

**OLD STANDARDS WILL BE TAUGHT AND SOL TESTED TO MASTERY 2011-2012**  
**NEW STANDARDS WILL BE FIELD TESTED IN 2011-2012**  
**NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013**  
 (new standards are in **blue** and underlined)

*Nine Weeks 1 ACPS Seventh Grade English Pacing Guide 2011-2012*

Oral Language	Reading <i>Fiction</i>	Grammar/Writing												
<p><b>7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.</b></p> <ol style="list-style-type: none"> <li>a. Use oral vocabulary and style appropriate for listeners.</li> <li>b. Communicate ideas and information orally in an organized and succinct manner.</li> <li>c. Ask probing questions to seek elaboration and clarification of ideas.</li> <li>d. Make supportive statements to communicate agreement with or acceptance of others' ideas.</li> <li>e. Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.</li> </ol>	<p><b>7.4 The student will read to determine the meaning and pronunciations of unfamiliar words and phrases.</b></p> <ol style="list-style-type: none"> <li>a. Use roots and affixes to expand vocabulary. (Assessed: Grade 6 roots. Use <u>prefixes (anti, mon, extra) and suffixes (able, ist, ness) to build vocabulary.</u>) <u>*The selected prefixes and suffixes are the minimum required. Please continue to use "teachable moments"</u>  <u>Cognates:</u>  <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>English</u></td> <td style="text-align: center;"><u>Spanish</u></td> <td style="text-align: center;"><u>French</u></td> </tr> <tr> <td style="text-align: center;"><u>banana</u></td> <td style="text-align: center;"><u>banana</u></td> <td style="text-align: center;"><u>banana</u></td> </tr> <tr> <td style="text-align: center;"><u>bicycle</u></td> <td style="text-align: center;"><u>bicicleta</u></td> <td style="text-align: center;"><u>bicyclette</u></td> </tr> <tr> <td style="text-align: center;"><u>desert</u></td> <td style="text-align: center;"><u>desierto</u></td> <td style="text-align: center;"><u>desert</u></td> </tr> </table> </li> <li>b. Recognize analogies and figurative language. (Analogies assessed: purpose, cause/effect. Figurative language assessed: simile, hyperbole, personification.)</li> </ol> <p><b>7.5 The student will read and demonstrate comprehension of a variety of <u>fiction</u>, narrative nonfiction, and poetry.</b></p> <ol style="list-style-type: none"> <li>a. Describe setting, character development, plot structure, theme, and conflict.</li> <li>c. Describe the impact of word choice, imagery, and poetic devices.</li> <li>e. Draw conclusions based on explicit and implied information.</li> <li>f. Make inferences based on explicit and implied information.</li> </ol>	<u>English</u>	<u>Spanish</u>	<u>French</u>	<u>banana</u>	<u>banana</u>	<u>banana</u>	<u>bicycle</u>	<u>bicicleta</u>	<u>bicyclette</u>	<u>desert</u>	<u>desierto</u>	<u>desert</u>	<p><b>7.8 The student will develop <u>narrative</u>, expository, and persuasive writing.</b></p> <ol style="list-style-type: none"> <li>a. Apply knowledge of prewriting strategies.</li> <li>b. Elaborate the central idea.</li> <li>c. Choose vocabulary and information that will create voice and tone.</li> <li>d. Use clauses and phrases to vary sentences structure.</li> <li>e. Revise for clarity and effect.</li> <li>f. Use a word processor to plan, draft, revise, edit, and publish selected writings.</li> </ol> <p><b>7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <ol style="list-style-type: none"> <li>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</li> <li>b. Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</li> <li>c. Choose pronouns to agree with antecedents.</li> <li>d. Use subject-verb agreement with intervening phrases and clauses.</li> <li>e. Edit for verb tense consistency.</li> </ol> <p><b>Teach writing process as described in resources below.</b></p>
<u>English</u>	<u>Spanish</u>	<u>French</u>												
<u>banana</u>	<u>banana</u>	<u>banana</u>												
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	<p>g. Summarize text. (Assessed: foreshadowing)</p>	
<p><i>Elements of Language:</i> Oral Communications, Ch. 1, 2, 3</p>	<p><b>Suggested selections from <i>Elements of Literature:</i></b>  “Elements of Literature” p. 2  “Duffy’s Jacket” p. 5 (predicting, retell, summarize)  “<i>The Monsters are Due on Maple Street</i>” p. 57 (plot complications)  “<i>Rikki-tikki-tavi</i>” p. 15 (personification, conflict)  “<i>Three Skeleton Key</i>” p. 38 (foreshadowing, setting, character traits)   “User Friendly” p. 271 (cause/effect)  “Amigo Brothers” p. 484 (venn diagram)</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>NCS mentor on DOE website is helpful resource.</p> <p><i>Elements of Literature:</i> Describe setting p. 50 Writing about the Teleplay p. 79</p> <p><i>Elements of Language:</i> Ch. 1</p> <p>Writing Prompt One</p>
<p>Resources for all three strands:  <a href="http://www.portaportal.com/">http://www.portaportal.com/</a> Feel free to use and/or add to this portaportal to enhance your instruction.  ➤ Username: 6-8  ➤ Password: amsmms</p> <p><a href="http://www.doe.virginia.gov/VDOE/Instruction/Reading/mreading.html">http://www.doe.virginia.gov/VDOE/Instruction/Reading/mreading.html</a></p> <p><a href="http://www.doe.virginia.gov/VDOE/Instruction/sol.html#english">http://www.doe.virginia.gov/VDOE/Instruction/sol.html#english</a></p>		

