

Weekly Pacing Guide- Grade 7

This weekly pacing guide is designed to serve as a guide for teachers in the daily routine of using this resource. This ensures that the necessary skills are addressed in a timely fashion over the course of a year. Although this is the recommended pacing, there will be times when students may require additional adjustments depending on level of ability and familiarity with the skills.

NOTE: The scope and sequence documents include a total of 28 weeks of instruction: 4 weeks of instruction for the Literacy Launch, 14 weeks of instruction for informational writing and 10 weeks of instruction for narrative writing. There is additional time across the year that can be used in several ways including test prep and project work. Additionally, we have provided a series of slides as another way to view/organize your weekly plans.

Baseline- Prior to starting the Literacy Launch, administer a baseline assessment in the genre you will instruct first. See the Planning Guide Section of The Hub for suggested prompts.

Literacy Launch (4 weeks)

The Literacy Launch lessons should be done consecutively at the beginning of the school year. This establishes the foundational work necessary for every reading and writing experience students will encounter throughout the year. These skills include genre, organization, summary, and annotation and analysis. The time you take to establish this common language and assured experiences will allow students an awareness of the skills they need to become strategic readers and writers.

NOTE: Lessons titles in *italics* have similar objectives to the lessons in this Literacy Launch Unit and should be used at your discretion.

Week 1
<u>Literacy Launch</u> Lesson 1: Introducing Graphic Organizers Lesson 2: Recognizing Genre Lesson 3: Distinguishing Between Informational, Opinion and Argumentative Writing Lesson 4: Analyzing Real-World Application of Argumentative and Opinion Writing

Week 2
<u>Literacy Launch</u> Lesson 5: Strategic Reading - Informed Writing Lesson 6: Strategic Reading and Text Conventions <i>Lesson 7: Close Reading Challenge</i> Lesson 8: Cut and Paste
Week 3
<u>Literacy Launch</u> Lesson 9: Comparing Four Types of Writing (personal experience and character/problem/solution narrative, informational and argument) <i>I WANT MORE Annotation Informational - to be used at your discretion</i> Lesson 10: Introducing Literary Elements Lesson 11: Writing a Literary Analysis Piece
Week 4
<u>Literacy Launch</u> Lesson 12: Givens and Variables Lesson 13: Introduction to Inferential and Evaluative Thinking <i>Framing Questions - Make It Your Own - to be used with literature selections of your choice including students' independent reading</i>

Informational/Opinion (14 weeks)

Introduction: This Informational/Opinion Unit can be done consecutively across all 14 weeks or broken into smaller units. For example, teach the first several skills, do a process piece and then move into narrative writing and come back to informational/opinion to continue the skills.

Connections Across Learning - These are opportunities to add how you will apply the skill across your day. For instance, when teaching Elaboration, apply the skill to a science topic - describe an invention, or a social studies topic - describe a historical artifact. Another suggestion is to use student independent reading books or your reading series to identify and analyze each skill in authentic text.

Lessons titles in *italics* have similar objectives to the lessons in **bold** and can be used to scaffold learning or for additional practice, review and reinforcement, or differentiation purposes. Lessons marked with an asterisk (*) are response to text lessons and can be integrated with your reading instruction. Be sure to view the full lessons and make an informed decision based on your student needs.

Week 1
<p><u>Broad Yet Distinct Main Ideas</u> <i>Lesson 1: Sort and Categorize</i> Lesson 2: Compare These Pieces Lesson 3: Pick List Choose <i>Lesson 4: Pick List Choose Ask Find</i> Choose 1- Lesson 5: Main Ideas/Reasons- Don't Overlap Them! OR Lesson 6: Main Ideas/Reasons- Broad or Too Narrow? Lesson 7: Recognizing Givens and Variables</p> <p>Connections Across Learning-</p>
Week 2
<p><u>Broad Yet Distinct Main Ideas</u> Choose 2- Lesson 8: Generating Broad Yet Distinct Main Ideas Lesson 9: Alternative to Boring, Redundant Main Idea/Reason Sentences Lesson 10: Revising Boring, Redundant Main Idea/Reason Sentences <i>Lesson 11: Using a Thesaurus & Standard Proofreading/Editing Marks - optional</i> Lesson 12: Main Idea/Reason Blurbs into Sentences *Lesson 13: Turning Questions into Responses <i>Lesson 14: The Missing Main Idea/Reason</i> Lesson 15: Word Referents *Lesson 16: Preparing to Write a Response to Text</p>

