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

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

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 -	AHSGE	7.10.a. Apply mechanics in	Glencoe Grammar Workbook		
week term and	Language	writing.	Glencoe Writer's Choice Significant Vocabulary- Quotation		
throughout semester	IV-4 Demonstrate correct use of	7.10.B.1 Punctuating titles correctly using quotation marks,	marks, italics, semicolons, colons, adverbs, conjunctive adverbs,		
	quotation marks and underlining	underlining, or italics Examples:	comma splices		
	 IV- 3 Demonstrate correct use of semicolon and colon IV-2 Demonstrate correct use of commas III- 1 Correct run-on sentences, sentence fragments and comma splices 	underlining or italics—books, magazines, newspapers 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	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		

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	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		

Time Period	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common Formative	Mapping Comments (What
(Pacing – when)	ANGOL	(Pacing – what)	(Pacing – how)	Assessment (Pacing – how	works what needs adjustment)
witerij			Curricular	well)	aujustinentij
		Break down into component parts	Alignment		
1 st nine -	AHSGE	7.11.a. Apply grammar conventions in writing.	Glencoe Grammar		
week term	Language	7.11.B.1. Identifying gerunds, infinitives, and	Workbook		
and		participles in writing	Glencoe Writer's		
throughout	* I-8		Choice		
semester	Determine				
	correct use of	7.11.B.2. Using degrees of comparison in	Mini Lessons used to		
	modifiers	writing	supplement text and		
		Examples:good, better, best; beautiful, more beautiful, most beautiful	workbook		
		7.11.B.3. Identifying sentence patterns in	De en teste n/ne e din e		
		writing	Peer tutor/reading,		
		Examples:	small group, collaborative		
		subject→verb (S→V)	teaching, & special		
		subject \rightarrow action verb \rightarrow direct	accommodations		
		object ($S \rightarrow AV \rightarrow DO$)	according to IEP		
		subject→action			
		verb→indirect object→direct			
		object			
		$(S \rightarrow AV \rightarrow IO \rightarrow DO)$			
		subject→linking			
		verb→predicate nominative			
		$(S \rightarrow LV \rightarrow PN)$			
		subject→linking			
		verb \rightarrow predicate adjective			
		$(S \rightarrow LV \rightarrow PA)$			
		7.11.B.4. Using compound and complex			
		sentences in writing			

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	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		

Time Period	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What works what needs adjustment)
(Pacing – when)		(Pacing – what)	(Pacing – how)	Formative Assessment	
			Curricular Alignment	(Pacing – how well)	
		Break down into component parts			
1 st nine -	AHSGE	7.11.c. Apply grammar	Glencoe Grammar		
week term	Language	conventions in writing	Workbook		
and		to subject- verb	Glencoe Writer's		
throughout	I-3 Recognize	agreement with	Choice		
semester	subject-verb	inverted word order.	Significant		
	agreement		vocabulary- inverted		
			word order, subject-		
	*I-2 Identify correct verb		verb agreement		
	forms		Peer tutor/reading,		
			small group,		
			collaborative		
			teaching, & special		
			accommodations		
			according to IEP		
			Teacher-made test,		
			and text created tests		

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

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

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	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		

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

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	
1 st nine -	AHSGE	7.3.b. Distinguish	Prentice Hall- Unit 2		
week term	Reading	among genres, including short stories based on	Significant vocabulary: characters, characterizations,		
	III-2 Analyze literary elements	their characteristics.	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 -	ARMT	7.2.b. Relate devices to	Significant		
week term		each other, including	Vocabulary-literary		
	Standard 2	imagery.	devices, imagery		
			&flashback		
	AHSGE	7.2.B.2. Recognizing	Prentice Hall—Unit		
	Reading	use of flashback	4 part		
	III-3 Understand figurative language		Video and recreational text, example <i>The</i> <i>Sandlot</i>		
			ARMT Practice Booklet		

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,		Break down into component parts	Curricular Alignment	(Pacing – how well)	
1 st nine-	AHSGE	7.6.c. Analyze mystery or	Prentice Hall—R15		
week term	Reading	suspense for distinguishing	& 18		
	C	characteristics.	The Westing Game		
	III-2 Analyze		-		
	literary	7.6.B.1. Classifying			
	elements	plot elements as			
		exposition or hook,			
		conflict, rising	Who Dunnit?: How		
		action, climax,	to Be a Detective in		
		falling action, or	Ten Easy Lessons		
		resolution			
			With the addition of		
			the practice		
			materials		

