

# 7<sup>th</sup> Grade Pacing Guide Overview Sheet

## Quarter 1

- Short stories 7.5 a, g
- Narrative Essay (2) 7.8 a, b 7.9 a, b
- Novel: *Stargirl* by Jerry Spinelli
- Oral language 7.1 a, b, c, d, e
- Roots and Word Work: mob/mot/mote/move; ced/cede/ceed/cess; spec/spect/speci/species/pect; vid/vide/video/vise 7.4 a, c

## Quarter 2

- Nonfiction 7.6 a, b, e, f
- Historical fiction (aligned with Great Depression) 7.5 e, f
- Expository Essay (2) 7.8 d, e 7.9 d, e
- Oral language 7.2 a, b, c
- Roots and Analogies: pon/pone/pos/pose/post; vers/verse/vert; fac/fic/fice/fici/fact/fect; cap/capt/cept/cip 7.4 a, b

## Quarter 3

- Poetry and Drama 7.5 c, d
- Persuasive Essay (2), Poems (2) 7.8 c 7.9 c
- Roots and Figurative Language: dic/dicta/dict; ten/tent/tin; sedi/sess/sid; reg/regi/rect 7.4 a, b

## Quarter 4

- Research, Drama, Folktales and Myths 7.5b
- Research Report, Persuasive Essay 7.7 a, b, c, d 7.8 f, 7.9
- Oral language 7.3 a, b, c
- Roots and Word Work: ven/veni/vene; plic/plice/plex; fin/fine; mit/miss/mise/mitt/mess 7.4 a

Online Access Prentice Hall Password: \_\_\_\_\_

Criterion User Name: \_\_\_\_\_

Criterion Password: \_\_\_\_\_

Readers Companion Workbooks-use as consumables (contact your department chair for additional copies).

**Required - Beginning year novel:** *Stargirl*, Jerry Spinelli

*A Midsummer Night's Dream*, Shakespeare

**Novel List - Read at least 1 per quarter**

*Bud, Not Buddy*, Christopher Paul Curtis

*The Devil's Arithmetic*, Jane Yolen

*The Diary of Anne Frank*, Anne Frank

*Esperanza Rising*, Pam Munoz Ryan

*The Glory Fields*, Walter Dean Myers

*Hatchet*, Gary Paulsen

*The Outsiders*, S.E. Hinton

*The True Confessions of Charlotte Doyle*, Avi

## Middle School Pacing Guide – 7<sup>th</sup> Grade

**Quarter:** First Quarter

**Organizing Topic:** Short Story, Narrative Writing, Oral Language, Novel (*Stargirl* by Jerry Spinelli)

### REVIEW CURRICULUM FRAMEWORK – ESSENTIAL SKILLS AND KNOWLEDGE – FOR SPECIFIC SKILLS

<b>SOL # &amp; Strand</b>	<b>SOL Objective and Essential Skills and Knowledge</b>	<b>Resources</b> Prentice Hall <i>Literature</i> Bronze Level, and teacher resources including audio tapes, <i>Write Source</i> text and workbook – <b>For use with all objectives</b>	<b>Suggested Methods</b>
Novel Study	All students will begin the year reading <i>Stargirl</i> by Jerry Spinelli.	See <i>Stargirl</i> Unit on Blackboard	

