

# 7<sup>th</sup> Grade McDougal Littell Reading and Language Arts

| Day      | Strategic Period   | CORE Period  | Extension/<br>Homework  |
|----------|--|--|---|
| <b>1</b> | <i>InterActive Reader</i><br>Read and Discuss, pp. VI-1<br><i>Reading and Critical Thinking Transparencies</i><br>“Strategies for Reading,” p. 1   | <b>Read and Discuss:</b><br>Text, pp. S2-S7<br><b><u>Learning the Language of Literature</u></b><br><b>Read and Discuss:</b><br><i>Fiction Article</i> , text pp. 15-19  | <i>Unit One Resource Book</i><br>Reading Logs, pp. 1-3  |
| <b>2</b> | Review and Model Reading Strategies,<br>text p. 19<br>“Explicit Instruction”<br>Connecting, text p. 25<br><i>Unit One Resource Book</i> , p. 1<br><i>InterActive Reader</i> , pp. 2-12<br><i>Universal Access</i> , p. 1.7 | <b><u>Seventh Grade</u></b><br>“Preparing to Read,” text p. 20<br><b>Read and Discuss</b> , text pp. 21-25<br>“Explicit Instruction”<br>Vocabulary, p. 21<br>Setting, pp. 22-23<br>Theme, p. 24<br><i>InterActive Reader</i> , p. 13 | “Choices and Challenges”<br>Writing, p. 27<br><br><i>Vocabulary and Spelling Book</i> , p. 1                |
| <b>3</b> | <i>Literary Analysis Transparencies</i><br>“Elements of Storytelling,” p. 1<br><i>Language Transparencies</i> , p. 53  | <b><i>Language Network</i></b> , p. 5 <b>Diagnostic Test</b><br><b><u>Seventh Grade</u></b><br>“Thinking Through the Literature,”<br>p. 26   | “Choices and Challenges”<br>Speaking and Listening, p. 27<br><br><i>Vocabulary and Spelling Book</i> , p. 2 |
| <b>4</b> | <i>InterActive Reader</i> , pp. 14-15<br>Reread <i>Seventh Grade</i> as necessary<br><i>InterActive Reader</i> , p. 16<br><i>Universal Access</i> , p. 1.8   | <b><u>Seventh Grade</u></b><br><b><i>Formal Assessment</i></b> , pp. 5-6<br><b><u>Thank You M’am</u></b><br>“Preparing to Read,” text p. 29  | “Choices and Challenges”<br>Research and Technology, p. 27  |
| <b>5</b> | <i>InterActive Reader</i> , pp. 17-23<br><i>Reading and Critical Thinking Transparencies</i> ,<br>“Cause and Effect,” p. 3<br><i>Literary Analysis Transparencies</i><br>“Plot” p. 5<br>“Conflict” p. 8                    | <b><u>Thank You M’am</u></b><br><b>Read and Discuss</b> , text pp. 30-36<br>“Explicit Instruction”<br>Vocabulary, p. 31<br>Conflict in Plot, p. 32<br>Events in Plot, p. 33<br><i>Unit One Resource Book</i> , p. 19                 | “Choices and Challenges”<br>Research and Technology, p. 35  |

# 7<sup>th</sup> Grade McDougal Littell Reading and Language Arts

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| 6   | <i>Universal Access</i> , pp. 3.5, 3.13, 3.14<br><i>Literary Analysis Transparencies</i><br>“Conflict,” p. 8<br>“Dialogue,” p. 24<br><i>InterActive Reader</i> , p. 24  | <u><i>Thank You M’am</i></u><br>“Thinking Through the Literature,” p. 34<br><br><i>Language Network</i> ,<br>pp. 14-15 Predicate & Subject  | “Choices and Challenges”<br>Writing, p. 35<br><i>Writing Transparencies</i> , p. 26<br><i>Vocabulary and Spelling Book</i> , p. 45<br><i>Grammar, Usage, and Mechanics Book</i> , pp. 1-3 |
| 7   | <i>Universal Access</i> , pp. 1.9, 3.15, 3.16<br><i>InterActive Reader</i> , p. 25<br><i>Unit One Resource Book</i> , p. 20<br><i>InterActive Reader</i> , p. 38<br><i>Language Transparencies</i> , p. 60<br><i>Daily Language SkillBuilder</i> , p. 1 | <u><i>Thank You M’am</i></u><br><i>Formal Assessment</i> , pp. 7-8<br><u><i>Zebra</i></u><br>“Preparing to Read,” p. 46<br><br><i>Language Network</i> , pp. 16-17 Sentence Types       | “Choices and Challenges”<br>Art Connection, p. 35<br><br><i>Vocabulary and Spelling Book</i> , p. 46<br><i>Grammar, Usage, and Mechanics Book</i> , pp. 16-17                             |
| 8   | <i>InterActive Reader</i> , pp. 39-50<br><i>Reading and Critical Thinking Transparencies</i><br>“Making Inferences,” p. 5<br><i>InterActive Reader</i> , p. 67  | <u><i>Zebra</i></u><br>Read and Discuss, text pp. 47-53<br>“Explicit Instruction”<br>Vocabulary, p. 47<br>Inferences, p. 48<br>Internal Conflict, p. 50<br>Character Traits, pp. 51-52  | “Explicit Instruction”<br>Viewing and Representing, text p. 53<br><br>“Family and Community Involvement,” pp. 4-6   |
| 9   | <i>InterActive Reader</i> , pp. 51-65<br><i>InterActive Reader</i> , p. 68  | <u><i>Zebra</i></u><br>Read and Discuss, text pp. 54-61<br>“Explicit Instruction”<br>Setting, p. 54<br>Character Motives, p. 59<br>Events that Advance the Plot, p. 60<br>Themes, p. 61 | “Choices and Challenges”<br>Speaking and Listening, p. 63   |
| 10  | <i>Universal Access</i> , pp. 3.17-3.18<br><i>InterActive Reader</i> , p. 69<br><i>Reading and Critical Thinking Transparencies</i><br>“Venn Diagram,” p. 35<br><i>Daily Language SkillBuilder</i> , p. 2   | <u><i>Zebra</i></u><br>“Thinking Through the Literature,” p. 62<br><br><i>Unit One Resource Book</i> , p. 33<br><i>Language Network</i> , pp. 25-27 Frag. & Run-On                      | “Choices and Challenges”<br>Writing, p. 63<br><br><i>Grammar, Usage, and Mechanics Book</i> , pp. 28-29   |

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| 11  | <i>Unit One Resource Book</i> , pp. 43, 45<br>(compare the strong and weak example) | <b><i>Zebra</i></b><br><b><i>Formal Assessment</i>, pp. 11-12</b><br><br><b>Writing Workshop 1</b><br><b><i>Language Network</i>, pp. 309-311</b><br><br><b>Text, pp. 75-77</b>         | Students reread story of their choice for the Writing Workshop |
| 12  | <i>Unit One Resource Book</i> , p. 38   | <b>Writing Workshop 1</b><br><br><b><i>Language Network</i>, pp. 312-314</b><br><br><b>Review Rubric from <i>Unit One Resource Book</i>, p. 46</b><br><br><b>Text, p. 78-Prewriting</b> | Continue Prewriting  |
| 13  | <i>Unit One Resource Book</i> , p. 39   | <b>Writing Workshop 1</b><br><br><b><i>Language Network</i>, pp. 315-316</b><br><br><b>Text, pp. 78-79-Drafting</b><br><br><b><i>Writing Transparencies</i>, p. 26</b>                  | Continue Drafting  |
| 14  | <i>Unit One Resource Book</i> , pp. 40-41   | <b>Writing Workshop 1</b><br><br><b><i>Language Network</i>, pp. 317-318</b><br><br><b>Text, pp. 79-Revising</b>  | Continue Revising  |
| 15  | <i>Unit One Resource Book</i> , pp. 42, 46  | <b>Writing Workshop 1</b><br><br><b><i>Language Network</i>, pp. 319-321</b><br><br><b>Text, p. 79-Editing, Proofreading, and Reflecting</b>  | Continue Revising, Editing, Proofreading, and Reflecting       |

