perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text.

**7.RI.3 Integration of Concepts**

A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.

B. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning.