

7th Grade ELA Instructional Guide

Grade Level Seventh Grade

Subject English Language Arts School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st nine-week term and throughout semester	ARMT Standard1 AHSGE Reading I-2 Determine sequence of events II-2 Draw conclusions IV-1 Determine meaning of word *III-1 Recognize logic and arguments Language * I-9 Identify commonly confused words	7.1.a. Apply strategies appropriate to the type of reading material, including setting purposes for reading to comprehend seventh-grade recreational reading materials. 7.1.B.1. Distinguishing factual from fictional materials 7.1.B.2. Determining sequence of events 7.1.B.3. Using specific context clues to determine meaning of unfamiliar words 7.1.B.4. Applying self-monitoring strategies for text understanding 7.1.B.5. Drawing conclusions to interpret unstated intent 7.1.B.6. Analyzing predictions, including confirming and refuting	Prentice Hall—Throughout text- Unit 1,2,4 Significant Vocabulary-fact/fiction, context clues, conclusions, and predictions Teaching skills workbook, flowchart, & Prentice Hall Wb Peer Tutor, Collaborative teaching, & special accommodations according to IEP ARMT Practice Booklet, CD Test Generator, & End of Unit Assessment		

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1 st nine - week term and throughout semester	ARMT Standard 1 AHSGE Reading I-2 Determine sequence of events II-2 Draw conclusions IV-1 Determine meaning of words Language * I-9 Identify commonly confused words	7.1.b. Apply strategies appropriate to the type of reading material, including making generalizations to comprehend seventh-grade recreational materials. 7.1.B.2. Determining sequence of events 7.1.B.3. Using specific context clues to determine meaning of unfamiliar words 7.1.B.4. Applying self-monitoring strategies for text understanding 7.1.B.5. Drawing conclusions to interpret unstated intent 7.1.B.6. Analyzing predictions, including confirming and refuting	Prentice Hall— Throughout text Significant Vocabulary- fact/fiction, context clues, conclusions, predictions, and generalizations 7.1.B.2—Unit 1 part 1 7.1.B.3—Unit 1 part 1 & throughout text 7.1.B.4—Unit 2 4-6 7.1.B.5—Unit 4 part 1 7.1.B. 6—Unit 2 part 1 Peer tutoring and pre-teaching vocabulary ARMT Practice Booklet		

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1 st nine - week term and throughout semester	<p>AHSGE Language</p> <p>IV-4 Demonstrate correct use of quotation marks and underlining</p> <p>IV- 3 Demonstrate correct use of semicolon and colon</p> <p>IV-2 Demonstrate correct use of commas</p> <p>III- 1 Correct run-on sentences, sentence fragments and comma splices</p>	<p>7.10.a. Apply mechanics in writing.</p> <p>7.10.B.1 Punctuating titles correctly using quotation marks, underlining, or italics</p> <p style="padding-left: 40px;">Examples: underlining or italics—books, magazines, newspapers</p> <p>7.10.B.2. Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences</p> <p>7.10.B.3. Demonstrating correct sentence structure by avoiding comma splices</p> <p>7.10.B.4. Using commas to set off nonessential clauses and appositives</p>	<p>Glencoe Grammar Workbook Glencoe Writer’s Choice Significant Vocabulary- Quotation marks, italics, semicolons, colons, adverbs, conjunctive adverbs, comma splices</p> <p>Mini-lessons should be completed with each subject, and the unit should be wrapped up with a review.</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p>		

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1 st nine - week term and throughout semester	AHSGE Language IV- 2 Demonstrate correct use of commas	7.10.b. Apply mechanics in writing, including commas to set off nouns of address.	Glencoe Grammar Workbook Glencoe Writer’s Choice Significant vocabulary- Nouns of address		

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1 st nine - week term and throughout semester	AHSGE Language IV- 2 Demonstrate correct use of commas IV-3 Demonstrate correct use of semicolon and colon III- 1 Correct run-on sentences, sentence fragments and comma splices	7.10.c. Apply mechanics in writing , including commas following introductory phrases and clauses. 7.10.B.2. Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences 7.10.B.3. Demonstrating correct sentence structure by avoiding comma splices 7.10.B.4. Using commas to set off nonessential clauses and appositives	Glencoe Grammar Workbook Glencoe Writer’s Choice Significant Vocabulary- semicolons, colons, adverbs, conjunctive adverbs, comma splices, appositives Mini-lessons should be completed with each subject, and the unit should be wrapped up with a review. Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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1 st nine - week term and throughout semester	AHSGE Language * I-8 Determine correct use of modifiers	7.11.a. Apply grammar conventions in writing. 7.11.B.1. Identifying gerunds, infinitives, and participles in writing 7.11.B.2. Using degrees of comparison in writing Examples: good, better, best; beautiful, more beautiful, most beautiful 7.11.B.3. Identifying sentence patterns in writing Examples: subject→verb (S→V) subject→action verb→direct object (S→AV→DO) subject→action verb→indirect object→direct object (S→AV→IO→DO) subject→linking verb→predicate nominative (S→LV→PN) subject→linking verb→predicate adjective (S→LV→PA) 7.11.B.4. Using compound and complex sentences in writing	Glencoe Grammar Workbook Glencoe Writer’s Choice Mini Lessons used to supplement text and workbook Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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1 st nine-week term and throughout semester	AHSGE Language I-4 Recognize pronoun-antecedent agreement in number and gender * I-6 Identify correct pronoun case	7.11.b. Apply grammar conventions in writing to pronoun-antecedent agreement.	Glencoe Grammar Workbook Glencoe Writer’s Choice Significant vocabulary-antecedent, pronoun Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Teacher-made test, and text created tests		

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1 st nine - week term and throughout semester	AHSGE Language I-3 Recognize subject-verb agreement *I-2 Identify correct verb forms	7.11.c. Apply grammar conventions in writing to subject- verb agreement with inverted word order.	Glencoe Grammar Workbook Glencoe Writer’s Choice Significant vocabulary- inverted word order, subject-verb agreement Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Teacher-made test, and text created tests		

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1 st nine - week term and throughout semester	AHSGE Language I-3 Recognize subject-verb agreement	7.11.d. Apply grammar conventions in writing to subject- verb agreement with indefinite pronouns as subjects.	Glencoe Grammar Workbook Glencoe Writer’s Choice Significant vocabulary- indefinite pronouns, subject-verb agreement Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Teacher-made test, and text created tests		

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1 st nine - week term and throughout semester	ARMT Standard 5 AHSGE Reading II-1 Identify main idea I-1 Identify supporting details	7.5. Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.	Prentice Hall— Throughout the text		

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1 st nine - week term	AHSGE Reading III-2 Analyze literary elements	7.6.a. Analyze nonfiction for distinguishing characteristics.	Prentice Hall-Unit 3 Significant vocabulary—Writing: expository, persuasive, reflective, humorous, descriptive, and analytical writing Media accounts, letters, and journals Organizations: chronological, comparison and contrast, cause and effect, problem and solution Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP ARMT practice booklet		

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1 st nine-week term	AHSGE Reading III-2 Analyze literary elements	7.3.e. Distinguish among major genres, including biographies and autobiographies based on their characteristics.	Prentice Hall- Pages 5, 356,412, 415, 419,422, 424 ARMT Practice Book, sample texts used for comparison, for example Autobiography and a biography of the same person.		

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1 st nine - week term	AHSGE Reading III-2 Analyze literary elements	7.3.b. Distinguish among genres, including short stories based on their characteristics.	Prentice Hall- Unit 2 Significant vocabulary: characters, characterizations, themes, plot, expositions, rising actions, conflict, falling actions, resolutions, foreshadowing, irony, and dialect Additional materials include graphic organizers, such as story maps, and plot diagrams. Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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1 st nine - week term	ARMT Standard 2 AHSGE Reading III-2 Analyze literary elements II-1 Identify main idea I-1 Identify supporting details	7.2.a. Relate literary elements to each other, including main idea and supporting details, climax, and point of view. 7.2.B.1. Determining mood	Significant Vocabulary-main idea, supporting details, climax, mood, literary elements, and point of view Prentice Hall-Throughout text Unit 4 part 2 Unit 6 Part 2 Prentice Hall WB plot diagram/graphic organizer Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP ARMT Practice Booklet		

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1 st nine - week term	ARMT Standard 2 AHSGE Reading III-3 Understand figurative language	7.2.b. Relate devices to each other, including imagery. 7.2.B.2. Recognizing use of flashback	Significant Vocabulary-literary devices, imagery & flashback Prentice Hall—Unit 4 part Video and recreational text, example-- <i>The Sandlot</i> ARMT Practice Booklet		

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1 st nine-week term	AHSGE Reading III-2 Analyze literary elements	7.6.c. Analyze mystery or suspense for distinguishing characteristics. 7.6.B.1. Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution	Prentice Hall—R15 & 18 <i>The Westing Game</i> <i>Who Dunit?: How to Be a Detective in Ten Easy Lessons</i> With the addition of the practice materials		

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1 st nine-week term	AHSGE Reading III-2 Analyze literary elements	7.6.d. Analyze fantasy and adventure for distinguishing characteristics. 7.6.B.1. Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution	Prentice Hall- page 92 “All Summer in a Day” by Ray Bradbury Fantasy Workbook pages- bogglesworldesl.com/fantasy_worksheets.htm Mastery achieved with additional practice worksheets.		

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1 st nine-week term	AHSGE Reading III-2 Analyze literary elements	7.6.b. Analyze science fiction for distinguishing characteristics. 7.6.B.1. Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution	Prentice Hall—p. R 17 p. 302 <i>Zoo</i> by Edward D. Hoch ARMT practice booklets <i>The Martian Chronicles</i> by Ray Bradbury ARMT practice booklets <i>The Martian Chronicles</i> by Ray Bradbury		

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1 st nine-week term	ARMT Standard 3 AHSGE Reading III-2 Analyze literary elements	7.3.f. Distinguish among major subgenres such as folktales, myths, parables, fables based on their characteristics.	Prentice Hall- Unit Six Prentice Hall Story Audio CD Significant Vocabulary-Oral Tradition, universal theme, moral, heroes, heroines, storytelling, hyperbole, personification, allusion, myths, legends, folktales, tall tales, fables, and epics Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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1 st nine-week term and throughout semester	<p>AHSGE Reading</p> <p>III-3 Understand figurative language</p> <p>Language</p> <p>V-1 Determine logical progression and completeness of paragraphs</p> <p>* II-2 Use formal and informal language</p>	<p>7.9.a. Compose in descriptive mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.</p> <p>7.9.B.1. Using transitional words and phrases for coherence</p> <p>7.9.B.3. Using figurative language when writing in various genres</p>	<p><i>Blowing Away the Writing Assessment</i></p> <p>Prentice Hall- Pages 82, 355, 572</p> <p>Additional practice and critiques need to take place before mastery can be achieved</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>When teaching materials are coupled with practice and evaluation/critiques</p> <p>Various prompts supply varied forms of assessment</p>		

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1 st nine-week term and throughout semester	<p>AHSGE Reading</p> <p>III-3 Understand figurative language</p> <p>Language</p> <p>V-1 Determine logical progression and completeness of paragraphs</p> <p>* II-2 Use formal and informal language</p>	<p>Break down into component parts</p> <p>7.9.b. Compose in narrative mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.</p> <p>7.9.B.1. Using transitional words and phrases for coherence</p> <p>7.9.B.2. Composing various genres of literature by imitating an author’s style, form, and purpose</p> <p>Examples: poetry, short story, folktale, tall tale, nonfiction, science fiction, suspense, fantasy, adventure, contemporary realistic fiction, legend, fable, myth</p> <p>7.9.B.3. Using figurative language when writing in various genres</p>	<p><i>Blowing Away the State Writing Assessment</i></p> <p>Prentice Hall- Pages 356, 572</p> <p>Additional practice and critiques need to take place before mastery can be achieved</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>When teaching materials are coupled with practice and evaluation/critiques</p> <p>Various prompts supply varied forms of assessment</p>		

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1 st nine-week term and throughout semester	<p>AHSGE Reading</p> <p>III-3 Understand figurative language</p> <p>Language</p> <p>V-1 Determine logical progression and completeness of paragraphs</p> <p>* II-2 Use formal and informal language</p>	<p>7.9.c. Compose in expository mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.</p> <p>7.9.B.2. Composing various genres of literature by imitating an author’s style, form, and purpose Examples: poetry, short story, folktale, tall tale, nonfiction, science fiction, suspense, fantasy, adventure, contemporary realistic fiction, legend, fable, myth</p> <p>7.9.B.3. Using figurative language when writing in various genres</p>	<p><i>Blowing Away the State Writing Assessment</i></p> <p>Prentice Hall- Pages 356, 491, 572</p> <p>Additional practice and critiques need to take place before mastery can be achieved Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>When teaching materials are coupled with practice and evaluation/critiques</p> <p>Various prompts supply varied forms of assessment</p>		

