7th Grade Reading Pacing Guide

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| **Dates**  August 17-24    August 27-October 12    October 15-November 30    November 19-December 20    January 3-14      January 14-March 29    April 1-May 22 | **Lesson**  **A Study in Perseverance Project:**  Students research a person who was able to overcome obstacles in order to become the success they are today. They can do this by reading biographies both online and from books from the library    **A Long Walk to Water**.  Students read the novel about the lost boys of Sudan.They read the novel in a variety of ways (orally with the class, with partners, individually) and answered comprehensive questions over each chapter; they also did both formative and summative assessments as it was read. Various foods were brought in to try and students learned about the geography and history of the area discussed in the novel. They also watched a documentary titled “The Lost Boys” about the boys of Sudan. We spent a lot of time discussing the differences between the lives of the people in the book to the students’ own lives, focusing on perspective and perseverance. The students also read news stories about Sudan and the lost boys in order to understand the real-life implications of the story and compare it to the novel.    **Poe Unit.** Students will read different works by Edgar Allan Poe. The unit began with a documentary about Poe where students filled out guided notes as they learned about the author. They then read “The Tell-Tale Heart”, “The Fall of the House of Usher”, and “The Raven”. The students both read the story and heard it read aloud by Vincent Price. Each story had a project-based assessment attached to it; comic strip, dialogue performed by students and a rewrite of the poem. They also took a summative assessment over all three works and watched the version of The Raven done by The Simpsons and compared it to the poem.      **“A Christmas Carol”.**  Students watched a biography on Charles Dickens in order to understand the author behind the stories (taking notes to write a summary when the documentary finished). They were then given parts for each act of the drama and read orally. They completed formative and summative assessments over the drama and also came up with their own ideas for community service projects that could help others the way Scrooge ended up doing. We concluded the unit by watching “A Christmas Carol” and comparing it to the drama.      **American Revolution Research Project**  Students researched life during the American Revolution and wrote a paper about what they discovered. This was used as  a front-loading activity for the next novel.      **Johnny Tremain.** Students read the novel in a variety of ways (orally with the class, with partners, individually) and answered comprehensive questions over each chapter. They also read other texts about the time period, such “The Midnight Ride of Paul Revere” and informational pieces on certain events like The Boston Tea Party. Many discussions took place about our country’s history while reading this novel, which went along with the units being covered in social studies. During the unit, students were working on persuasive writing in their writing class, so they used the Patriot vs. Tory for an example. For their summative assessment, students made a choice between a variety of projects that would show their knowledge and understanding of the novel.  (Comic strip, poster, board game, epilogue)      **The Outsiders.**  Students read the novel in a variety of ways (orally with the class, with partners, individually) and answered comprehensive questions over each chapter. Discussions were held throughout the novel that discussed the class system, bullying, judging others by outward appearances, and being yourself no matter what We also read and discussed Robert Frost’s poem “Gold” in order to better understand the theme of the novel. At the end of the novel, they took a summative assessment  and watched the movie adaptation, which they compared to the novel. | **Standards**  ***RI1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RI3:*** *Analyze interactions between individuals, events, and ideas in a text.*  ***RI10:*** *Read and comprehend literary nonfiction in the 6-8 band proficiently.*  ***RI4:*** *Determine the meaning of words and phrases as they are used in a text.*    ***RL2:*** *Determine a theme or central idea and analyze its development.*    ***RL10:*** *Read and comprehend literature in the 6-8 band proficiently.*    ***RL1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RL3:*** *Analyze how particular elements of a story or drama interact.*    ***RL4:*** *Determine the meaning of words and phrases as they are used in a text.*    ***RL6****: Analyze character point of view*  ***RL7:*** *Compare and contrast a written story, drama or poem to its multimedia version*  ***RI3:*** *Analyze interactions between individuals, events, and ideas in a text.*  ***RI6:*** *Determine an author’s point of view or purpose.*  ***RI1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RI5:*** *Analyze the structure an author uses to organize text.*  ***RI10:*** *Read and comprehend literary nonfiction in the 6-8 band proficiently.*    ***RL3:*** *Analyze how particular elements of a story or drama interact.*    ***RL4:*** *Determine the meaning of words and phrases as they are used in a text.*  ***RL6****: Analyze character point of view*  ***RL2:*** *Determine a theme or central idea and analyze its development.*  ***RL5:*** *Analyze how a drama’s or poem’s form or structure contributes to its meaning.*  ***RL7:*** *Compare and contrast a written story, drama or poem to its multimedia version.*  ***RL1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RL10:*** *Read and comprehend literature in the 6-8 band proficiently.*    ***RL3:*** *Analyze how particular elements of a story or drama interact.*  ***RL4:*** *Determine the meaning of words and phrases as they are used in a text.*  ***RL6****: Analyze character point of view*  ***RL2:*** *Determine a theme or central idea and analyze its development.*  ***RL5:*** *Analyze how a drama’s or poem’s form or structure contributes to its meaning.*  ***RL7:*** *Compare and contrast a written story, drama or poem to its multimedia version.*  ***RL1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RL10:*** *Read and comprehend literature in the 6-8 band proficiently.*    ***RI1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RI6:*** *Determine an author’s point of view or purpose.*  ***RI10:*** *Read and comprehend literary nonfiction in the 6-8 band proficiently.*    ***RL2:*** *Determine a theme or central idea and analyze its development.*    ***RL10:*** *Read and comprehend literature in the 6-8 band proficiently.*    ***RL1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RL3:*** *Analyze how particular elements of a story or drama interact.*    ***RL4:*** *Determine the meaning of words and phrases as they are used in a text.*    ***RL6****: Analyze character point of view*  ***RL7:*** *Compare and contrast a written story, drama or poem to its multimedia version*  ***RL9****: Compare a fictional portrayal to an historical account.*  ***RI3:*** *Analyze interactions between individuals, events, and ideas in a text.*  ***RI6:*** *Determine an author’s point of view or purpose.*  ***RI1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RI5:*** *Analyze the structure an author uses to organize text.*  ***RI8:*** *Evaluate specific claims in a text*  ***RI9:*** *Analyze how authors writing about the same topic shape their presentation of information*  ***RI10:*** *Read and comprehend literary nonfiction in the 6-8 band proficiently.*  ***RL2:*** *Determine a theme or central idea and analyze its development.*    ***RL10:*** *Read and comprehend literature in the 6-8 band proficiently.*    ***RL1:*** *Cite textual evidence to support analysis of what text says and is inferred*  ***RL3:*** *Analyze how particular elements of a story or drama interact.*    ***RL4:*** *Determine the meaning of words and phrases as they are used in a text.*    ***RL6****: Analyze character point of view*  ***RL5:*** *Analyze how a drama’s or poem’s form or structure contributes to its meaning.*  ***RL7:*** *Compare and contrast a written story, drama or poem to its multimedia version* |