**\*Please Read Understanding The Standards**  
**Please be advised that the focus is still on the current SOLs,**  
**but we must teach new SOLs as well.**

**1 Nine Weeks**

<b>Communication</b>	<b>Reading</b>	<b>Writing</b>	<b>Research</b>
<p><b><u>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</u></b>  <u>c. Make statements to communicate agreement or tactful disagreement with others' ideas</u>  <u>d. Use language and style appropriate to audience, topic, and purpose</u>  <u>e. Use a variety of strategies to listen actively</u></p>	<p><b><u>7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.</u></b>  <u>a. Identify word origins and derivations</u>  <u>b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary</u>  <u>c. Identify and analyze figurative language</u></p> <p><b><u>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry</u></b>  <u>a. Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict</u>  <u>b. Compare and contrast various forms and genres of fictional text</u>  <u>c. Identify conventional elements and characteristics of a variety of genres</u></p>	<p><b><u>7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.</u></b>  <u>a. Identify intended audience</u>  <u>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</u>  <u>c. Organize writing structure to fit mode or topic</u>  <u>d. Establish a central idea and organization</u>  <u>e. Compose a topic sentence or thesis statement</u>  <u>f. Write multiparagraph compositions with unity elaborating the central idea</u>  <u>g. Select vocabulary and information to enhance the central idea, tone, and voice</u>  <u>h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete</u></p>	<p><b><u>7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</u></b>  <u>a. Collect and organize information from multiple sources including online, print and media</u>  <u>b. Evaluate the validity and authenticity of sources</u>  <u>c. Use technology as a tool to research, organize, evaluate, and communicate information</u>  <u>d. Cite primary and secondary sources</u>  <u>e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</u></p>

	<p><u>d. Describe the impact of word choice, imagery, and literary devices including figurative language</u></p> <p><u>e. Make, confirm, and revise predictions</u></p> <p><u>f. Use prior and background knowledge as a context for new learning</u></p> <p><u>g. Make inferences and draw conclusions based on the text</u></p> <p><u>h. Identify the main idea</u></p> <p><u>i. Summarize text relating supporting details</u></p> <p><u>l. use reading strategies to monitor comprehension throughout the reading process</u></p>	<p><u>sentences</u></p> <p><u>i. Use clauses and phrases for sentence variety</u></p> <p><u>j. Revise sentences for clarity of content including specific vocabulary and information</u></p> <p><u>k. Use computer technology to plan, draft, revise, edit, and publish writing</u></p> <p><b><u>7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</u></b></p> <p><u>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure</u></p> <p><u>b. Choose appropriate adjectives and adverbs to enhance writing</u></p> <p><u>c. Use pronoun-antecedent agreement to include indefinite pronouns</u></p> <p><u>d. Use subject-verb agreement with intervening phrases and clauses</u></p> <p><u>e. Edit for verb tense consistency and point of view</u></p>	
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**OLD STANDARDS WILL BE TAUGHT AND SOL TESTED TO MASTERY 2011-2012  
NEW STANDARDS WILL BE FIELD TESTED IN 2011-2012  
NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013**

*Nine Weeks 2 ACPS Seventh Grade English Pacing Guide 2011-2012*

Oral Language	Reading <i>Narrative Nonfiction, Biography and Personal Essay</i>	Grammar/Writing												
<p><b>7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.</b></p> <ol style="list-style-type: none"> <li>a. Use oral vocabulary and style appropriate for listeners.</li> <li>b. Communicate ideas and information orally in an organized and succinct manner.</li> <li>c. Ask probing questions to seek elaboration and clarification of ideas.</li> <li>d. Make supportive statements to communicate agreement with or acceptance of others' ideas.</li> <li>e. Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.</li> </ol> <p><b>7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.</b></p> <ol style="list-style-type: none"> <li>a. Use verbal communication skills, such as work choice, pitch, feeling, tone, and voice.</li> <li>b. Use nonverbal communication skills, such as eye contact,</li> </ol>	<p><b>7.4 The student will read to determine the meaning and pronunciations of unfamiliar words and phrases.</b></p> <ol style="list-style-type: none"> <li>a. Use roots and affixes to expand vocabulary. (Assessed: Grade 6 roots and first four roots from grade 7 list. Continue to <u>use prefixes (pre, fore, hype) and suffixes (ment, ic, ance) to build vocabulary.</u> <i>*The selected prefixes and suffixes are the minimum required. Please continue to use "teachable moments"</i> <u>Cognates:</u>  <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>English</u></td> <td style="text-align: center;"><u>Spanish</u></td> <td style="text-align: center;"><u>French</u></td> </tr> <tr> <td style="text-align: center;"><u>family</u></td> <td style="text-align: center;"><u>familia</u></td> <td style="text-align: center;"><u>famille</u></td> </tr> <tr> <td style="text-align: center;"><u>paper</u></td> <td style="text-align: center;"><u>papel</u></td> <td style="text-align: center;"><u>papier</u></td> </tr> <tr> <td style="text-align: center;"><u>memory</u></td> <td style="text-align: center;"><u>la memoria</u></td> <td style="text-align: center;"><u>memoire</u></td> </tr> </table> </li> <li>b. Recognize analogies and figurative language. (Analogies assessed: sequence, characteristic.)</li> </ol> <p><b>7.5 The student will read and demonstrate comprehension of a variety of fiction, <u>narrative nonfiction</u>, and poetry.</b></p> <ol style="list-style-type: none"> <li>a. Describe setting, character development, plot structure, theme, and conflict.</li> <li>b. Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.</li> <li>c. Describe the impact of word choice, imagery, and poetic devices.</li> </ol>	<u>English</u>	<u>Spanish</u>	<u>French</u>	<u>family</u>	<u>familia</u>	<u>famille</u>	<u>paper</u>	<u>papel</u>	<u>papier</u>	<u>memory</u>	<u>la memoria</u>	<u>memoire</u>	<p><b>7.8 The student will develop narrative, <u>expository</u>, and persuasive writing.</b></p> <ol style="list-style-type: none"> <li>a. Apply knowledge of prewriting strategies.</li> <li>b. Elaborate the central idea.</li> <li>c. Choose vocabulary and information that will create voice and tone.</li> <li>d. Use clauses and phrases to vary sentences structure.</li> <li>e. Revise for clarity and effect.</li> <li>f. Use a word processor to plan, draft, revise, edit, and publish selected writings.</li> </ol> <p><b>7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <ol style="list-style-type: none"> <li>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</li> <li>b. Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</li> <li>c. Choose pronouns to agree with antecedents.</li> <li>d. Use subject-verb agreement with intervening phrases and clauses.</li> <li>e. Edit for verb tense consistency.</li> </ol> <p><b>Teach writing process as described in resources below.</b></p>
<u>English</u>	<u>Spanish</u>	<u>French</u>												
<u>family</u>	<u>familia</u>	<u>famille</u>												
<u>paper</u>	<u>papel</u>	<u>papier</u>												
<u>memory</u>	<u>la memoria</u>	<u>memoire</u>												

<p>posture, and gestures.</p> <p>c. Compare/contrast a speaker’s verbal and nonverbal messages.</p>	<p>e. Draw conclusions based on explicit and implied information.</p> <p>f. Make inferences based on explicit and implied information.</p> <p>g. Summarize text. (Assessed: voice, mood, irony.)</p> <p><b>7.7 The student will apply knowledge of appropriate reference materials.</b></p> <p>a. Use print and electronic resources to locate information.</p> <p>b. Use graphic organizers to organize information.</p> <p>c. Synthesize information from multiple sources.</p> <p>d. Credit primary and secondary sources.</p>	
<p><i>Elements of Language:</i> Oral Communications, Ch. 4</p>	<p><b>Suggested selections from <i>Elements of Literature</i>:</b>  “Exile Eyes” p. 411 (author’s purpose)  “Elizabeth I” p. 427 (biography)  “An Unforgettable Journey” p. 402 (author’s purpose, fact/opinion)  “A Good Reason To Look Up” p. 480 (biography, main idea)  “Barrio Boy” p. 499 (autobiography, personal essay, fact/opinion)  “Charles” p. 297  “Miss Awful” p. 305 (compare/contrast setting, purpose, theme with “Charles)  “Mother and Daughter” p. 137 (character traits and inference)  “The Highwayman” p. 274 (good for irony)</p> <p>New <b>roots</b> subject to assessment this nine weeks:  dic, dict  equ, equi  fer, fert  graph</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>NCS mentor on DOE website is helpful resource.</p> <p><i>Elements of Language:</i> Ch. 8-12 may be used in conjunction with writing as mini-units.</p> <p>Writing Prompt 2</p> <p><i>Elements of Language:</i> Explaining a Process, Ch. 2</p> <p><a href="http://www.readwritethink.org/materials/timeline/index.html">http://www.readwritethink.org/materials/timeline/index.html</a></p>

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***but we must teach new SOLs as well.***

**2<sup>nd</sup> Nine Weeks**

<b>Communication</b>	<b>Reading</b>	<b>Writing</b>	<b>Research</b>
<p><b><u>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</u></b></p> <ul style="list-style-type: none"> <li><u>c. Make statements to communicate agreement or tactful disagreement with others' ideas</u></li> <li><u>d. Use language and style appropriate to audience, topic, and purpose</u></li> <li><u>e. Use a variety of strategies to listen actively</u></li> </ul> <p><b><u>7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages</u></b></p> <ul style="list-style-type: none"> <li><u>a. Use verbal communication skills, such as a word choice, pitch, feeling, tone, and voice appropriate for the intended audience</u></li> <li><u>b. Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills</u></li> <li><u>c. Compare/contrast a speaker's verbal and nonverbal messages</u></li> </ul>	<p><b><u>7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts</u></b></p> <ul style="list-style-type: none"> <li><u>d. Identify connotations</u></li> <li><u>e. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words</u></li> <li><u>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing</u></li> </ul> <p><b><u>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry</u></b></p> <ul style="list-style-type: none"> <li><u>a. Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict</u></li> <li><u>b. Compare and contrast various forms and genres of fictional text</u></li> <li><u>c. Identify conventional elements and characteristics of a variety</u></li> </ul>	<p><b><u>7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.</u></b></p> <ul style="list-style-type: none"> <li><u>a. Identify intended audience</u></li> <li><u>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</u></li> <li><u>c. Organize writing structure to fit mode or topic</u></li> <li><u>d. Establish a central idea and organization</u></li> <li><u>e. Compose a topic sentence or thesis statement</u></li> <li><u>f. Write multiparagraph compositions with unity elaborating the central idea</u></li> <li><u>g. Select vocabulary and information to enhance the central idea, tone, and voice</u></li> <li><u>h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences</u></li> <li><u>i. Use clauses and phrases for sentence variety</u></li> </ul>	<p><b><u>7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</u></b></p> <ul style="list-style-type: none"> <li><u>a. Collect and organize information from multiple sources including online, print and media</u></li> <li><u>b. Evaluate the validity and authenticity of sources</u></li> <li><u>c. Use technology as a tool to research, organize, evaluate, and communicate information</u></li> <li><u>d. Cite primary and secondary sources</u></li> <li><u>e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</u></li> </ul>

	<p><u>of genres</u></p> <p><u>d. Describe the impact of word choice, imagery, and literary devices including figurative language</u></p> <p><u>e. Make, confirm, and revise predictions</u></p> <p><u>f. Use prior and background knowledge as a context for new learning</u></p> <p><u>g. Make inferences and draw conclusions based on the text</u></p> <p><u>h. Identify the main idea</u></p> <p><u>i. Summarize text relating supporting details</u></p> <p><u>l. Use reading strategies to monitor comprehension throughout the reading process</u></p> <p><b><u>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts</u></b></p> <p><u>a. Use prior and background knowledge as a context for new learning</u></p> <p><u>b. Use text structures to aid comprehension</u></p> <p><u>c. Identify an author’s organizational pattern using textual clues, such as transitional words and phrases</u></p> <p><u>d. Draw conclusions and make inferences on explicit and implied information</u></p> <p><u>e. Differentiate between fact and opinion</u></p> <p><u>f. Identify the source, viewpoint, and purpose of</u></p>	<p><u>j. Revise sentences for clarity of content including specific vocabulary and information</u></p> <p><u>k. Use computer technology to plan, draft, revise, edit, and publish writing</u></p> <p><b><u>7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</u></b></p> <p><u>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure</u></p> <p><u>b. Choose appropriate adjectives and adverbs to enhance writing</u></p> <p><u>c. Use pronoun-antecedent agreement to include indefinite pronouns</u></p> <p><u>d. Use subject-verb agreement with intervening phrases and clauses</u></p> <p><u>e. Edit for verb tense consistency and point of view</u></p>	
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	<p><u>texts</u></p> <p><u>g. Describe how word choice and language structure convey an author's viewpoint</u></p> <p><u>h. Identify the main idea</u></p> <p><u>i. Summarize text identifying supporting details</u></p> <p><u>j. Identify cause and effect relationships</u></p> <p><u>k. Organize and synthesize information for use in written formats</u></p> <p><u>l. Use reading strategies to monitor comprehension throughout the reading process</u></p>		
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**NEW STANDARDS WILL BE FIELD TESTED IN 2011-2012**  
**NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013**

*Nine Weeks 3 ACPS Seventh Grade English Pacing Guide 2011-2012*

Oral Language	Reading <i>Informational Text</i>	Grammar/Writing
<p><b>7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.</b></p> <ol style="list-style-type: none"> <li>a. Use oral vocabulary and style appropriate for listeners.</li> <li>b. Communicate ideas and information orally in an organized and succinct manner.</li> <li>c. Ask probing questions to seek elaboration and clarification of ideas.</li> <li>d. Make supportive statements to communicate agreement with or acceptance of others' ideas.</li> <li>e. Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.</li> </ol> <p><b>7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.</b></p> <ol style="list-style-type: none"> <li>a. Use verbal communication skills, such as work choice, pitch, feeling, tone, and voice.</li> <li>b. Use nonverbal communication skills, such as eye contact, posture, and gestures.</li> <li>c. Compare/contrast a speaker's verbal and nonverbal</li> </ol>	<p><b>7.4 The student will read to determine the meaning and pronunciations of unfamiliar words and phrases.</b></p> <ol style="list-style-type: none"> <li>a. Use roots and affixes to expand vocabulary. (Assessed: Grade 6 roots and first 8 roots from Grade 7 list. Continue to use <u>prefixes (ex. a, co/con) and suffixes (ar/or, ous/eous/ious, y) to build vocabulary.</u>) <u>*The selected prefixes and suffixes are the minimum required. Please continue to use "teachable moments"</u>  <u>Cognates:</u>  <u>English                  Spanish                  French</u>  <u>lesson                  la leccion                  lecon</u>  <u>author                  el autor                  auteur</u>  <u>music                  la musica                  musique</u> </li> <li>b. Recognize analogies and figurative language. (Analogies assessed: product, degree.)</li> <li>c. Identify connotations.</li> </ol> <p><b>7.6 The student will read and demonstrate comprehension of a variety of informational texts.</b></p> <ol style="list-style-type: none"> <li>a. Use knowledge of text structures to aid comprehension</li> <li>b. Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension</li> <li>c. Distinguish fact from opinion in newspapers, magazines and other print media</li> <li>d. Identify the source, viewpoint, and purpose of texts</li> <li>e. Describe how word choice and language structure convey an author's viewpoint</li> </ol>	<p><b>7.8 The student will develop narrative, expository, and persuasive writing.</b></p> <ol style="list-style-type: none"> <li>a. Apply knowledge of prewriting strategies.</li> <li>b. Elaborate the central idea.</li> <li>c. Choose vocabulary and information that will create voice and tone.</li> <li>d. Use clauses and phrases to vary sentences structure.</li> <li>e. Revise for clarity and effect.</li> <li>f. Use a word processor to plan, draft, revise, edit, and publish selected writings.</li> </ol> <p><b>7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</b></p> <ol style="list-style-type: none"> <li>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</li> <li>b. Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</li> <li>c. Choose pronouns to agree with antecedents.</li> <li>d. Use subject-verb agreement with intervening phrases and clauses.</li> <li>e. Edit for verb tense consistency.</li> </ol>

<p>messages.</p> <p><b>7.3 The student will describe persuasive messages in non-print media, including television, radio, and video.</b></p> <ul style="list-style-type: none"> <li>a. Identify persuasive technique used.</li> <li>b. Distinguish between fact and opinion.</li> <li>c. Describe how word choice conveys viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>f. Summarize what is read</li> <li>g. Organize and synthesize information for use in written and oral presentations</li> </ul> <p><b>7.7 The student will apply knowledge of appropriate reference materials.</b></p> <ul style="list-style-type: none"> <li>a. Use print and electronic sources to locate information in books and articles.</li> <li>b. Use graphic organizers to organize information.</li> <li>c. Synthesize information from multiple sources.</li> <li>d. Credit primary and secondary sources.</li> </ul>	<p><b>Teach writing process as described in resources below.</b></p>
<p><i>Elements of Language:</i>  Persuasive techniques, advertising, bias: Ch. 5-7</p>	<p><b>Suggested selections from <i>Elements of Literature</i>:</b>  “Text Structures: Owner’s Manual” p. 81  “Understanding Main Idea” p. 187  “Text Structures: Textbook” p. 32  “Text Structures: Newspaper Article” p. 52  “Documents” p. 888</p> <p>New <b>roots</b> subject to assessment this nine weeks:  jur, juris, jus, just  log, logo  gener  migr</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>NCS mentor on DOE website is helpful resource.</p> <p><a href="http://www.readwritethink.org/materials/persuasion_map">http://www.readwritethink.org/materials/persuasion_map</a></p> <p><i>Elements of Literature:</i>  Writing Workshop—Persuasive p. 630  Writing Workshop—Compare/contrast p. 772  (Suggested topic: Compare/contrast Cinderella stories: ex., traditional, “Scarface Girl,” “Cinderella Skeleton”)  Writing Workshop—Expository Writing p. 864</p> <p><i>Elements of Language:</i>  Ch. 8-12 in conjunction with writing as mini-units.  Persuasive techniques, advertising, bias: Ch. 3,6,7</p> <p>Writing Prompt 3</p>

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Please be advised that the focus is still on the current SOLs,  
but we must teach new SOLs as well.***

**Nine Weeks 3**

<b>Communication</b>	<b>Reading</b>	<b>Writing</b>	<b>Research</b>
<p><b><u>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</u></b></p> <ul style="list-style-type: none"> <li><u>c. Make statements to communicate agreement or tactful disagreement with others' ideas</u></li> <li><u>d. Use language and style appropriate to audience, topic, and purpose</u></li> <li><u>e. Use a variety of strategies to listen actively</u></li> </ul> <p><b><u>7.3 The student will understand the elements of media literacy</u></b></p> <ul style="list-style-type: none"> <li><u>a. Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet</u></li> <li><u>b. Distinguish between fact and opinion, and between evidence and inference</u></li> <li><u>c. Describe how word choice and visual images convey a viewpoint</u></li> <li><u>d. Compare and contrast the techniques in auditory, visual, and written media messages</u></li> </ul>	<p><b><u>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry</u></b></p> <ul style="list-style-type: none"> <li><u>a. Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict</u></li> <li><u>b. Compare and contrast various forms and genres of fictional text</u></li> <li><u>c. Identify conventional elements and characteristics of a variety of genres</u></li> <li><u>d. Describe the impact of word choice, imagery, and literary devices including figurative language</u></li> <li><u>e. Make, confirm, and revise predictions</u></li> <li><u>f. Use prior and background knowledge as a context for new learning</u></li> <li><u>g. Make inferences and draw conclusions based on the text</u></li> <li><u>h. Identify the main idea</u></li> <li><u>i. Summarize text relating supporting details</u></li> <li><u>j. Identify the author's organizational pattern</u></li> </ul>	<p><b><u>7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.</u></b></p> <ul style="list-style-type: none"> <li><u>a. Identify intended audience</u></li> <li><u>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</u></li> <li><u>c. Organize writing structure to fit mode or topic</u></li> <li><u>d. Establish a central idea and organization</u></li> <li><u>e. Compose a topic sentence or thesis statement</u></li> <li><u>f. Write multi-paragraph compositions with unity elaborating the central idea</u></li> <li><u>g. Select vocabulary and information to enhance the central idea, tone, and voice</u></li> <li><u>h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences</u></li> <li><u>i. Use clauses and phrases for sentence variety</u></li> </ul>	<p><b><u>7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</u></b></p> <ul style="list-style-type: none"> <li><u>a. Collect and organize information from multiple sources including online, print and media</u></li> <li><u>b. Evaluate the validity and authenticity of sources</u></li> <li><u>c. Use technology as a tool to research, organize, evaluate, and communicate information</u></li> <li><u>d. Cite primary and secondary sources</u></li> <li><u>e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information (subject to assessment)</u></li> </ul>

<p><u>e. Craft and publish audience-specific media messages</u></p>	<p><u>k. Identify cause and effect relationships</u>  <u>l. use reading strategies to monitor comprehension throughout the reading process</u></p> <p><b><u>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts</u></b></p> <p><u>a. Use prior and background knowledge as a context for new learning</u>  <u>b. Use text structures to aid comprehension</u>  <u>c. Identify an author's organizational pattern using textual clues, such as transitional words and phrases</u>  <u>d. Draw conclusions and make inferences on explicit and implied information</u>  <u>e. Differentiate between fact and opinion</u>  <u>f. Identify the source, viewpoint, and purpose of texts</u>  <u>g. Describe how word choice and language structure convey an author's viewpoint</u>  <u>h. Identify the main idea</u>  <u>i. Summarize text identifying supporting details</u>  <u>j. Identify cause and effect relationships</u>  <u>k. Organize and synthesize information for use in written formats</u></p>	<p><u>j. Revise sentences for clarity of content including specific vocabulary and information</u>  <u>k. Use computer technology to plan, draft, revise, edit, and publish writing</u></p> <p><b><u>7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</u></b></p> <p><u>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure</u>  <u>b. Choose appropriate adjectives and adverbs to enhance writing</u>  <u>c. Use pronoun-antecedent agreement to include indefinite pronouns</u>  <u>d. Use subject-verb agreement with intervening phrases and clauses</u>  <u>e. Edit for verb tense consistency and point of view</u></p>	
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	<a href="#"><u>1. Use reading strategies to monitor comprehension throughout the reading process</u></a>		
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**OLD STANDARDS WILL BE TAUGHT AND SOL TESTED TO MASTERY 2011-2012**  
**NEW STANDARDS WILL BE FIELD TESTED IN 2011-2012**  
**NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013**