<p><b>ORAL LANGUAGE</b> 7.1 a, b, c, d, e</p> <p>Quarter 1</p>	<p><b>Give and seek information in large and small group discussion, conversations, and oral presentations.</b></p> <p><b>a) Use oral vocabulary and style appropriate for listeners.</b></p> <ul style="list-style-type: none"> <li>• contribute relevant ideas, opinions, and feelings in large and small groups</li> <li>• select vocabulary, tone, and style with audience in mind</li> </ul> <p><b>b) Communicate ideas and information orally in an organized and succinct manner.</b></p> <ul style="list-style-type: none"> <li>• offer and seek summary statements</li> <li>• state points clearly and directly</li> <li>• maintain a focused discussion</li> </ul> <p><b>c) Ask probing questions to seek elaboration and clarification of ideas.</b></p> <ul style="list-style-type: none"> <li>• ask questions in order to encourage discussion and foster understanding</li> </ul> <p><b>d) Make supportive statements to communicate agreement with or acceptance of others' ideas.</b></p> <ul style="list-style-type: none"> <li>• provide feedback to other group members.</li> </ul> <p><b>e) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.</b></p>	<p><i>Write Source</i> pages 261-264</p> <p>Accompanying resources</p> <p>Rubric – oral presentation</p>	<p>Verbal summaries, role plays, group presentations, group projects</p>
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<p>7.4 a, c</p> <p>Quarter 1</p>	<p><b>Read and determine meanings and pronunciations of unfamiliar words and phrases through fiction.</b></p> <p><b>a) Use roots and affixes to expand vocabulary.</b></p> <ul style="list-style-type: none"> <li>• separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>dent</i> from <i>dentist</i> and <i>fric</i> from <i>friction</i> to predict the meaning of <i>dentifrice</i></li> </ul> <p><b>Roots:</b> mob/mot/mote/move; ced/cede/ceed/cess; spec/spect/speci/species/pect; vid/vide/video/vise</p> <p><b>c) Identify connotations.</b></p> <ul style="list-style-type: none"> <li>• recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i></li> <li>• recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning</li> </ul>	<p>WordBuild</p> <p><i>AbraVocabra</i>: Units 9-10</p> <p>Review prefixes, suffixes, and concept of work build.</p> <p>Write Source p. 329-340</p>	<p>Word Walls, oral review, puzzles, context exercises, crosswords</p>
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<p><b>READING</b> 7.5 a, g</p> <p><b>Quarter 1</b></p>	<p><b>Read and demonstrate comprehension of a variety of fiction: short story</b></p> <p><b>a) understand the elements of story, including</b></p> <ul style="list-style-type: none"> <li>• <b>setting</b> – time, place, and duration</li> <li>• understand <b>characterization</b> as the way an author presents a character and reveals character traits by: <ul style="list-style-type: none"> <li>◦ what a character says</li> <li>◦ what a character thinks</li> <li>◦ what a character does</li> <li>◦ how other characters respond to the character</li> </ul> </li> <li>• understand an author’s choice and use of <b>literary devices</b>, including <ul style="list-style-type: none"> <li>◦ <b>foreshadowing</b> – the use of clues to hint at coming events in a story</li> <li>◦ <b>irony</b> – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true</li> </ul> </li> <li>• <b>plot</b> - development of the central conflict, including: <ul style="list-style-type: none"> <li>◦ initiating event</li> <li>◦ rising action</li> <li>◦ climax</li> <li>◦ falling action</li> <li>◦ resolution</li> </ul> </li> </ul>	<p>See <i>Short Story</i>, Unit 6, Prentice Hall</p> <p><b>SHORT STORIES</b></p> <p><b>Selections from Prentice Hall</b></p> <p>Students read at least five of the following:</p> <p>“Rikki, Tikki, Tavi,” Rudyard Kipling  “Suzy and Leah,” Jane Yolen  “Ribbons,” Lauerne Yep  “Papa’s Parrot,” Cynthia Rylant  “The Third Level,” Jack Finney  “Amigo Brothers,” Piri Thomas  “The Treasure of Lemon Brown,”  Walter Dean Myers  “The Luckiest Time of All,” Lucille Clifton  “A Day’s Wait,” Ernest Hemingway  “After Twenty Years,” O. Henry</p> <p>“Literary Analysis” from Prentice Hall workbook</p> <p>Prentice Hall Reader’s Companion</p> <p>Refer to Study Skills Lesson using Somebody...Wanted...But...So</p>	<p>Reading log, plot map, Venn diagram, other graphic organizers, reading workshop, literacy groups</p>
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<p><b>READING</b>  <b>7.5 a, g</b>  <b>Continued</b></p> <p><b>Quarter 1</b></p>	<ul style="list-style-type: none"> <li>• <b>external conflicts</b>, such as <ul style="list-style-type: none"> <li>- individual vs. individual</li> <li>- individual vs. nature</li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>• <b>internal conflict</b> – individual vs. self</li> <li>• <b>theme</b></li> </ul> <p><b>g) use strategies for summarizing, such as</b></p> <ul style="list-style-type: none"> <li>• story maps</li> <li>• Somebody...Wanted...But...So</li> </ul>		
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<p><b>WRITING</b> 7.8 a, b</p> <p>Quarter 1</p>	<p><b>Develop narrative, expository and persuasive writing.</b></p> <p><b>Focus: Narrative Writing and Composing</b></p> <p><b>Composing</b> – the structuring and elaborating a writer does to construct an effective message for readers.</p> <p><b>a) apply knowledge of prewriting strategies.</b></p> <ul style="list-style-type: none"> <li>• use a variety of prewriting strategies, including <ul style="list-style-type: none"> <li>◦ brainstorming</li> <li>◦ webbing</li> <li>◦ mapping</li> <li>◦ outlining</li> <li>◦ clustering</li> <li>◦ listing</li> <li>◦ using graphic organizers</li> </ul> </li> </ul> <p><b>b) elaborate the central idea in an organized manner.</b></p> <ul style="list-style-type: none"> <li>• understand and apply the elements of composing: <ul style="list-style-type: none"> <li>◦ central idea</li> <li>◦ elaboration</li> <li>◦ unity</li> <li>◦ organization</li> </ul> </li> <li>• apply revising procedures, including <ul style="list-style-type: none"> <li>◦ rereading</li> <li>◦ reflecting</li> <li>◦ rethinking</li> <li>◦ rewriting.</li> </ul> </li> </ul>	<p>NARRATIVE ESSAY (2)</p> <p>ETS Internet-based Criterion Writing Program:</p> <ul style="list-style-type: none"> <li>• Pretest essay completed by mid-October</li> <li>• minimum of one essay with revisions submitted on Criterion</li> </ul> <p>ACPS Middle School narrative writing rubric</p> <p>See pages 2-251 in <i>Write Source</i></p> <p><b>Write Traits Classroom Kit</b></p> <p>Unit 1 – Main Idea</p> <p>Unit 2 - Organization</p>	<p>Writing workshop, graphic organizers, outlining, word processing instruction, write short stories, Inspiration for brainstorm methods, Criterion</p>
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<p><b>7.9 a, b</b></p> <p><b>Quarter 1</b></p>	<p><b>Edit writing for correct grammar, usage, sentence structure, and paragraphing.</b></p> <p><b>a) use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</b></p> <ul style="list-style-type: none"> <li>• diagram compound sentences and simple sentences with compound elements.</li> </ul> <p><b>b) demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</b></p> <ul style="list-style-type: none"> <li>• examine sentences to identify parts of speech with the intent of improving sentence structure and variety.</li> </ul>	<p><i>Better Sentence Structure Through Diagramming</i>, Book I, lessons 13 - 15</p> <p>“Build Vocabulary” and “Build Grammar Skills” from Prentice Hall workbook</p> <p>ETS Internet-based Criterion Writing Program</p> <p><i>Write Source</i>, pages 387-456 and “Editing and Proofreading Marks”</p>	<p><i>COPS</i> revision exercise, examination of writing models using board and overhead projector, writing partners, writing workshop, at least one Criterion revision</p>
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## Middle School Pacing Guide – 7<sup>th</sup> Grade

**Quarter:** Second Quarter

**Organizing Topic:** Nonfiction, Historical Fiction, Novel, Expository Writing, Oral Language

SOL # & Strand	SOL Objectives and Essential Knowledge	Resources: Prentice Hall <i>Literature</i> Bronze Level, and teacher resources including audio tapes, <i>Write Source</i> text and workbook – <b>For use with all objectives</b>	Suggested Methods
<b>ORAL LANGUAGE</b> 7.2 a, b, c	<p><b>The student will identify the relationship between a speaker’s verbal and nonverbal messages.</b></p> <p><b>a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.</b></p> <ul style="list-style-type: none"> <li>• match vocabulary, tone, and volume to the audience, purpose, and topic of the message.</li> </ul> <p><b>b) Use nonverbal communication skills, such as eye contact, posture, and gestures.</b></p> <ul style="list-style-type: none"> <li>• use appropriate facial expressions and gestures or motions to add to what is being said</li> <li>• use proper posture and stance when speaking</li> </ul> <p><b>c) Compare/contrast a speaker’s verbal and nonverbal messages.</b></p> <ul style="list-style-type: none"> <li>• identify whether or not a nonverbal message complements the spoken message</li> </ul>	Rubric – oral presentation <i>Write Source</i> , pages 261-264	Oral presentations as developed by instructor, self evaluation checklist