**Lesson 17: Preparing to Write a Response to Multiple Text*

Connections Across Learning-

Week 3

Elaboration

Lesson 1: What Does it Look Like and Why is it Important?

Lesson 2: Just Okay...or Much Better?

Lesson 3: Sentence Matching

Lesson 4: Writing Sentences Using the Detail Generating Questions

Lesson 5: Find the Overly General Words or Phrases

Lesson 6: Break Up the Grocery List

Lesson 7: Using Detail Generating Questions

Lesson 8: Flip the Sentence Subject

Connections Across Learning-

Week 4

Elaboration

***Lesson 9: Reading and Summarizing Texts**

**Lesson 10: Comparing and Contrasting in Research Simulation Tasks*

***Lesson 11: Paraphrasing**

***Lesson 12: Giving the Author Credit**

Connections Across Learning-

Week 5

Process Writing

Day 1- Assign Prompt, Pick List Choose, Prewriting Plan

Day 2- Review Pillar, Introduction

Day 3- 1st Main Idea/Reason Paragraph

Day 4- 2nd Main Idea/Reason Paragraph

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 6

Process Writing

Day 1- Conclusion

Day 2- Reread, Revise, Edit

**Since introductions and conclusions have not been taught to this point, feedback/accountability should be on the prewriting plan, main idea sentences, and supporting details.*

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 7

Research

These lessons are all in relationship to learning how to research a topic, take notes, and use those notes to write a research paper. Feel free to use them with content area topics as needed.

Lesson 1: Reading Strategically and Finding Information Within Text

Lesson 2: Research! Using Search Engines - use as needed

Lesson 3: Images and Videos

Lesson 4: Researching a Topic of Interest

Lesson 5: Gleaning Information

Lesson 6: Taking Notes

Lesson 7: Research/Take Notes/Write/Cite

Connections Across Learning-

Week 8

Research

Lesson 8: Locating Golden Bricks for Research

Lesson 9: Transitional Words and Phrases

Choose 1: Lesson 10: Revise this Paragraph

Lesson 11: Writing a Paragraph Using Supporting Details

Lesson 12: Using Information to Create Well-Developed Paragraphs

Connections Across Learning-

Week 9

Introductions

Lesson 1: Leads and Topic Sentences

Lesson 2: Writing an Attention Grabbing Lead

Lesson 3: Effective Topic Sentences

Lesson 4: Writing Topic Sentences

Connections Across Learning-

Week 10

Introductions

Lesson 5: Writing the Introduction Paragraph

***Lesson 6: Writing Response to Text Introduction Paragraphs**

Connections Across Learning-

Week 11

Conclusions

Lesson 7: Revising Dull Conclusion Paragraphs

Lesson 8: Revise This Conclusion Paragraph

Lesson 9: Definitive Words and Phrases

Lesson 10: The Hypothetical Anecdote

Connections Across Learning-

Week 12

Conclusions

Lesson 11: Analyzing More Complex Conclusions

Lesson 12: Crafting Powerful Conclusion Paragraphs

Lesson 13: Broadening Your Topic

***Lesson 14: Writing Response to Text Conclusion Paragraphs**

Connections Across Learning-

Week 13

Process Writing

Day 1- Assign Prompt, Pick List Choose, Prewriting Plan

Day 2- Review Pillar, Introduction

Day 3- 1st Main Idea/Reason Paragraph

Day 4- 2nd Main Idea/Reason Paragraph

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 14

Process Writing

Day 5- Conclusion

Day 6- Reread, Revise, Edit

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Checkpoint- Informational/Opinion

Narrative (10 weeks)

Introduction: This Narrative Unit can be done consecutively across all 10 weeks or broken into smaller units. For example, teach the first several skills, do a process piece and then move into informational/opinion writing and come back to narrative to continue the skills.