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1 st nine- week term and throughout semester	<p>AHSGE Reading</p> <p>III-3 Understand figurative language</p> <p>Language</p> <p>V-1 Determine logical progression and completeness of paragraphs</p> <p>* II-2 Use formal and informal language</p>	<p>7.9.d. Compose in persuasive mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.</p> <p>7.9.B.1. Using transitional words and phrases for coherence</p> <p>7.9.B.3. Using figurative language when writing in various genres</p>	<p><i>Blowing Away the State Writing Assessment</i></p> <p>Prentice Hall- Pages 356, 491, 572</p> <p>Additional practice and critiques need to take place before mastery can be achieved</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>When teaching materials are coupled with practice and evaluation/critiques</p> <p>Various prompts supply varied forms of assessment</p>		

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2 nd nine-week term	ARMT Standard 3	7.3.a. Distinguish among major genres, including poetry based on their characteristics.	<p>Prentice Hall—Unit 4 Significant vocabulary-figurative language and sound devices Forms of poetry: narrative, haiku, free verse, lyric, ballads, concrete, limericks, and running couplets</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Sonnets and epics</p> <p>Additional time needs to be spent on sonnets and epics</p> <p>ARMT Practice Booklet</p>		

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2 nd nine-week term	ARMT Standard 3 AHSGE Reading III-2 Analyze literary elements	7.3.c. Distinguish among major genres, including novels based on their characteristics.	Novels- <i>The Outsiders</i> , <i>Souder</i> , <i>The Tiger Rising</i> , <i>The Westing Game</i> Films- <i>The Outsider</i> , <i>Souder</i> Teacher’s guide- <i>The Outsiders</i> , <i>Souder</i> , <i>The Tiger Rising</i> Accelerated Reader Testing for available novels Additional Practice- Venn Diagram for comparing and contrasting different forms of text Collaborative Teaching		

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2 nd nine-week term	ARMT Standard 3 AHSGE Reading III-2 Analyze literary elements	7.3.d. Distinguish among major genres, including plays based on their characteristics.	Prentice Hall- Unit 5 <i>Scholastic Scope</i> Significant Vocabulary- playwright, acts, dramatic speech, dialogue, stage directions, theatre, set, scenery, props, comedy, tragedy, drama, screenplay, teleplay, radio plays Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP In addition to text vocabulary, an understanding of the term monologue needs to be taught and assessed		

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2 nd nine-week term		7.7.a. Interpret the author’s message in various literary texts.	Prentice Hall- Unit 1 Part 2 ARMT Practice Book Test generator CD		

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2 nd nine-week term		7.8 Compare selections of culturally diverse literature and their characteristics. Examples: Native American, Hispanic, African American, Indian, European, Asian, Middle Eastern	Prentice Hall- Unit 1 Part 2, Unit 2, Unit 4 Part 1, Unit 6 Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Test Generator End of the Unit Project		

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2 nd nine-week term	ARMT Standard 4 AHSGE Reading I-2 Determine sequence of events IV- 1Determine meaning of words II-2 Draw conclusions	7.4.a. Apply strategies that include setting purposes for reading to comprehend seventh-grade informational and functional reading materials. 7.4.B.1. Determining sequence of events to enhance text understanding 7.4.B.2. Using specific context clues to determine meaning of unfamiliar words 7.4.B.3. Applying self-monitoring strategies for text understanding 7.4.B.4. Drawing conclusions to determine unstated intent	Prentice Hall-Throughout the text Unit 5 part 1 7.4.B.1-throughout the text 7.4.B.2—Unit 1 part 1 7.4.B.3-throughout the text 7.4.B.4-Unit 4 part 1 Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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2 nd nine-week term	AMRT Standard 4 AHSGE Reading I-2 Determine sequence of events IV- 1Determine meaning of words II-2 Draw conclusions	7.4.c. Apply strategies that include making generalizations to comprehend seventh-grade informational and functional reading materials. 7.4.B.1. Determining sequence of events to enhance text understanding 7.4.B.2. Using specific context clues to determine meaning of unfamiliar words 7.4.B.3. Applying self-monitoring strategies for text understanding 7.4.B.4. Drawing conclusions to determine unstated intent	Prentice Hall--throughout the text 7.4.B.1—Throughout the text 7.4.B.2—Throughout the text Unit 1 Part 1 7.4.B.3—Throughout the text 7.4.B.4—Throughout the text Unit 4 part1 Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP		