<p><b>READING</b> <b>7.4 a, b</b> <b>Quarter 2</b></p>	<p><b>Read and determine meanings and pronunciations of unfamiliar words, phrases, and connotations through the study of nonfiction.</b></p> <p><b>a) use roots and affixes to expand vocabulary. roots:</b> pon/pone/pos/pose/post; vers/verse/vert; fac/fic/fice/fici/fact/fect; cap/capt/cept/cip</p> <p><b>b) recognize and apply relationships common to analogy construction.</b></p> <ul style="list-style-type: none"> <li>◦ purpose – chair: sit</li> <li>◦ cause/effect – sun: burn</li> <li>◦ sequence – day: week</li> <li>◦ characteristic – snow: cold</li> <li>◦ product – tree: lumber</li> <li>◦ degree – warm: hot</li> </ul>	<p>WordBuild <i>AbraVocabra</i>: Units 11-12</p>	<p>Word Walls, oral review, puzzles, context exercises, study of analogies and idioms using large group, small group format, root word activities.</p>
<p><b>7.5 e, f</b></p>	<p><b>Read and demonstrate comprehension of narrative nonfiction.</b></p> <p><b>e) draw conclusions based on explicit and implied information.</b></p> <p><b>f) make inferences based on explicit and implied information.</b></p> <ul style="list-style-type: none"> <li>• Make inferences and draw conclusions based on information supplied by an author combined with the reader’s own background knowledge.</li> </ul>	<p>See <i>Nonfiction</i>, Unit 7, Prentice Hall “Literary Analysis” from Prentice Hall workbook Autobiographies from Great Depression <i>Esperanza Rising</i> by Pam Munoz Ryan <i>Bud, Not Buddy</i> by Christopher Paul Curtis</p>	<p>Reading logs, Venn diagrams, other graphic organizers, historical timelines Use graphic organizer, “It Says, I Say” to recode clues in the text and inferences or conclusions made by the reader as a result of those clues.</p>

<p><b>READING</b> 7.6 a, b, e, f</p> <p><b>Quarter 2</b></p>	<p><b>The student will read and demonstrate comprehension of a variety of informational texts.</b></p> <p><b>a) Use knowledge of text structures to aid comprehension.</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge before reading by use of <ul style="list-style-type: none"> <li>◦ small-group or whole-class discussion</li> <li>◦ anticipation guides</li> <li>◦ preview of key vocabulary</li> </ul> </li> <li>• make predictions prior to and during the reading process</li> <li>• use external textual aids to enhance comprehension <ul style="list-style-type: none"> <li>◦ boldface and/or italics type</li> <li>◦ type set in color</li> <li>◦ underlining</li> <li>◦ indentation</li> <li>◦ sidebars</li> <li>◦ illustrations, graphics, and photographs</li> <li>◦ headings and subheadings</li> <li>◦ footnotes and annotations</li> <li>◦</li> </ul> </li> </ul>	<p><b>Selections from Prentice Hall</b></p> <p>“7<sup>th</sup> Grade,” Gary Soto  “I am a Native of North America,” Chief Dan George  “Was Tarzan a Three-Bandage Man?” Bill Cosby  “Barrio Boy,” Ernesto Galarza  “Rattlesnake Hunt,” Marjorie Kinnan Rawlings  “All Together Now,” Barbara Jordan  “Four Skinny Trees,” Sandra Cisneros</p> <p>Content area textbooks to examine external and internal text structures.</p>	<p>Examination of textual aids to enhance meaning such as italics, bold print, and footnotes.</p> <p>Graphic organizers, outlining, listening exercises.</p>
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<p><b>READING</b> <b>7.6 a, b, e, f</b> <b>Continued</b></p> <p><b>Quarter 2</b></p>	<p><b>b) Use knowledge of words and phrases that signal an author’s organizational pattern to aid comprehension.</b></p> <ul style="list-style-type: none"> <li>• recognize the words and phrases authors use to signal organizational patterns, including: <ul style="list-style-type: none"> <li>◦ <i>as a result of, consequently</i> for cause-and-effect</li> <li>◦ <i>similarly, on the other hand</i> for comparison/contrast</li> <li>◦ <i>first, three</i> for enumeration or listing</li> <li>◦ <i>today, meanwhile</i> for sequential or chronological</li> <li>◦ <i>refers to, thus</i> for concept/definition</li> <li>◦ <i>always, in fact</i> for generalization</li> <li>◦ <i>begins with, in order to</i> for process.</li> </ul> </li> </ul> <p><b>e) Describe how word choice and language structure convey an author’s viewpoint.</b></p> <ul style="list-style-type: none"> <li>• notice use of connotations and persuasive language to convey viewpoint.</li> </ul> <p><b>f) Summarize what is read.</b></p> <ul style="list-style-type: none"> <li>• use the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize</li> </ul>	<p>Recognize internal text structures to enhance comprehension, including</p> <ul style="list-style-type: none"> <li>◦ cause-and-effect</li> <li>◦ comparison/contrast</li> <li>◦ enumeration or listing</li> <li>◦ sequential or chronological</li> <li>◦ concept/definition</li> <li>◦ generalization</li> <li>◦ process</li> </ul>	<p>Examination of textual aids to enhance meaning such as italics, bold print, and footnotes.</p> <p>Graphic organizers, outlining, listening exercises.</p>
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<p><b>WRITING</b> 7.8 d, e</p> <p>Quarter 2</p>	<p><b>Develop narrative, expository and persuasive writing.</b></p> <p><b>Focus: Expository Writing</b></p> <p><b>d) Use clauses and phrases to vary sentences.</b></p> <ul style="list-style-type: none"> <li>• <b>Elaboration</b> can occur by using descriptive details and examples <i>horizontally</i> within a sentence to give detail and depth to an idea, or <i>vertically</i> from paragraph to paragraph.</li> </ul> <p><b>e) Revise writing for clarity and effect.</b></p> <ul style="list-style-type: none"> <li>• apply revising procedures, including <ul style="list-style-type: none"> <li>◦ rereading</li> <li>◦ reflecting</li> <li>◦ rethinking</li> <li>◦ rewriting.</li> </ul> </li> </ul>	<p>EXPOSITORY ESSAY (2)</p> <p>ETS Internet-based Criterion Writing Program</p> <ul style="list-style-type: none"> <li>• minimum of one essay with revisions submitted on Criteiron</li> </ul> <p>ACPS Middle School expository writing rubric</p> <p>See pages on <b>elaboration</b> in <i>Write Source</i></p> <p><i>Write Source</i>, pages 387-456 and “Editing and Proofreading Marks”</p> <p><b>Write Traits Classroom Kit</b></p> <p>Unit 5 - Sentence Fluency</p>	<p>Writing workshop, prewriting strategies as applied to narrative and non-fiction, self reflection/evaluation, graphic organizers, outlining, word processing instruction, at least one Criterion prompt</p>
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<p>7.9 d, e</p> <p>Quarter 2</p>	<p>The student will edit writing for correct grammar, usage, sentence structure, and paragraphing.</p> <p>d) Use subject-verb agreement with intervening phrases and clauses.</p> <ul style="list-style-type: none"> <li>• Use a singular verb with a singular subject and a plural verb with a plural subject, e.g., <i>The students in the classroom discuss many topics.</i> <i>The driver of the bus full of children drives with extreme caution.</i></li> </ul> <p>e) Edit for verb tense consistency.</p> <ul style="list-style-type: none"> <li>• choose and maintain tense (present, past, future) throughout an entire paragraph.</li> </ul>	<p><i>Better Sentence Structure Through Diagramming</i>, Book I, lessons 16 - 18</p> <p>“Build Vocabulary” and “Build Grammar Skills” from Prentice Hall workbook</p> <p>ETS Internet-based Criterion Writing Program</p>	
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## Middle School Pacing Guide – 7<sup>th</sup> Grade

**Quarter:** Third Quarter

**Organizing Topic:** Drama – *Diary of Anne Frank*, Poetry, Figurative Language, Persuasive Writing, Oral Language

**SOL REVIEW:** Refer to SOL Blueprint and review all tested SOLs.

SOL # & Strand	SOL Objective	Resources	Suggested Methods
<p><b>READING</b> <b>7.4a, b</b></p>	<p>Read and determine meanings and pronunciations of unfamiliar words and phrases through the study of drama and poetry.</p> <p><b>a) Use roots and affixes to expand vocabulary.</b>  <b>Roots:</b> dic/dicta/dict;            ten/tent/tin;            sedi/sess/sid;            reg/regi/rect</p> <p><b>b) Recognize figurative language.</b></p> <ul style="list-style-type: none"> <li>• recognize, understand, and use figures of speech, including               <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons</li> <li>◦ <b>personification</b> – figure of speech that applies human characteristics to non-human objects</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figure of speech</li> </ul> </li> </ul>	<p>WordBuild <i>AbraVocabra</i>: Units 13-14</p>	<p>Word Walls, oral review, puzzles, context exercises, study of figurative language using large group, small group format</p>

<p><b>READING</b> 7.5 c, d</p> <p>Quarter 3</p>	<p><b>Read and demonstrate comprehension poetry and drama.</b></p> <p>c) <b>Describe the impact of word choice, imagery, and poetic devices.</b></p> <ul style="list-style-type: none"> <li>• understand and analyze elements of an author’s style, including <ul style="list-style-type: none"> <li>◦ word choice</li> <li>◦ sentence structure and language patterns</li> <li>◦ imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions</li> <li>◦ figurative language – text enriched by word images and figures of speech</li> </ul> </li> <li>• identify <b>poetic forms</b>, including <ul style="list-style-type: none"> <li>◦ <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature</li> <li>◦ <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous</li> <li>◦ <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain</li> <li>◦ <b>free verse</b> – poetry with neither regular meter nor rhyme scheme</li> <li>◦ <b>couplet</b> – a pair of rhyming lines</li> <li>◦ <b>quatrain</b> – a stanza containing four lines</li> </ul> </li> </ul>	<p>Drama – <i>Diary of Anne Frank</i></p> <p>See <i>Drama</i>, Unit 8, Prentice Hall</p> <p>See “Poetry,” Unit 9, Prentice Hall</p> <p>Selections from Prentice Hall:  “I’m Nobody,” Emily Dickinson  “Song of Myself,” Walt Whitman  “Me,” Walter de la Mare  “Winter,” Nikki Giovanni  “Seal,” William Jay Smith  “The Pasture,” Robert Frost  “If,” Rudyard Kipling  “Oranges,” Gary Soto  “Mother to Son,” Langston Hughes  “Fog,” Carl Sandberg</p> <p>Various poetry collections and videos from media center</p> <p>“Literary Analysis” from Prentice Hall workbook</p> <p><i>Reflections on a Gift of Watermelon Pickle</i></p>	<p>Reading logs, Venn diagrams, other graphic organizers, historical timelines</p> <p>Poetry response log, rewriting a poem in prose, parody, glossary of poetic terms and devices, original poetry</p>
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<p><b>READING</b> 7.5 c, d continued</p> <p><b>Quarter 3</b></p>	<p><b>d) Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.</b></p> <ul style="list-style-type: none"> <li>• <b>Mood</b> refers to the emotional atmosphere produced by an author’s use of language.</li> <li>• recognize an author’s choice of <b>poetic devices</b>, including <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses</li> <li>◦ <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i></li> <li>◦ <b>assonance</b> – repetition of vowel sounds, e.g., <i>mad hatter</i></li> <li>◦ <b>consonance</b> – repetition of final consonant sounds, e.g., <i>east/west</i></li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g., <i>clatter</i>.</li> </ul> </li> </ul>		
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<p><b>WRITING</b> 7.8 c</p> <p>Quarter 3</p>	<p><b>Focus: Persuasive and Descriptive writing.</b></p> <p><b>c) Choose vocabulary and information that will create voice and tone.</b></p> <ul style="list-style-type: none"> <li>• use written expression to draft and revise compositions with attention to: <ul style="list-style-type: none"> <li>◦ voice: <b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader.</li> <li>◦ tone: <b>Tone</b> expresses an author’s attitude toward the subject. Recognize terms illustrative of tone, such as: <ul style="list-style-type: none"> <li>- serious</li> <li>- sarcastic</li> <li>- objective</li> <li>- enthusiastic</li> <li>- solemn</li> <li>- humorous</li> <li>- hostile</li> <li>- personal</li> <li>- impersonal</li> </ul> </li> <li>◦ selection of information</li> <li>◦ embedded phrases and clauses that clarify meaning</li> <li>◦ vivid and precise vocabulary</li> <li>◦ figurative language</li> <li>◦ sentence variety</li> </ul> </li> </ul>	<p>PERSUASIVE ESSAY (2)</p> <p>POEM (2)</p> <p>ETS Internet-based Criterion Writing Program</p> <ul style="list-style-type: none"> <li>• minimum of one essay with revisions submitted on Criterion</li> </ul> <p>ACPS Middle School persuasive writing rubric</p> <p>See pages 2-251 in <i>Write Source</i></p> <p><b>Write Traits Classroom Kit</b></p> <p>Unit 3 – Voice</p> <p>Unit 4 – Word Choice/Tone</p>	<p>Writing workshop, prewriting strategies as applied to narrative and non-fiction, self reflection/evaluation, graphic organizers, outlining, word processing instruction, at least one Criterion prompt</p>
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<p><b>WRITING</b> <b>7.9 c</b></p> <p><b>Quarter 3</b></p>	<p><b>The student will edit writing for correct grammar, usage, sentence structure, and paragraphing.</b></p> <p><b>c) Choose pronouns to agree with antecedents.</b></p> <ul style="list-style-type: none"> <li>• use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent, e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i></li> </ul>	<p><i>Better Sentence Structure Through Diagramming</i>, Book I, lessons 19 - 21</p> <p>“Build Vocabulary” and “Build Grammar Skills” from Prentice Hall workbook</p> <p>ETS Internet-based Criterion Writing Program</p> <p><i>Write Source</i>, pages 387-456 and “Editing and Proofreading Marks”</p>	<p><i>COPS</i> revision exercise, examination of writing models using board and overhead projector, writing partners, at least one set of revisions in Criterion</p>
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## Middle School Pacing Guide – 7<sup>th</sup> Grade

**Quarter:** Fourth Quarter

**Organizing Topic:** Research, Research Writing, Drama – *A Midsummer Night's Dream*, Folktales and Myths, Oral Language

<b>SOL # &amp; Strand</b>	<b>SOL Objective</b>	<b>Resources</b> Prentice Hall <i>Literature</i> Bronze Level, <i>Write Source</i> text and workbook – <b>For use with all objectives</b>	<b>Suggested Methods</b>
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<p>7.3 a, b, c</p> <p>Quarter 4</p>	<p><b>The student will describe persuasive messages in nonprint media, including television, radio, and video.</b></p> <p><b>a) Identify persuasive technique used.</b></p> <ul style="list-style-type: none"> <li>• <b>name calling</b> or <b>innuendo</b> – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language</li> <li>• <b>glittering generalities</b> or <b>card stacking</b> – telling only part of the truth; generalizing from a shred of evidence</li> <li>• <b>bandwagon</b> – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd</li> <li>• <b>testimonials</b> – using the declaration of a famous person or authoritative expert to give heightened credibility</li> <li>• <b>appeal to prestige, snobbery, or plain folks</b> – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience</li> <li>• <b>appeal to emotions</b> – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul>		
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<p><b>7.3 a, b, c continued</b></p> <p><b>Quarter 4</b></p>	<p><b>b) Distinguish between fact and opinion.</b></p> <ul style="list-style-type: none"> <li>• identify opinions in the media</li> <li>• identify facts in the media</li> <li>• understand that facts can be verified and opinions cannot</li> </ul> <p><b>c) Describe how word choice conveys viewpoint.</b></p> <ul style="list-style-type: none"> <li>• describe the effect on the audience of persuasive messages in the media</li> <li>• identify effective word choice in the media</li> <li>• identify viewpoint in the media.</li> <li>• notice use of persuasive language and connotations to convey viewpoint</li> </ul>		
<p><b>READING</b></p> <p><b>7.4 a</b></p>	<p>Read and determine meanings and pronunciations of unfamiliar words and phrases through research.</p> <p><b>a) Use roots and affixes to expand vocabulary.</b></p> <p><b>Roots:</b> ven/veni/vene;  plic/plice/plex;  fin/fine;  mit/miss/mise/mitt/mess</p>	<p>WordBuild</p> <p><i>AbraVocabra:</i> Units 15-16</p>	<p>Word Walls, oral review, puzzles, context exercises, using large group, small group format</p>