Connections Across Learning - These are opportunities to include ways in which you will apply the skill to authentic writing. Your in-class novels or student independent reading can inspire a topic or Make It Your Own opportunity. Another suggestion is to use in-class novels or student independent reading books to identify and analyze each skill in authentic text.

The last section of your Narrative Guide includes all lessons for Literary Analysis and Narrative Extension Tasks. When teaching skill by skill, use the coordinating tasks for each skill. Alternately, feel free to teach the skills, write a process piece and then move on to the Literary Tasks for practice with responding to literature. For this pacing plan, we have included the tasks alongside the skills.

Lessons marked with an asterisk (*) are response to text lessons and can be integrated with your reading instruction.

Week 1
<p><u>Entertaining Beginnings</u> Lesson 1: Analyze the Beginning Lesson 2: Revising Story Beginnings Lesson 2: Revising Story Beginnings - Make it Your Own</p> <p><u>From Section 2: Use these tasks as needed</u> *Literary Analysis Task - Beginnings *Narrative Extension Task - Beginnings</p> <p>Connections Across Learning-</p>
Week 2
<p><u>Elaborative Detail</u> Lesson 1: Story Critical Elements Lesson 2: Creating Elaborative Detail Segments Lesson 2: Creating Elaborative Detail Segments - Make it Your Own</p> <p>Connections Across Learning-</p>

Week 3

Elaborative Detail

Lesson 3: Elaborative Detail - Reading with Author's Eyes

Lesson 4: What do Feelings Look Like?

From Section 2: Use these tasks as needed

*Literary Analysis Task - Elaborative Detail

*Narrative Extension Task - Elaborative Detail

Connections Across Learning-

Week 4

Suspense

Lesson 1: Find the Suspense

Lesson 2: Word Referents

Lesson 3: Red Flag Words and Phrases

Lesson 4: Building Suspense

Connections Across Learning-

Week 5

Suspense

Lesson 5: Building Suspense - Make it Your Own

From Section 2: Use these tasks as needed

*Lesson 6: Literary Analysis Task - Suspense

*Lesson 7: Narrative Extension Task - Suspense - optional as needed

Connections Across Learning-

Week 6

Main Event

Lesson 1: Comparing Summaries and Fully Elaborated Main Events

Lesson 2: Main Event - Model and Guided Practice

Connections Across Learning-

Week 7

Main Event

Lesson 2: Main Event - Make it Your Own

From Section 2: Use these tasks as needed

*Literary Analysis Task - Main Event

*Narrative Extension Task - Main Event

Connections Across Learning-

Week 8

Endings

Lesson 1: Analyze the Ending

Lesson 2: Extending the Ending

Lesson 2: Extending the Ending - Make it Your Own

From Section 2: Use these tasks as needed

*Lesson 4: Literary Analysis Task - Extended Endings

*Lesson 5: Narrative Extension Task - Extended Endings

Connections Across Learning-

Week 9

Process Writing Timeline

Day 1 - Introduce the assignment, create summarizing framework

Day 2 - Review summarizing framework and share pre-writing plans

Day 3 - write the entertaining beginning

Day 4 - write the elaborative detail

Flex

Use this time for additional revision, peer conferencing, feedback, or a final product including any art component chosen.

Week 10

Process Writing Timeline

Day 5 - write suspense

Day 6 - write main event

Day 7 - continue main event

Day 8 - write extended ending

Flex

Use this time for additional revision, peer conferencing, feedback, or a final product including any art component chosen.

Checkpoint Assessment - Narrative