# 7<sup>th</sup> Grade McDougal Littell Reading and Language Arts

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| 16  | Review for Cluster 1 Test   | Collect Writing Workshop 1<br><br>Administer Cluster 1 Test,<br>pp. 84-89   |   |
| 17  | Literary Analysis Transparencies, pp. 10, 12  | Read and Discuss:<br>Text, pp. S10-S11<br><u>Learning the Language of Literature</u><br><u>Nonfiction Article</u> ,<br>pp. 82-86<br><br><u>Language Network</u> , p. 35 Diagnostic Test   | <i>Vocabulary and Spelling Book</i> , p. 7  |
| 18  | <i>InterActive Reader</i> , pp. 70-81, 89<br><br>“Explicit Instruction”<br>Autobiography versus Biography, p. 96<br><br><i>Unit One Resource Book</i> , p. 49 | <u>Eleanor Roosevelt</u> ,<br>pp. 87-92<br>“Explicit Instruction”<br>Vocabulary, p. 88<br>Claims and Assertions, p. 89<br>Biography, p. 90<br>Chronological Order, p. 92<br><i>Reading and Critical Thinking Transparencies</i> ,<br>p. 6 | “Explicit Instruction”<br>Accuracy of Evidence, p. 96<br>Viewing and Representing, p. 94<br><br><i>Unit One Resource Book</i> , p. 50 |
| 19  | <i>InterActive Reader</i> , pp. 81-88   | <u>Eleanor Roosevelt</u> ,<br>pp. 93-96<br>“Explicit Instruction”<br>Evidence, p. 93<br><br><i>Thinking Through Literature</i> , p. 98  | “Choices and Challenges”<br>Research and Technology, p. 99<br><br><i>Vocabulary and Spelling Book</i> , p. 8                          |
| 20  | <i>InterActive Reader</i> , pp. 90-91<br><br>Reread <i>Eleanor Roosevelt</i> as necessary   | <u>Eleanor Roosevelt</u><br><i>Formal Assessment</i> , pp. 15-16<br><br><u>Homeless</u> ,<br>pp. 101-104  | “Choices and Challenges”<br>Writing, p. 107<br><i>Writing Transparencies</i> , p. 25  |

# 7<sup>th</sup> Grade McDougal Littell Reading and Language Arts

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| 21  | <i>Literary Analysis Transparencies</i> , p. 106<br>“Explicit Instruction”<br>Characteristics of an Essay, p. 104                                    | <u><i>Homeless</i></u><br><i>Unit One Resource Book</i> , pp. 55-56<br>“Explicit Instruction”<br>First-Person, p. 103<br>Author’s Purpose, p. 104<br><br><i>Language Network</i> , p. 36 Common & Proper N                   | “Choices and Challenges”<br>Research and Technology, p. 107<br><br><i>Vocabulary and Spelling Book</i> , p. 45 |
| 22  | <i>Universal Access</i> , pp. 2.53-2.54  | <u><i>Primal Compassion</i></u><br>“Explicit Instruction”<br>Subjective and Objective, p. 138<br>Fact, p. 139<br>Opinion, p. 140<br>Claims, p. 141<br><i>Language Network</i> , pp. 39-41 Sing. & Plural N                   | <i>Unit One Resource Book</i> , p. 75<br>Fact and Opinion  |
| 23  | <i>Universal Access</i> , pp. 2.57-2.60<br><br><i>Vocabulary and Spelling Book</i> , pp. 53-54   | <u><i>Primal Compassion</i></u><br>“Explicit Instruction”<br>Idioms, p. 142<br><i>Unit One Resource Book</i> , p. 77<br><u><i>An American Childhood</i></u> ,<br>pp. 381-383<br>“Explicit Instruction”<br>Vocabulary, p. 382 | “Choices and Challenges”<br>Writing, p. 389<br>OR<br>Research and Technology, p. 389                           |
| 24  | <i>Reading and Critical Thinking Transparencies</i> ,<br>Cause and Effect, p. 3<br><br>Review Plot<br><i>Literary Analysis Transparencies</i> , p. 5 | <u><i>An American Childhood</i></u><br>pp. 384-386<br>“Explicit Instruction”<br>Cause and Effect, p. 384<br>Narrative Non-Fiction, p. 386<br><br><i>Thinking Through Literature</i> , p. 388                                 | “Choices and Challenges”<br>Art Connection, p. 389<br><br><i>Vocabulary and Spelling Book</i> , pp. 47-48      |
| 25  | Reread and Review <i>An American Childhood</i><br><br>Introduce Personal Narrative<br>Text, p. 178   | <u><i>An American Childhood</i></u><br><i>Formal Assessment</i> , pp. 59-60<br><br><i>Language Network</i> , pp. 42-43 Possessive Nouns  | Brainstorm ideas for Personal Narrative<br>Text, p. 178  |