<p><b>7.5 b</b></p> <p><b>Quarter 4</b></p>	<p><b>Read and demonstrate comprehension of a variety of fiction, narrative nonfiction.</b></p> <p><b>b) Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.</b></p> <ul style="list-style-type: none"> <li>• read, understand, and differentiate the characteristics and narrative structures of <ul style="list-style-type: none"> <li>◦ short stories</li> <li>◦ novels</li> <li>◦ folk literature <ul style="list-style-type: none"> <li>- tales</li> <li>- myths</li> <li>- legends</li> <li>- fables</li> </ul> </li> <li>◦ plays</li> <li>◦ personal essays</li> <li>◦ biographies and autobiographies.</li> </ul> </li> </ul>	<p>Drama, Unit 8</p> <p><i>A Midsummer Night's Dream</i> by William Shakespeare</p> <p><i>Fables and Legends, Folktales and Myths</i>, Unit10, Prentice Hall</p> <p>Students read any five from the following list or multicultural substitutions.</p> <p>Aesop Fables (any)</p> <p>“The People Could Fly,” Virginia Hamilton</p> <p>“All Stories are Anansi’s,” Harold Courlander</p> <p>“Popocatepetl and Ixtlaccihautl,” Juliet Piggott</p> <p>“Phaeton, Son of Apollo,” Olivia Coolidge</p> <p>“Demeter and Persephone,” Anne Terry White</p> <p>“Icarus and Daedalus,” Josephine Preston Peabody</p> <p>“The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat,” Isaac Singer</p> <p>“How the Snake Got Poison,” Zora Neale Hurston</p> <p>Various folk literature books and videos from media center</p>	<p>NOTE: Fables, Legends, Folktales, and Myths are a review and can be successfully presented in Literature Circles instead of whole group instruction.</p>
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<p><b>7.6 c, d, g</b></p> <p><b>Quarter 4</b></p>	<p><b>c) Distinguish fact from opinion in newspapers, magazines, and other print media.</b></p> <ul style="list-style-type: none"> <li>• understand that facts can be verified and opinions cannot</li> </ul> <p><b>d) Identify the source, viewpoint, and purpose of texts.</b></p> <ul style="list-style-type: none"> <li>• An author’s viewpoint refers to his or her bias or subjectivity toward the subject.</li> <li>• recognize an author’s purpose: <ul style="list-style-type: none"> <li>◦ to entertain</li> <li>◦ to inform</li> <li>◦ to persuade</li> </ul> </li> </ul> <p><b>g) Organize and synthesize information for use in written and oral presentations.</b></p> <ul style="list-style-type: none"> <li>• Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.</li> </ul>		
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<p><b>7.7 a, b, c, d Research</b></p> <p><b>Quarter 4</b></p>	<p><b>The student will apply knowledge of appropriate reference materials.</b></p> <p><b>a) Use print and electronic sources to locate information in books and articles.</b></p> <ul style="list-style-type: none"> <li>• understand the characteristics of resource tools, including <ul style="list-style-type: none"> <li>◦ educational online resources</li> <li>◦ reference books</li> <li>◦ scholarly journals</li> <li>◦ magazines</li> <li>◦ the Internet, as appropriate for school use</li> </ul> </li> </ul> <p><b>b) Use graphic organizers to organize information.</b></p> <p><b>c) Synthesize information from multiple sources.</b></p> <ul style="list-style-type: none"> <li>• organize and synthesize information with tools, including <ul style="list-style-type: none"> <li>◦ file cards</li> <li>◦ graphic organizers <ul style="list-style-type: none"> <li>- flow charts</li> <li>- Venn diagrams</li> <li>- outlines</li> </ul> </li> <li>◦ spreadsheets</li> <li>◦ databases</li> <li>◦ presentation software</li> </ul> </li> </ul> <p><b>d) Credit primary and secondary sources.</b></p> <ul style="list-style-type: none"> <li>• create a “Works Cited” page for oral and written presentations.</li> <li>• recognize MLA format.</li> </ul>	<p>See Unit 7, Prentice Hall</p> <p>See pages 217-236 in Write Source</p>	<p>Note-taking, outlining, elaboration, works cited cards, modeling using overhead or boards</p>
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<p><b>WRITING</b> <b>7.8 f</b></p> <p><b>Quarter 4</b></p>	<p><b>Develop narrative, expository and persuasive writing.</b></p> <p><b>Focus: Research/Persuasive writing</b></p> <p><b>f) Use a word processor to plan, draft, revise, edit, and publish selected writings.</b></p>	<p>PERSUASIVE ESSAY AUTHOR RESEARCH</p> <p>ETS Internet-based Criterion Writing Program</p> <ul style="list-style-type: none"> <li>• minimum of one essay with revisions submitted on Criterion</li> </ul> <p>ACPS Middle School persuasive writing rubric</p> <p>See Write Source, pages 2-251</p>	<p>Writing workshop, prewriting strategies as applied to research writing, research techniques, note taking, interviewing skills, graphic organizers, outlining, word processing instruction, at least one prompt from Criterion</p>
<p><b>7.9</b></p>	<p><b>The student will edit writing for correct grammar, usage, sentence structure, and paragraphing.</b></p> <ul style="list-style-type: none"> <li>• use complete sentences with appropriate punctuation, including the punctuation of dialogue</li> </ul>	<p>Better Sentence Structure Through Diagramming, Book I, lessons 22 - 24 Write Traits Classroom Kit Unit 6 – Conventions: Usage and Mechanics</p> <p>“Build Vocabulary” and “Build Grammar Skills” from Prentice Hall workbook</p> <p>ETS Internet-based Criterion Writing Program</p> <p>Write Source, pages 387-456 and “Editing and Proofreading Marks”</p>	<p>Examination of writing models using board and overhead projector, writing partners, COPS revision exercise, at least one set of revisions in Criterion</p>

Grades  
 90-100 = A  
 80-89 = B  
 70-79 = C  
 60-69 = D  
 > 60 = F

## Middle School Narrative Writing Rubric

Composing (central idea, elaboration, unity, organization)		Written Expression (word choice, precise information, sentence variety, tone, voice)	Usage and Mechanics (sentence formation, usage, mechanics, punctuation, spelling)
Consistent Control (not perfect)	<b>42-50 points</b> <ul style="list-style-type: none"> <li>Well developed with clearly described characters, settings, and events</li> <li>Rich, descriptive details are clearly integrated into the story</li> <li>Mature organization with a logical pattern, and transitions that clearly connect ideas creating a complete/whole story</li> </ul>	<b>26-30 points</b> <ul style="list-style-type: none"> <li>Word choices are mature and precise, clear match to purpose</li> <li>Writes with the audience in mind- reader can sense the writer behind the words</li> <li>Sentence variety is controlled with precise information.</li> </ul>	<b>16-20 points</b> <ul style="list-style-type: none"> <li>Few/no errors in capitalization, spelling, punctuation, sentence formation</li> <li>Consistently follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
Reasonable Control (some features controlled better than others)	<b>30-41 points</b> <ul style="list-style-type: none"> <li>Adequately developed with described characters, settings and events</li> <li>Sufficient details are integrated into the story</li> <li>Sufficient organization with a logical pattern and transitions that effectively connect ideas creating a complete story, with some occasional lapses</li> </ul>	<b>16-24 points</b> <ul style="list-style-type: none"> <li>Word choices are appropriate for the purpose</li> <li>Generally writes with the audience in mind</li> <li>Specific information shows how ideas and transitions are connected and there is some sentence variety</li> </ul>	<b>11-15 points</b> <ul style="list-style-type: none"> <li>Minor errors in capitalization, spelling, punctuation, sentence formation, but do not distract the reader</li> <li>Follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
Inconsistent Control (control of several features, but not of others)	<b>13-29 points</b> <ul style="list-style-type: none"> <li>Development is emerging-some mention of characters, settings, and events-leaves unanswered questions</li> <li>Some supporting details are integrated into the story</li> <li>Attempts an organizational pattern and transition use, but the story is limited and choppy</li> </ul>	<b>9-17 points</b> <ul style="list-style-type: none"> <li>Word choices are limited/predictable, may not match the purpose</li> <li>Sometimes writes with the audience in mind</li> <li>Sentences show some or little variety and only some information is clear to the reader</li> </ul>	<b>6-10 points</b> <ul style="list-style-type: none"> <li>Errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Some inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>
Little or no Control	<b>1-12 points</b> <ul style="list-style-type: none"> <li>Minimally developed or undeveloped characters, settings, and events-leaves unanswered questions</li> <li>Few details are integrated into the story</li> <li>Little evidence of organizational pattern or transition use to connect ideas</li> <li>Narrative lacks completeness</li> </ul>	<b>1-8 points</b> <ul style="list-style-type: none"> <li>Word choices are limited, repetitive</li> <li>Not written with the reader in mind.</li> <li>There is little or no sentence variety and ideas are unclear.</li> </ul>	<b>1-5 points</b> <ul style="list-style-type: none"> <li>Numerous/serious errors distract the reader</li> <li>Inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>

**Narrative Essay Rubric**

**Composing – 50 points**

- Unity/clarity of ideas \_\_\_\_/10
- Maintains a consistent format with appropriate transitions \_\_\_\_/10
- Logical, sequential \_\_\_\_/10
- Creates a setting, characters, conflict resolution \_\_\_\_/10
- Sufficient details to create an interesting story that has a strong beginning and conclusion \_\_\_\_/10