*Nine Weeks 4 ACPS Seventh Grade English Pacing Guide 2011-2012*

Oral Language	Reading <i>Poetry</i>	Grammar/Writing
<p><b>7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.</b></p> <ol style="list-style-type: none"> <li>Use oral vocabulary and style appropriate for listeners.</li> <li>Communicate ideas and information orally in an organized and succinct manner.</li> <li>Ask probing questions to seek elaboration and clarification of ideas.</li> <li>Make supportive statements to communicate agreement with or acceptance of others' ideas.</li> <li>Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.</li> </ol> <p><b>7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.</b></p> <ol style="list-style-type: none"> <li>Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.</li> <li>Use nonverbal communication skills, such as eye contact, posture, and gestures.</li> </ol>	<p><b>REVIEW of SOL 7.6, 7.7</b></p> <p><b>7.4 The student will read to determine the meaning and pronunciations of unfamiliar words and phrases.</b></p> <ol style="list-style-type: none"> <li>Use roots and affixes to expand vocabulary. (Review Grade 6 roots and complete Grade 7 roots before SOL test. Continue to use <u>prefixes and suffixes</u> to build vocabulary.) <u>Review all studied.*The selected prefixes and suffixes are the minimum required. Please continue to use "teachable moments". Review all cognates</u></li> <li>Recognize analogies and figurative language.</li> <li>Identify connotations.</li> </ol> <p><b>7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry</b> (haiku, limerick, ballad, free verse, couplet, quatrain).</p> <ol style="list-style-type: none"> <li>Describe setting, character development, plot structure, theme, and conflict.</li> <li>Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.</li> <li>Describe the impact of word choice, imagery, and poetic devices including <u>alliteration, assonance, consonance, onomatopoeia.</u></li> <li>Explain how form, including <u>rhyme, rhythm, meter, repetition,</u> line structure, and punctuation, conveys the mood and meaning of a poem.</li> </ol>	<p><b>7.8 The student will develop narrative, expository, and persuasive writing.</b></p> <ol style="list-style-type: none"> <li>Apply knowledge of prewriting strategies.</li> <li>Elaborate the central idea.</li> <li>Choose vocabulary and information that will create voice and tone.</li> <li>Use clauses and phrases to vary sentences structure.</li> <li>Revise for clarity and effect.</li> <li>Use a word processor to plan, draft, revise, edit, and publish selected writings.</li> </ol> <p><b>7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</b></p> <ol style="list-style-type: none"> <li>Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</li> <li>Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</li> <li>Choose pronouns to agree with antecedents.</li> <li>Use subject-verb agreement with intervening phrases and clauses.</li> <li>Edit for verb tense consistency.</li> </ol> <p><b>Teach writing process as described in resources below.</b></p>

<p>c. Compare/contrast a speaker’s verbal and nonverbal messages.</p>	<p>e. Draw conclusions based on explicit and implied information.  f. Make inferences based on explicit and implied information.  g. Summarize text.</p>	
	<p><b>Suggested selections from <i>Elements of Literature</i>:</b>  “I’m Nobody” p. 548 (simile)  “I Like to See it Lap the Miles” p. 551 (metaphor)  “I Am of the Earth” p. 555  “Early Song” p. 555 (personification)  “Madam and the Rent Man” p. 560 (tone, mood)  “Harlem Night Song” p. 564 (imagery)  “Winter Moon” p. 564 (imagery)  “I Ask My Mother to Sing” p. 568  “Ode to Family Photographs” p. 572  “Father William” p. 578 (rhythm, meter)  “Sarah Cynthia...” p. 582 (alliteration)  “The Runaway” p. 586 (rhyme scheme)  “Names of Horses” p. 593 (imagery, alliteration, onomatopoeia, rhythm)  “Maggie and Milly and Molly and May” p. 598 (alliteration)  “All in green went my love riding” p. 601 (rhyme, repetition, alliteration)  “Arithmetic” p. 606 (catalog or list)  “For Poets” p. 609</p> <p>New <b>roots</b> this nine weeks:  scrib, script  val, vale, vail, valu, value</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>NCS mentor on DOE website is helpful resource.</p> <p><i>Elements of Literature:</i>  Writing an ode p. 572  Writing a poem p. 567  (Could review descriptive writing using section on p. 462)</p> <p><i>Elements of Language:</i>  Review Usage/Mechanics: Ch. 17 - 26</p> <p>Writing Prompt 4</p>

***\*Please Read Understanding The Standards***  
***Please be advised that the focus is still on the current SOLs,***  
***but we must teach new SOLs as well.***

**4<sup>th</sup> Nine Weeks**

<b>Communication</b>	<b>Reading</b>	<b>Writing</b>	<b>Research</b>
<p><b><u>7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.</u></b></p> <ul style="list-style-type: none"> <li><u>c. Make statements to communicate agreement or tactful disagreement with others' ideas</u></li> <li><u>d. Use language and style appropriate to audience, topic, and purpose</u></li> <li><u>e. Use a variety of strategies to listen actively</u></li> </ul>	<p><b><u>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry</u></b></p> <ul style="list-style-type: none"> <li><u>a. Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict</u></li> <li><u>b. Compare and contrast various forms and genres of fictional text</u></li> <li><u>c. Identify conventional elements and characteristics of a variety of genres</u></li> <li><u>d. Describe the impact of word choice, imagery, and literary devices including figurative language</u></li> <li><u>e. Make, confirm, and revise predictions</u></li> <li><u>f. Use prior and background knowledge as a context for new learning</u></li> <li><u>g. Make inferences and draw conclusions based on the text</u></li> <li><u>h. Identify the main idea</u></li> <li><u>i. Summarize text relating supporting details</u></li> <li><u>j. Identify the author's</u></li> </ul>	<p><b><u>7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion</u></b></p> <ul style="list-style-type: none"> <li><u>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas</u></li> <li><u>c. Organize writing structure to fit mode or topic</u></li> <li><u>g. Select vocabulary and information to enhance the central idea, tone, and voice</u></li> </ul> <p><b><u>7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</u></b></p> <ul style="list-style-type: none"> <li><u>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure</u></li> <li><u>b. Choose appropriate adjectives and adverbs to enhance writing</u></li> <li><u>c. Use pronoun-</u></li> </ul>	<p><b><u>7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</u></b></p> <ul style="list-style-type: none"> <li><u>a. Collect and organize information from multiple sources including online, print and media</u></li> <li><u>b. Evaluate the validity and authenticity of sources</u></li> <li><u>c. Use technology as a tool to research, organize, evaluate, and communicate information</u></li> <li><u>d. Cite primary and secondary sources</u></li> <li><u>e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information (subject to assessment)</u></li> </ul>