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| 26  | <i>Unit One Resource Book</i> , p. 92<br>Compare a strong and weak sample,<br>pp. 97, 99   | <b>Writing Workshop 2 <i>Personal Narrative</i><br/>Student Model, pp. 179-180</b><br><i>Unit One Resource Book</i> , p. 100 Rubric<br><b>Prewriting<br/>Text, p. 181</b><br><br><i>Language Network</i> , pp. 414-417 | Complete Prewriting   |
| 27  | <i>Unit One Resource Book</i> , p. 93<br><i>Reading and Critical Thinking Transparencies</i> ,<br>p. 39<br><i>Writing Transparencies</i> , p. 24 | <b>Drafting<br/>Text, pp. 181-182</b><br><br><i>Language Network</i> , p. 417 <b>Compound Nouns</b>  | Complete Drafting   |
| 28  | <i>Unit One Resource Book</i> , pp. 94-95  | <b>Revising<br/>Text, p. 182</b><br><br><i>Language Network</i> , p. 418   | Complete Revising   |
| 29  | <i>Unit One Resource Book</i> , p. 96  | <b>Editing and Proofreading<br/>Text, p. 182</b><br><br><i>Language Network</i> , p. 418   | Complete Editing and Proofreading   |
| 30  | Review for Cluster 2 Test  | <b>Reflecting<br/>Text, p. 182</b><br><br><i>Language Network</i> , p. 418<br><br><b>Cluster 2 Test,<br/>pp. 92-98</b>   | <i>Speaking and Listening Book</i> , pp. 4, 22-23<br><br>Present Personal Narrative<br><br><i>Language Network</i> , p. 419 |

# 7<sup>th</sup> Grade McDougal Littell Reading and Language Arts

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| 31  | District Writing Assessment  | District Writing Assessment  | Write Speech<br>Text pp. R102-R103              |
| 32  | District Writing Assessment  | District Writing Assessment  | Practice Speech                                 |
| 33  | District Writing Assessment  | District Writing Assessment  | Practice Speech                                 |
| 34  | Deliver Speech to a partner<br>Practice using the Rubric on partner's speech | Personal Narrative Speech<br>Rubric<br>Text, p. 183  | Practice Speech                                 |
| 35  | <i>Writing Transparencies</i> , p. 17  | <b><u>Learning the Language of Literature</u></b><br>Poetry<br>Text, pp. 191-194<br>The Active Reader: Reading Poetry<br>Text, p. 195<br><i>Literary Analysis Transparencies</i> , pp. 17, 19-21 | <i>Literary Analysis Transparencies</i> , p. 18 |