**Written Expression – 30 points**

- Word Choice \_\_\_\_/10
- Precise information \_\_\_\_/10
- Variety of sentence structure \_\_\_\_/10

**Usage & Mechanics – 20 points**

- Use of correct grammar, usage, and mechanics \_\_\_\_/10
- Subject-verb agreement \_\_\_\_/10

\_\_\_\_\_ **Total Points** \_\_\_\_\_ **Grade**

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Class** \_\_\_\_\_

Composing:

Written Expression:

Usage & Mechanics:

# Middle School Descriptive Writing Rubric

	<b>Composing</b> (central idea, elaboration, unity, organization)	<b>Written Expression</b> (word choice, precise information, sentence variety, tone, voice)	<b>Usage and Mechanics</b> (sentence formation, usage, mechanics, punctuation, spelling)
<b>Consistent Control</b> (not perfect)	<p>42-50 pts.</p> <ul style="list-style-type: none"> <li>The central idea is sharply focused</li> <li>Elaboration is full with detailed sentences, illustrations, examples, reasons within the paragraphs</li> <li>Organized in a clear logical pattern with effective transitions that unify the ideas</li> </ul>	<p>31-40 pts.</p> <ul style="list-style-type: none"> <li>Writer's voice is strong</li> <li>Use of vivid adjectives/adverbs/verbs create an image in the reader's mind</li> <li>Information is precise and consistent</li> <li>Creative and original</li> </ul>	<p>9-10 pts.</p> <ul style="list-style-type: none"> <li>Few/no errors in capitalization, spelling, punctuation, sentence formation</li> <li>Consistently follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Reasonable Control</b> (some features controlled better than others)	<p>26-41 pts.</p> <ul style="list-style-type: none"> <li>The central idea is present and focused</li> <li>Elaborates within sentences and paragraphs with occasional thinness</li> <li>Organized in a logical pattern with appropriate transitions that unify the ideas</li> </ul>	<p>21-30 pts.</p> <ul style="list-style-type: none"> <li>Writer's voice is consistent</li> <li>Some use of vivid vocabulary create an image , more variety needed</li> <li>Information is consistent</li> <li>Some creativity and originality</li> </ul>	<p>6-8 pts.</p> <ul style="list-style-type: none"> <li>Minor errors in capitalization, spelling, punctuation, sentence formation, but do not distract the reader</li> <li>Follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Inconsistent Control</b> (control of several features, but not of others)	<p>13-25 pts.</p> <ul style="list-style-type: none"> <li>The central idea is present</li> <li>Little elaboration within sentences and paragraphs</li> <li>Very little organization, random transitions do not unify the ideas</li> </ul>	<p>11-20 pts.</p> <ul style="list-style-type: none"> <li>Writer's voice isn't consistent, hard to follow</li> <li>Little use of vivid vocabulary to create an image for the reader</li> <li>Information presented is uneven</li> <li>Creativity and originality is minimal</li> </ul>	<p>4-5 pts.</p> <ul style="list-style-type: none"> <li>Errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Some inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>
<b>Little or no Control</b>	<p>1-12 pts.</p> <ul style="list-style-type: none"> <li>The central idea is not clear</li> <li>Elaboration is bare/sparse</li> <li>Organization is not present, few transitions does not create unity</li> </ul>	<p>1-10 pts.</p> <ul style="list-style-type: none"> <li>Writer's voice is not evident</li> <li>Little description or vivid vocabulary</li> <li>Information is unclear</li> <li>Lacks creativity or originality</li> </ul>	<p>1-3 pts.</p> <ul style="list-style-type: none"> <li>Numerous/serious errors distract the reader</li> <li>Inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>

Revised

<b>Grades</b>
90-100 = A
80-89 = B
70-79 = C
60-69 = D
> 60 = F

## Descriptive Essay Rubric

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

### Composing – 50 points

- Use of logical and spatial order \_\_\_\_/10
- Use of transitional words and phrases to maintain coherency \_\_\_\_/10
- Clear, concise thesis \_\_\_\_/10
- Conclusion that brings ideas together without restating \_\_\_\_/10
- Sufficient paragraphs to make a clear introduction, body and conclusion for subject \_\_\_\_/10

Composing:

### Written Expression – 40 points

- Use of variety of descriptive adjectives \_\_\_\_/10
- Use of images that appeal to the senses \_\_\_\_/10
- Maintain a consistent voice \_\_\_\_/10
- Elements of creativity and originality \_\_\_\_/10

Written Expression:

### Usage & Mechanics – 10 points

- Use of correct grammar, usage, and mechanics \_\_\_\_/10

Usage & Mechanics:

Total \_\_\_\_/100 points      \_\_\_\_ Grade

Grades  
 90-100 = A  
 80-89 = B  
 70-79 = C  
 60-69 = D  
 > 60 = F

## Middle School Expository Writing Rubric

Composing (central idea, elaboration, unity, organization)		Written Expression (word choice, precise information, sentence variety, tone, voice)	Usage and Mechanics (sentence formation, usage, mechanics, punctuation, spelling)
<b>Consistent Control</b> (not perfect)	<b>42-50 points</b> <ul style="list-style-type: none"> <li>The introduction has clear, focused central idea</li> <li>Full details, examples, illustrations elaborate on the central idea</li> <li>Pattern of organization is logical and meaningful</li> <li>Consistently uses appropriate signal words/transitions create unity</li> </ul>	<b>26-30 points</b> <ul style="list-style-type: none"> <li>Vivid word choice is strong – enhances information</li> <li>Precise information is stated clearly</li> <li>Sentence variety adds to meaning</li> </ul>	<b>16-20 points</b> <ul style="list-style-type: none"> <li>Few/no errors in capitalization, spelling, punctuation, sentence formation</li> <li>Consistently follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Reasonable Control</b> (some features controlled better than others)	<b>30-41 points</b> <ul style="list-style-type: none"> <li>The introduction clearly identifies the central idea</li> <li>Appropriate details, examples, illustrations elaborate the central idea</li> <li>Pattern of organization is appropriate</li> <li>Transitions/signal words are used appropriately to create unity</li> </ul>	<b>18-24 points</b> <ul style="list-style-type: none"> <li>Word choice is specific – some unclear choices</li> <li>Specific information is stated – some general information</li> <li>Most sentences add to meaning</li> </ul>	<b>11-15 points</b> <ul style="list-style-type: none"> <li>Minor errors in capitalization, spelling, punctuation, sentence formation, but do not distract the reader</li> <li>Follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Inconsistent Control</b> (control of several features, but not of others)	<b>13-29 points</b> <ul style="list-style-type: none"> <li>The introduction states a clear central idea</li> <li>Little elaboration</li> <li>Little/no organization or logical order of details</li> <li>Random use of signal words/transitions detract from unity</li> </ul>	<b>9-17 points</b> <ul style="list-style-type: none"> <li>Word choice is bland</li> <li>Irrelevant information presented</li> <li>Sentences do not offer variety needed to enhance information</li> </ul>	<b>6-10 points</b> <ul style="list-style-type: none"> <li>Errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Some inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>
<b>Little or no Control</b>	<b>1-12 points</b> <ul style="list-style-type: none"> <li>The introduction does not provide a clear central idea</li> <li>Details are not important to the central idea</li> <li>Pattern of organization is not present</li> <li>Few transitions/signal words used – lacks unity</li> </ul>	<b>1-8 points</b> <ul style="list-style-type: none"> <li>Repetitive word choice</li> <li>Information is unclear, repetitive, or too general</li> <li>Little/no sentence variety</li> </ul>	<b>1-5 points</b> <ul style="list-style-type: none"> <li>Numerous errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>

