

CARROLL COUNTY SCHOOL DISTRICT CURRICULUM WEEKLY PACING GUIDE MS LANGUAGE ARTS/READING FRAMEWORK

Grade Level: 7th **Subject:** Reading **Term:** 2007-2008

*LEVELS: I = INTRODUCTORY M = MASTERY O = ONGOING

Competencies (Bold/Italics/Underlined) Objectives (Bold) Benchmarks (Unbold)

The teacher will model the objective, work through a guided practice, and assign independent practice for each of the following objectives:

<i>Weekly Date</i>	<i>Competencies/ Objectives</i>	<i>Description of Competencies/Objectives/Benchmarks</i>
	<i>District / State</i>	<i>Description</i>
8/9-8/14	R.7.1	Classroom procedures and handbook policies <u>The Student will use word recognition and vocabulary (word meaning) skills to communicate.</u>
8/15-8/17 10/23-10/31	R.7.1.a	The student will apply knowledge of roots and affixes (e.g. , non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -or-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty,) to determine and infer meaning of unfamiliar words in novel texts. (DOK 2)
every two weeks	R.7.1.b	The student will develop and apply expansive knowledge of words and word meaning to communicate (DOK 1)
11/1-11/12	R.7.1.c	The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)

CURRICULUM WEEKLY PACING GUIDE

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Competencies (Bold/Italics/Underlined) Objectives (Bold) Benchmarks (Unbold)

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11/13-11/16	R.7.1.d	The student will use context clues to determine the meanings of unfamiliar words or multiple meaning words. (DOK 2)
11/26-12/5	R.7.1.e	The student will use context clues to determine the figurative meanings (e.g. simile, metaphor, personification, hyperbole, idiom) of text to communicate. (DOK 2)
12/6-12/14	R.7.1.f	The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer (as a resource), thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)
4/15-4/17	R 7.1.g	The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)

	<u>R.7.2</u>	<u>The student will apply strategies and skills to comprehend, respond, to interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.</u>
	R.7.2.a	The student will apply knowledge of texts features, parts of books, text structures, and genres to understand, gain information from, respond to, and analyze text. (DOK 2)
4/7-4/9	R.7.2.a.1	Text features- titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
3/6-3/10	R.7.2.a.2	Parts of a book- title page, table of contents, glossary, index, appendix, footnotes, etc.
3/25-3/28	R.7.2.a.3	Text structures- sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
3/31-4/4	R.7.2.a.4	Genre- Fiction, nonfiction, poetry, biographies, autobiographies, and plays
	R.7.2.b	The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)
11/28-11/31	R.7.2.b.1	Infer the implied main idea from one or more related texts.
2/1-2/6	R.7.2.b.2	Justify inferences about main idea by providing supporting details.

2/7-2/13	R.7.2.b.3	Evaluate author's use of sequence for its effect on the text.
8/20-8/29	R.7.2.b.4	Infer how the sequence of events may have contributed to cause and effect relationships in a text.
2/14-2/20	R.7.2.b.5	Apply knowledge of cause and effect relationship to infer logical cause and/or effects.
2/21-2/27	R.7.2.b.6	Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
2/28-3/5	R.7.2.b.7	Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.
4/10-4/14	R.7.2.c	The student will recognize or generate and appropriate summary of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)
	R.7.2.d	The student will analyze, interpret, compare, contrast or respond to increasingly complex literary text, literary nonfiction, and informational text citing text based evidence. (DOK 3)
9/10-10/5	R.7.2.d.1	Story Elements (e.g. setting, characters, character traits, plot, resolution, point of view)
1/11-1/16	R.7.2.d.2	Literary devices (e.g. imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm)

1/17-1/25	R.7.2.d.3	Sound devices (e.g. rhyme, rhythm, alliteration, onomatopoeia, assonance)
10/16-10/22	R.7.2.d.4	Author's purpose (e.g. inform, entertain, persuade)
	R.7.2.e	Evaluate the author's use of facts, opinions, or tools of persuasion to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)
8/30-9/7	R.7.2.e.1	Evaluate the author's use of and distinguish between fact and opinion.
1/7-1/10	R.7.2.e.2	Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, inter-textual references, card stacking, slanted words, etc.)