	<p><u>organizational pattern</u> k. Identify cause and effect relationships l. use reading strategies to monitor comprehension throughout the reading process</p>	<p><u>antecedent agreement to include indefinite pronouns</u> d. Use subject-verb agreement with intervening phrases and clauses e. Edit for verb tense consistency and point of view</p>	
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# WordBuild and Morphology

The attached documents help support instruction for SOLs 6.3, 7.4, and 8.4.

Although the minimum required is outlined in the pacing guides, teachers are encouraged to embed awareness of roots, prefixes and suffixes throughout the curriculum. Use of the WordBuild program facilitates this.

## **Overview**

Ten roots are required in grade 6. Grade 6 students will also learn and use prefixes and suffixes widely. Teachers are encouraged to post prefixes and suffixes in their rooms so that students can refer to them frequently. A sample list is attached.

Grade 7 will be responsible for 10 more roots and reviewing the work from grade 6. Students will continue to learn and use prefixes and suffixes.

Grade 8 will be responsible for 10 more roots and reviewing the work from grades 6 and 7. Students will continue to learn and use prefixes and suffixes.

## **Which prefixes and suffixes will we teach?**

The attached list is one source that may be used.

Note that the WordBuild program recommends that students *not* be required to memorize lists of prefixes and suffixes. Rather, the prefixes and suffixes can be on display and used to build words. Teachers may also find that concentrating on a few affixes at a time helps students to retain their meaning.

## **How were the targeted roots selected?**

Two resources were used to select roots:

1. The WordBuild program (2007 edition) has a list of the 25 most common roots of English. This same program includes the number of words that can be made from each root.
2. "Building Vocabulary: Prefixes, Roots, and Suffixes" is a document that includes 27 high-utility roots and was obtained from the UVA website.

## **Key instructional issue**

Instead of having students simply learn the definitions of the roots, have them use and manipulate the word parts in meaningful ways. The WordBuild program is one resource already in the schools, and other resources also offer suggestions such as building vocabulary trees and using graphic organizers. The Virginia Department of Education website also has ideas.

### **What is the breakdown for the pacing guides?**

The benchmark tests may assess any roots that have already been taught. The chart below shows how the new roots are spread out through the year.

Nine weeks	Roots
<b>Grade 6</b>	
1	2
2	3
3	3
4	2
<b>Grade 7</b>	
1	Review 6 <sup>th</sup> grade list
2	4
3	4
4	2
<b>Grade 8</b>	
1	Review 6 <sup>th</sup> & 7 <sup>th</sup> grade lists
2	4
3	4
4	2

	Roots	Definition	Example Words	# Words
1	dic, dict	to say, speak, or declare	dictator, abdicate, edict [H, Civics], diction, dictionary [Eng], verdict [Civics], benediction, predict, indicate	77
2	equ, equi	equal , fair, balanced	equal, equation, equivalent [Math], equator [Sci], equity [Math,Civics] equate, equivocal	55
3	fer,fert	to bear, carry, or bring	circumference [Math, Sci], fertile [Sci], refer, suffer, ferry, infer, transfer, aquifer	80
4	graph	something written, drawn, or recorded	geography, chronograph, demographics, polygraph [Sci], graphic [All], autograph, telegraph [Sci, H]	59
5	jur, juris, jus, just	law; right, true	justice, ,jury, ,justify, ,jurisdiction, jurist [Civics]	59
6	log, logo	word, speech; study, reason, or order	geology ,biology, dendrochronology, analog, chronology [Sci] sociology	107
7	gener	family, creation, birth, or sort	generation, generator, generic, degenerate, generative	41
8	migr	move	emigrant, immigrant, immigrate [H,Civics], migrant, migrate [Sci, Civics, H)], migratory [Sci]	33
9	scrib, script	to write, scratch, or cut	describe, manuscripts, circumscribe, ascribe, inscribe, transcribe, conscription	68
10	val, vale, vail, valu, value	strength, worth, health	valid, evaluate, invalid, prevail, valor, ambivalent, valedictory	67