

Davenport Community Schools Secondary Language Arts

**Pacing Guide for Literature 7  
2008-2009**

**Quarter One**

<b>Topic(s): Selection titles, writing assignment type, etc.</b>	<b>Text pages (if applicable)</b>	<b>Required Academic Vocabulary</b>	<b>Suggested # of Days</b>	<b>Suggested Dates</b>
<b>Course Introduction</b>	Introduce syllabus and expectations, community building activities, personal literary histories, interest inventories, book selection, genre review, parts of a story, Word Power, Required Academic Vocabulary, Larry Bell's Twelve Powerful Words and Everyone Reads guidelines.		Up to 10 days	Quarter 1; Weeks 1-2
<b>Literature Circle Prep</b>	Use <i>Cages</i> to model the different roles for a literature circle. See curriculum guide pp. 155-187. Teacher should model and have students practice roles.	<ul style="list-style-type: none"> <li>▪ exposition</li> </ul>	15 days	<del>Quarter 1;</del> 3-5
<b>Literature Circles</b>	Students work in Literature Circles in groups of 4-5. They are responsible for reading the novel, preparing roles, and group discussion. <b>Literature Circle Texts:</b> <b>7th Grade:</b> <i>Island of the Blue Dolphins</i> , Odell <i>Homecoming</i> , Voigt <i>Jacob Have I Loved</i> , Paterson <i>LeRoy and the Old Man</i> , Butterworth <i>The Westing Game</i> , Raskin <i>Slake's Limbo</i> , Holman <i>The Outsiders</i> , Hinton	<ul style="list-style-type: none"> <li>▪ alliteration</li> <li>▪ cliché</li> <li>▪ argument</li> <li>▪ dialect</li> <li>▪ dialogue</li> </ul>	20 days	Quarter 1; Weeks 6-9
<b>Topic(s): Selection titles, writing assignment type, etc.</b>	<b>Quarter Two Text pages (if applicable)</b>	<b>Required Academic Vocabulary</b>	<b>Suggested # of Days</b>	<b>Suggested Dates</b>
<b>Formal Writing Assignment</b>	Writing based on Literature Circles text. See p. 187 in the curriculum guide.		5 days	Quarter 2; Week 1
<b>Strategies Unit</b>	Introduce strategies: summarize, question, predict, clarify, visualize, and connect. Use "kid friendly definitions" and other materials as needed. See curriculum guide pp. 65-97.		10 days	Quarter 2; Weeks 2-3
<b>Newspapers in Education</b>	Choose at least 6 of the 10 lessons from <i>Expand Your World NIE Teacher's Guide</i> . *In advance, you will need to contact the <i>QC Times</i> to arrange for newspapers for student use. Continue using newspapers once a week for the remainder of the school year and have students read articles and practice the strategies learned.		5 days	Quarter 2; Week 4

Deleted: Weeks

Include District Secondary Literacy Initiative Strategies throughout instruction.

Ongoing activities will include: Word Power, SRA Lab, Read Naturally, Marzano Vocabulary Instruction, independent reading, ITBS test prep, and Read XL Test Preparation materials.

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**Quarter Two**

<b>Topic(s): Selection titles, writing assignment type, etc.</b>	<b>Text pages (if applicable)</b>	<b>Required Academic Vocabulary</b>	<b>Suggested # of Days</b>	<b>Suggested Dates</b>
<b>Junior Great Books Starting Off Strong</b>	Use the Starting Off Strong Shared Inquiry materials obtained through the training class to practice the skills of shared inquiry. Use one story per strategy to practice. <ul style="list-style-type: none"> <li>• Lesson 1 Gathering Ideas “House on Mango Street”</li> <li>• Lesson 2 Asking for Evidence “The Moth and The Star”</li> <li>• Lesson 3 Encouraging interaction “State of Affairs”</li> </ul> Lesson 4 Putting It All Together “Boar Out There”	<ul style="list-style-type: none"> <li>▪ organization</li> <li>▪ personification</li> <li>▪ symbol</li> <li>▪ tone</li> </ul>	5 days	Quarter 2; Week 5
<b>Junior Great Books Shared Inquiry Unit</b>	Using the Shared Inquiry Method, spend 10 days reading and discussing: “My Greatest Ambition,” by Morris Lurie.  For the last 10 days, choose from the following stories: “The Last Great Snake,” by Mary Q. Steele “Gaston,” by William Saroyan “Bad Characters,” by Jean Stafford  For one of the stories, choose a writing project from the <i>Teacher’s Guide</i> to accompany the story. See Seventh Grade Writing Benchmarks in the curriculum guide on p. 188.		20 days	Quarter 2; Weeks 6-9
<b>District Final Assessment Semester 1. Record N, M, &amp; E in E-SIS.</b>			1-2 days	Quarter 2; Week 9