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

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

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

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What works what needs adjustment)
when)		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	
1 st nine-	AHSGE	7.9.a. Compose in	Blowing Away the Writing		
week term	Reading	descriptive mode with a	Assessment		
and		thesis sentence and	Prentice Hall- Pages 82,		
throughout	III-3 Understand	introductory, supporting,	355, 572		
semester	figurative	and concluding paragraphs			
	language	when appropriate.	Additional practice and		
			critiques need to take place		
	Language	7.9.B.1. Using	before mastery can be		
		transitional words	achieved		
	V-1 Determine	and phrases for			
	logical	coherence	Peer tutor/reading, small		
	progression and	7.9.B.3. Using	group, collaborative		
	completeness of	figurative	teaching, & special		
	paragraphs	language when	accommodations according		
		writing in various	to IEP		
	* II-2 Use	genres			
	formal and		When teaching materials are		
	informal		coupled with practice and		
	language		evaluation/critiques		
			Various prompts supply		
			varied forms of assessment		

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1 st nine- week term and throughout semester	AHSGE Reaidng III-3 Understand figurative language	7.9.b. Compose in narrative mode with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.	Blowing Away the State Writing Assessment Prentice Hall- Pages 356, 572		
	Language V-1 Determine logical progression and completeness of paragraphs * II-2 Use formal and informal language	 7.9.B.1. Using transitional words and phrases for coherence 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 7.9.B.3. Using figurative language when writing in various genres 	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 When teaching materials are coupled with practice and evaluation/critiques Various prompts supply varied forms of assessment		

Time Period	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common Formative	Mapping Comments <mark>(What</mark>
(Pacing – when)		(Pacing – what)	(Pacing – how)	Assessment (Pacing – how	works what needs adjustment)
			Curricular Alignment	well)	
		Break down into component parts			
1 st nine-	AHSGE		Blowing Away the		
week term	Reading	7.9.c. Compose in expository mode with a	State Writing		
and		thesis sentence and introductory,	Assessment		
throughout	III-3 Understand	supporting, and concluding paragraphs			
semester	figurative	when appropriate.	Prentice Hall- Pages		
	language		356, 491, 572		
		7.9.B.2. Composing various			
	Language	genres of literature by imitating	Additional practice		
		an author's style,	and critiques need to		
	V-1 Determine	form, and purpose	take place before		
	logical	Examples: poetry, short	mastery can be		
	progression and	story, folktale, tall tale,	achieved		
	completeness of	nonfiction, science	Peer tutor/reading,		
	paragraphs	fiction, suspense,	small group,		
		fantasy, adventure,	collaborative teaching,		
	* II-2 Use formal	contemporary realistic	& special		
	and informal	fiction, legend, fable,	accommodations		
	language	myth	according to IEP		
		7.9.B.3. Using figurative language when			
		writing in various genres	When teaching		
			materials are coupled		
			with practice and		
			evaluation/critiques		
			Various prompts		
			supply varied forms of		
			assessment		

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1 st nine- week term and throughout semester	AHSGE Reading III-3 Understand figurative language	7.9.d. Compose in persuasive mode with a thesis sentence and introductory, supporting, and concluding paragraphs	Blowing Away the State Writing Assessment Prentice Hall- Pages 356, 491, 572		
	Language V-1 Determine logical progression and completeness of paragraphs * II-2 Use formal and informal language	when appropriate. 7.9.B.1. Using transitional words and phrases for coherence 7.9.B.3. Using figurative language when writing in various genres	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 When teaching materials are coupled with practice and evaluation/critiques Various prompts supply varied forms of 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	ARMT Standard 3	7.3.a. Distinguish among major genres, including poetry based on their characteristics.	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 Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP Sonnets and epics Additional time needs to be spent on sonnets and epics		

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

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		parts			
2 nd nine- week term	ARMT	7.3.d. Distinguish among major genres, including plays based on	Prentice Hall- Unit 5 Scholastic Scope		
	Standard 3	their characteristics.	Significant Vocabulary- playwright, acts, dramatic		
	AHSGE Reading		speech, dialogue, stage directions, theatre, set, scenery, props, comedy,		
	III-2		tragedy, drama, screenplay,		
	Analyze literary		teleplay, radio plays		
	elements		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-	ARMT	7.4.a. Apply strategies that	Prentice Hall-		
week term		include setting purposes for	Throughout the text		
	Standard 4	reading to comprehend seventh- grade informational and	Unit 5 part 1		
	AHSGE	functional reading materials.	7.4.B.1-throughout the		
	Reading		text		
		7.4.B.1. Determining	7.4.B.2—Unit 1 part 1		
	I-2 Determine	sequence of events to	7.4.B.3-throughout the		
	sequence of	enhance text	text		
	events	understanding 7.4.B.2. Using specific	7.4.B.4-Unit 4 part 1		
	IV-1Determine	context clues to	Peer tutor/reading, small		
	meaning of	determine meaning of	group, collaborative		
	words	unfamiliar words 7.4.B.3. Applying self-	teaching, & special accommodations		
	II-2 Draw	monitoring strategies for	according to IEP		
	conclusions	text understanding 7.4.B.4. Drawing conclusions to determine unstated intent			