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2 nd nine-week term	ARMT Standard 4 AHSGE Reading IV-1 Determine meaning of words II-2 Draw conclusions	7.4.b. Apply strategies that include distinguishing fact from opinion to comprehend seventh-grade informational and functional reading materials. 7.4.B.2. Using specific context clues to determine meaning of unfamiliar words 7.4.B.3. Applying self-monitoring strategies for text understanding 7.4.B.4. Drawing conclusions to determine unstated intent	Prentice Hall—Unit 3 Part 2 Significant vocabulary—fact and opinion 7.4.B.2— Throughout the text Unit 1 Part 1 7.4.B.3— Throughout the text 7.4.B.4— Throughout the text Unit 4 part1 additional questioning from the teacher ARMT Practice Book		

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2 nd nine-week term	ARMT Standard 4 AHSGE Readinf I-2 Determine sequence of events IV-1 Determine meaning of words II-2 Draw conclusions	7.4.d. Apply strategies that include reviewing to comprehend seventh-grade informational and functional reading materials. 7.4.B.1. Determining sequence of events to enhance text understanding 7.4.B.2. Using specific context clues to determine meaning of unfamiliar words 7.4.B.3. Applying self-monitoring strategies for text understanding 7.4.B.4. Drawing conclusions to determine unstated intent	Prentice Hall— Throughout the text 7.4.B.1— Throughout the text 7.4.B.2— Throughout the text Unit 1 Part 1 7.4.B.3— Throughout the text 7.4.B.4— Throughout the text Unit 4 part1		

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2 nd nine-week term		<p>7.7.b. Interpret the author’s message in various informational texts.</p> <p>7.7.B.1. Comparing various types of informational and functional texts</p>	<p>Prentice Hall- Unit 1 Part 2/ Page 139</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>ARMT Practice book</p>		

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2 nd nine-week term		<p>7.7.c. Interpret the author’s message in various functional texts.</p> <p>7.7.B.1. Comparing various types of informational and functional texts</p> <p>Examples:literary text—nonfiction, science fiction, suspense, fantasy, adventure informational and functional texts—laws, directions, newspapers, advertisements, Internet sources, pamphlets</p>	<p>Various menus, ads, utility bills, etc.</p> <p>ARMT Practice Books Ladders to Success</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP</p> <p>ARMT Practice Book</p>		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.12. Cite sources used in the research process. Examples: author, title, page numbers, date of publication, publisher or uniform resource locator (URL)	Prentice Hall- Throughout the text Citation Guidelines- www.proquestk12.com/pic/pdfs/ProQuest_Citation_Guide.pdf Additional practice time is needed to master citations Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP When texts are coupled with practice		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.13.a. Apply steps in the research process to identify a problem or issue.	Prentice Hall- Throughout the text Handout of Research Process Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Students need time to apply the skills in a library setting Research based assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.13.b. Apply steps in the research process to locate resources and information. 7.13.B.1. Taking notes to gather and summarize information	Prentice Hall- Throughout the text, Unit 4, Unit 6 part 2 Students need time to apply the skills in a library setting Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP When knowledge is applied in a library setting Research based assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.13.c. Apply steps in the research process to present findings.	Prentice Hall- Throughout the text Students need to present research findings in small groups and as a whole group presentation Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Performance Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-week term	AHSGE Reading IV-4 Demonstrate reference material usage	7.14.Present findings from inquiry and research using a variety of resources. Examples:projects, brochures, display boards, speeches, multimedia presentations	Prentice Hall- Throughout the text Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP. Group presentations Performance Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-week term		7.15.Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.	<p>Prentice Hall- Unit 2 Part 1, Unit 3 Part 2, Unit 4, Unit 5 Part 2, Unit 6 Part 2</p> <p>When directed by teacher to demonstrate these skills</p> <p>Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP. Individual assessment of listening skills</p> <p>Ongoing Informal Assessment</p>		

* Indicates AHSGE objectives that need reinforcement.