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**Quarter Three**

<b>Topic(s): Selection titles, writing assignment type, etc.</b>	<b>Text pages (if applicable)</b>	<b>Required Academic Vocabulary</b>	<b>Suggested # of Days</b>	<b>Suggested Dates</b>
<b>Literature Circles</b>	<p>Students work in Literature Circles. See Curriculum Guide for information and materials. Students should work in groups of 4-5. They are responsible for reading the novel, preparing roles, and group discussion.</p> <p>The following books are to be used for Literature Circles.  <i>Island of the Blue Dolphins</i>, Odell  <i>Homecoming</i>, Voight  <i>Jacob Have I Loved</i>, Paterson  <i>LeRoy and the Old Man</i>, Butterworth  <i>The Westing Game</i>, Raskin  <i>Slake's Limbo</i>, Holman  <i>The Outsiders</i>, Hinton</p>	<ul style="list-style-type: none"> <li>▪ onomatopoeia</li> <li>▪ sarcasm</li> <li>▪ symbol</li> </ul>	20 days	Quarter 3; Weeks 1-4
<b>Formal Writing Assignment</b>	<p>Writing based on Literature Circles text. See p. 187 in the curriculum guide.</p>	<ul style="list-style-type: none"> <li>▪ repetition</li> <li>▪ organization</li> </ul>	5 days	Quarter 3; Week 5
<b>Biography Project African American/Women in History</b>	<p>Select a significant female and/or African American to study. Find a biography written about this person, read the book and prepare a class presentation following the required guidelines for the project. See curriculum guide pp. 191-223.</p> <ul style="list-style-type: none"> <li>• African-American Read-In (February). (Report number of students who participated to Language Arts Department Chair.)</li> <li>• Women in History (March)</li> </ul> <p>Check websites: <a href="http://www.readwritethink.org/calendar">http://www.readwritethink.org/calendar</a>  <a href="http://www.nwhp.org">http://www.nwhp.org</a></p>	<ul style="list-style-type: none"> <li>▪ argument</li> <li>▪ in-text citation</li> <li>▪ poetry</li> </ul>	4 weeks	Quarter 3; Weeks 6-9

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**Quarter Four**

<b>Topic(s): Selection titles, writing assignment type, etc.</b>	<b>Text pages (if applicable)</b>	<b>Required Academic Vocabulary</b>	<b>Suggested # of Days</b>	<b>Suggested Dates</b>
<b>Present Projects</b>			2 weeks	Quarter 4; Weeks 1-2
<b>Junior Great Books Shared Inquiry Unit</b>	Using the Shared Inquiry Method, spend 10 days reading and discussing “Through the Tunnel,” by Doris Lessing. For the last 5 days, choose from the following stories: “Gaston,” by William Saroyan “Superstitions,” by Mary LaChapelle “Chaura and Marwe,” by Humphrey Harman For one of the stories, choose a writing project from the <i>Teacher’s Guide</i> to accompany the story. See Seventh Grade Writing Benchmarks in the curriculum guide on p. 188.		3 weeks	Quarter 4; Weeks 3-5
<b>Independent Book Project/Presentation</b>	Students will select a book to read throughout the year and prepare a book project (teacher or student choice) and/or book talk. See curriculum guide pp. 152-153 for suggestions for projects and Book Talk Rubric. (Literature Circle, Language Arts Books, or biography project books are not accepted for this project)		10 days	Quarter 4; Weeks 6-7
<b>Sixteen Short Stories Strategies Unit</b>	Select five short stories from the book <i>Sixteen Short Stories by Outstanding Writers for Young Adults</i> . “I, Hungry Hannah Cassandra Glen,” Norma Mazer Fox “Midnight Snack,” Diane Duane “Pigeon Humor,” Susan Beth Pfeffer “Turmoil in a Blue and Beige Bedroom,” Judie Angell “Do You Want My Opinion,” M.E. Kerr “Fourth of July,” Robin F. Brancato “The Gift Giving,” Joan Aiken “In the Heat,” Robert Cormier	<ul style="list-style-type: none"> <li>▪ colloquial</li> <li>▪ tone</li> <li>▪ transition</li> </ul>	10 days	Quarter 4; Weeks 8-9
<b>District Final Assessment Sem. 2</b>	Record N, M, & E in E-SIS		1-2 days	Quarter 4; Week 9

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