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

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-		parts	Drentice Hell Huit		
	ARMT	7.4.b. Apply strategies that	Prentice Hall—Unit		
week term	Ctan land 4	include distinguishing fact	3 Part 2		
	Standard 4	from opinion to comprehend	Significant		
	AHSGE	seventh-grade informational	vocabulary—fact		
		and functional reading materials.	and opinion		
	Reading	materials.	7.4.B.2—		
	IV-1	7 4 P 2 Using			
	Determine	7.4.B.2. Using	Throughout the text Unit 1 Part 1		
		specific context clues to determine meaning	7.4.B.3—		
	meaning of words	of unfamiliar words	Throughout the text		
	worus	7.4.B.3. Applying	7.4.B.4—		
	II-2 Draw	self-monitoring	Throughout the text		
	conclusions	strategies for text	Unit 4 part1		
	conclusions	understanding	Omt + parti		
		7.4.B.4. Drawing	additional		
		conclusions to	questioning from the		
		determine unstated	teacher		
		intent			
		intent	ARMT Practice		
			Book		
			DUUK		

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

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

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What works what needs adjustment)
when)				Assessment (Pacing – how	
		Break down into component	Curricular Alignment	well)	
		parts			
2 nd nine-		7.7.c. Interpret the author's	Various menus, ads,		
week term		message in various functional	utility bills, etc.		
		texts.			
		7.7.B.1. Comparing various types of informational and	ARMT Practice Books Ladders to Success		
		functional texts	Ladders to Success		
		Examples:literary text—	Peer tutor/reading,		
		nonfiction, science fiction,	small group,		
		suspense, fantasy, adventure	collaborative		
		informational and functional	teaching, & special		
		texts—laws, directions,	accommodations		
		newspapers, advertisements,	according to IEP		
		Internet sources, pamphlets	ARMT Practice		
			Book		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		Break down into component parts	Curricular Alignment		
2 nd nine-	AHSGE	7.12. Cite sources used	Prentice Hall-		
week term	Reading	in the research process.	Throughout the text		
	IV-4 Demonstrate reference material usage	Examples:author, title, page numbers, date of publication, publisher or uniform resource locator (URL)	Citation Guidelines- www.proquestk12.c om/pic/pdfs/ProQue st_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-	AHSGE	7.13.a. Apply steps in the	Prentice Hall-		
week term	Reading IV-4 Demonstrate reference material usage	research process to identify a problem or issue.	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	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd nine-	AHSGE	parts7.13.b. Apply steps in the	Prentice Hall-		
week term	Reading	research process to locate	Throughout the text,		
week term	Reauling	resources and information.	Unit 4, Unit 6 part 2		
	IV-4	resources and information.	Onit 4, Onit 0 part 2		
	Demonstrate	7.13.B.1. Taking	Students need time		
	reference	notes to gather and	to apply the skills in		
	material usage	summarize	a library setting		
	materiai usage	information	a norary setting		
		Information	Peer tutor/reading,		
			small group,		
			collaborative		
			teaching, & special		
			accommodations		
			according to IEP		
			decording to inf		
			When knowledge is		
			applied in a library		
			setting		
			B		
			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-	AHSGE	7.13.c. Apply steps in the	Prentice Hall-		
week term	Reading	research process to present findings.	Throughout the text		
	IV-4		Students need to		
	Demonstrate		present research		
	reference		findings in small		
	material usage		groups and as a		
			whole group		
			presentation		
			Peer tutor/reading,		
			small group,		
			collaborative		
			teaching, & special		
			accommodations		
			according to IEP		
			Deufeuruenee		
			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-	AHSGE				
week term	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)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		Break down into component parts	Curricular Alignment		
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.	Prentice Hall- Unit 2 Part 1, Unit 3 Part 2, Unit 4, Unit 5 Part 2, Unit 6 Part 2 When directed by teacher to demonstrate these skills Peer tutor/reading, small group, collaborative teaching, & special accommodations according to IEP. Individual assessment of		
			listening skills Ongoing Informal Assessment		

* Indicates AHSGE objectives that need reinforcement.