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| 36  | Review <i>Literary Analysis Transparencies</i> , p. 17<br><i>Thinking Through the Literature</i> , p. 199                      | <u><i>The Pasture</i></u> ,<br>pp. 196-198<br><br><i>Unit Two Resource Book</i> , pp. 4-5<br><i>Language Network</i> , p. 229<br>Diagnostic Capitalization  | Write an original lyric poem to convey the theme of <i>The Pasture and Time to Talk</i><br>OR<br>“Choices and Challenges”<br>Writing, p. 200 |
| 37  | Review <i>Literary Analysis Transparencies</i> , p. 21<br><i>Reading and Critical Thinking Transparencies</i> , Inference p. 5 | <u><i>The World is Not a Pleasant Place to Be; To You</i></u> ,<br>pp. 201-204<br><br><i>Unit Two Resource Book</i> , pp. 6-7<br><br><i>Language Network</i> , p. 230-232                               | “Choices and Challenges”<br>Writing, Speaking, and Listening<br>OR<br>Research and Technology,<br>p. 205                                     |
| 38  | Review <i>Literary Analysis Transparencies</i> , p. 20<br><i>Thinking Through the Literature</i> , p. 303                      | <u><i>Casey at the Bat</i></u> ,<br>pp. 299-303<br><i>Unit Two Resource Book</i> , pp. 55-56<br>“Explicit Instruction”<br>Imagery, p. 300<br>Idiom and Imagery, p. 302                                  | “Choices and Challenges”<br>Writing, Speaking, and Listening<br>OR<br>Research and Technology,<br>p. 304                                     |
| 39  | <i>Reading and Critical Thinking Transparencies</i> , p. 10<br><br><i>Unit Three Resource Book</i> , pp. 18-19                 | <u><i>Casey at the Bat</i></u><br><i>Formal Assessment</i><br>pp. 45-46<br><br><u><i>Ode to an Artichoke</i></u> ,<br>pp. 375-379<br>“Explicit Instruction”<br>Metaphor, pp. 376-377<br>Analogy, p. 378 | “Choices and Challenges”<br>Research and Technology,<br>p. 380<br><br><i>Vocabulary and Spelling Book</i> , pp. 55-56                        |
| 40  | “Choices and Challenges”<br>Speaking and Listening, p. 380   | <i>Formal Assessment</i> ,<br>pp. 57-58<br><br><i>Language Network</i> , p. 233-236   | “Choices and Challenges”<br>Writing,<br>p. 380   |



# 7<sup>th</sup> Grade McDougal Littell Reading and Language Arts

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| 41  | <i>Unit Three Resource Book</i> , pp. 27-28                                  | <u><i>The Bat; Mooses</i></u> , pp. 391-394<br>“Explicit Instruction”<br>Rhyme, p. 392   | Write a brief compare and contrast essay addressing the form, imagery, and speaker’s attitudes in <i>The Bat</i> and <i>Mooses</i> .<br>Teacher wrap, p. 393 |
| 42  | Review <i>Literary Analysis Transparencies</i> , p. 19                       | <u><i>The Highway Man</i></u> , pp. 564-566<br>“Explicit Instruction”<br>Simile and Metaphor, p. 566<br><br><i>Language Network</i> , p. 237-239 | “Choices and Challenges”<br>Research and Technology, p. 571<br><i>Writing Transparencies</i> , pp. 47-48   |
| 43  | “Choices and Challenges”<br>Art Connection, p. 571<br>Visualizing            | <u><i>The Highway Man</i></u> , pp. 566-569<br>“Explicit Instruction”<br>Simile and Metaphor, p. 569<br><br><i>Language Network</i> , p. 240-244 | “Choices and Challenges”<br>Writing, p. 571<br><i>Writing Transparencies</i> , p. 26   |
| 44  | “Choices and Challenges”<br>Speaking and Listening, p. 571<br>Choral Reading | <i>Formal Assessment</i> , pp. 95-96   | Prepare for Cluster 3 Test   |
| 45  | Review for Cluster 3 Test  | Administer Cluster 3 Test, pp. 100-105   |  |