



7th Grade English Pacing Guide 2015-2016

The 7th Grade English Pacing Guide includes the SOLs that will be tested each nine week period. The SOLs that are not listed should be incorporated and taught throughout the year. See the 7th Grade Curriculum Framework. To access the pacing guide and online resources go to: www.spsd.net and www.spsd.net/onlineresources.

SOL Description	Higher Level Questioning (Cognitive Level)	Resources
First Nine Weeks		
<p>7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.</p> <p>a) Identify word origins and derivations. b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p>		
<p>Big Idea:</p> <ul style="list-style-type: none"> Use word structure to predict and find relationships among words. 		
<p>7.4a) Identify word origins and derivations.</p> <ul style="list-style-type: none"> Use context and etymology to predict the meaning of unfamiliar words, such as separating <i>dentist</i> and <i>dent</i> from <i>dentist</i> to predict the meaning of <i>dentist</i>. 	<p style="text-align: center;">(Inferential)</p> <p>The word <i>apical</i> comes from the Latin root meaning "tidiness." Give examples of actions that are most accurately called <i>apical</i>.</p> <p>Which four words from "A Hysterical Reception" and "The Canvas" come from the Latin root <i>pingo</i>, which means "to paint or portray"?</p>	<p>Literature Reference: 7.4a SE-800-70; 808 14, 204, 480, 490, 544, 563, 638, 850, 779, 845, 890</p>
<p>7.4c) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p> <ul style="list-style-type: none"> Use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g., -phobic, and -ology). Use synonyms and antonyms to discover the meaning of unfamiliar words. Use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words. 	<p style="text-align: center;">(Remember-Analyze)</p> <p>Adding the suffix <i>-age</i> to the word <i>accuse</i> creates the meaning _____.</p> <p>The root word in _____ means _____.</p> <p>The word _____ comes from the root meaning _____.</p> <p>In which word does the prefix (_____) have the same meaning as it does in _____?</p> <p>Which suffix, when added to the root word (_____), means _____?</p> <p>Change the meaning of the root word (_____) by adding a prefix or suffix.</p> <p>Which word are antonyms for the word <i>disrespectful</i>?</p> <p>The word "described" comes from the root "describer" that means writes. Which words come from the same root as "described"?</p>	<p>Literature Reference: 7.4c SE-800-71 44, 63, 76, 94, 302, 311, 134, 174, 204, 306, 385, 480, 490, 583, 646-647, 625, 700, 825, 845, 890, 917, 979, 1000</p>

7th Grade English Pacing Guide

Jenna Kaye Lindsey



7th Grade English Pacing Guide:

Short Cycle Assessment Susan Lang, 2013-09-27 This book shows you how to improve student achievement by providing them with frequent feedback on their work It provides a step by step process to help you write good questions that assess student learning design your own formative assessments administer short cycle assessments analyze and use data to shape instruction prepare your students for high stakes tests and includes activities and forms to walk you through the process step by step

Checking for Understanding Douglas Fisher, Nancy Frey, 2015-12-18 A teacher presents a lesson and at the end asks students if they understand the material The students nod and say they get it Later the teacher is dismayed when many of the students fail a test on the material Why aren't students getting it And just as important why didn't the teacher recognize the problem In *Checking for Understanding* Douglas Fisher and Nancy Frey show how to increase students understanding with the help of creative formative assessments When used regularly formative assessments enable every teacher to determine what students know and what they still need to learn Fisher and Frey explore a variety of engaging activities that check for and increase understanding including interactive writing portfolios multimedia presentations audience response systems and much more This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility guided instruction formative assessment systems data analysis and quality instruction Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted FIT Teaching They are also the authors of numerous ASCD books including *The Formative Assessment Action Plan* *Practical Steps to More Successful Teaching and Learning* and the best selling *Enhancing RTI How to Ensure Success with Effective Classroom Instruction and Intervention*

Creating Literacy-Rich Schools for Adolescents Gay Ivey, Douglas Fisher, 2006-03-15 We know that literacy is the key to learning in school yet millions of middle and high school students lack the literacy skills they need to succeed What can educators do In *Creating Literacy Rich Schools for Adolescents* authors Gay Ivey and Douglas Fisher make a compelling case that all teachers across the content areas have a role to play in students development of literacy which they define as reading writing speaking listening and viewing Rather than focusing solely on reading instruction and the cliché that says all teachers are teachers of reading they urge teachers to incorporate rich literacy based learning experiences into their classrooms with the goal of helping students to learn and think across the curriculum With research based findings engaging examples and extensive lists of resources Ivey and Fisher encourage readers to Reexamine the materials experiences and expectations of the English language arts classroom Use strategies to improve literacy in all the content areas and seek alternatives to the traditional textbook Make independent reading an important part of students ongoing literacy development Design and use interventions that really work for struggling students and Consider the schoolwide elements professional development peer coaching leadership and assessment that should be in place to support teachers and students

Essential questions provide the focus for each chapter and Quality Indicators for Secondary Literacy help readers gauge where they are on the continuum of providing a meaningful literacy experience for students Creating Literacy Rich Schools for Adolescents will inspire educators to take up this challenge in their own school with new confidence that the work is worthwhile and achievable Note This product listing is for the Adobe Acrobat PDF version of the book [Elements of Literature, Grade 7](#) Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2001-11 *Collections*, 2016 **Writing to Learn, Responding to Learn** Melissa C. Liebold, 2008 [Block Scheduling Eol 2000 G 7](#) Holt Rinehart & Winston, 1999-08-03 *Principal Leadership*, 2006 **Teaching Guide for French: For grades 7-8** Chicago (Ill.). Board of Education, 1959 **Yes, No, Maybe So** Jenna Kaye Lindsey, 2008 **Year/Glance Pacing Chrt Gr1 CA Math 02** HSP, 2001 *Data Book of Social Studies Materials and Resources*, 1989 *Classroom Literacy Assessment* Jeanne R. Paratore, Rachel L. McCormack, 2007-04-04 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples **Middle School Journal**, 2004 **ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index** CCM Information Corporation, 1970 **Parent's Guide to Los Angeles, 1996** Karin Mani, 1995-09 **At the Cliff's Edge** Matthew Militello, 2004 **Elementary English**, 1962 SCC library has 1949 cur *Macmillan Language Arts Today*, 1990 [Index & Curriculum Briefs](#) Curriculum materials clearinghouse, 1974

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