## Expository Essay Rubric

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

### Composing – 50 points

- Unity/clarity of ideas \_\_\_\_\_/10
- Use of transitional words and phrases to maintain coherency \_\_\_\_\_/10
- Clear, concise thesis \_\_\_\_\_/10
- Conclusion that brings ideas together without restating \_\_\_\_\_/10
- Sufficient paragraphs to make a clear introduction, body and conclusion for subject \_\_\_\_\_/10

Composing:

### Written Expression – 30 points

- Word Choice \_\_\_\_\_/10
- Precise information \_\_\_\_\_/10
- Variety of sentence structure \_\_\_\_\_/10

Written Expression:

### Usage & Mechanics – 20 points

- Use of correct grammar, usage, and mechanics \_\_\_\_\_/10
- Subject-verb agreement \_\_\_\_\_/10

Usage & Mechanics:

\_\_\_\_\_ **Total Points**    \_\_\_\_\_ **Grade**

Grades  
 90-100 = A  
 80-89 = B  
 70-79 = C  
 60-69 = D  
 > 59 = F

## Middle School Persuasive Writing Rubric

Composing (central idea, elaboration, unity, organization)		Written Expression (word choice, precise information, sentence variety, tone, voice)	Usage and Mechanics (sentence formation, usage, mechanics, punctuation, spelling)
<b>Consistent Control</b> (not perfect)	<b>42-50 points</b> <ul style="list-style-type: none"> <li>Well developed with clearly stated position</li> <li>Use of various persuasive techniques</li> <li>All arguments are research based</li> <li>Offers counter arguments</li> <li>Mature organization with a logical pattern, and transitions that clearly connect ideas leading to a strong thesis and supports</li> </ul>	<b>31-40 points</b> <ul style="list-style-type: none"> <li>Word choices are mature and precise, clear match to purpose</li> <li>Reader can sense the passion behind the argument</li> <li>Written with audience in mind</li> <li>Offers specific support through textual evidence, quotations, examples</li> </ul>	<b>9-10 points</b> <ul style="list-style-type: none"> <li>Few/no errors in capitalization, spelling, punctuation, sentence formation</li> <li>Consistently follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Reasonable Control</b> (some features controlled better than others)	<b>26-40 points</b> <ul style="list-style-type: none"> <li>Adequately developed position</li> <li>Used a persuasive technique</li> <li>Sufficient organization with a logical pattern and transitions that effectively connect ideas creating a weak but noticeable thesis and supports.</li> </ul>	<b>21-30 points</b> <ul style="list-style-type: none"> <li>Word choices are appropriate but are simplistic in thinking and narrow in argument</li> <li>Position is not clearly developed and lacks the passion needed to convey the argument</li> <li>Inconsistent sense of audience</li> </ul>	<b>6-8 points</b> <ul style="list-style-type: none"> <li>Minor errors in capitalization, spelling, punctuation, sentence formation, but do not distract the reader</li> <li>Follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Inconsistent Control</b> (control of several features, but not of others)	<b>13-25 points</b> <ul style="list-style-type: none"> <li>Development is emerging-some mention of research, reasons for argument-leaves unanswered questions</li> <li>Used persuasive technique, but not appropriately for the argument</li> <li>Attempts an organizational pattern and transition use, but no real thesis introduction or conclusion</li> </ul>	<b>11-20 points</b> <ul style="list-style-type: none"> <li>Word choices are limited/predictable, may not match the purpose</li> <li>Sometimes writes with the audience in mind</li> <li>More of the author's opinion comes through than the thesis and its supports</li> </ul>	<b>4-5 points</b> <ul style="list-style-type: none"> <li>Errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Some inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>
<b>Little or no Control</b>	<b>1-12 points</b> <ul style="list-style-type: none"> <li>Minimally developed or undeveloped argument</li> <li>No research is mentioned or referred to</li> <li>Little evidence of organizational pattern or transition use to connect ideas</li> <li>Essay lacks a focus and clarity of argument, position with no support</li> </ul>	<b>1-10 points</b> <ul style="list-style-type: none"> <li>Word choices are limited, repetitive,</li> <li>Not written with any evidence of text support or quotations or examples.</li> <li>View is limited to author's opinions and no clear evidence of position or proofs</li> </ul>	<b>1-3 points</b> <ul style="list-style-type: none"> <li>Numerous/serious errors distract the reader</li> <li>Inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>

## Persuasive Essay Rubric

### Composing – 50 points

- Use of logical and spatial order \_\_\_\_/10
- Use of transitional words and phrases to maintain coherency \_\_\_\_/5
- Clear, concise thesis with proofs \_\_\_\_/10
- Presents a counter argument and proofs \_\_\_\_/10
- Conclusion that brings ideas together to cause reader to agree with thesis \_\_\_\_/10
- Sufficient paragraphs to make a clear introduction, body and conclusion for subject \_\_\_\_/5

### Written Expression – 40 points

- Uses a research based argument and not an opinion based argument \_\_\_\_/10
- Use of variety of persuasive techniques \_\_\_\_/10
- Maintain a consistent voice \_\_\_\_/10
- Elements of creativity and originality that bring the reader to an agreement with the argument \_\_\_\_/10

### Usage & Mechanics – 10 points

- Use of correct grammar, usage, and mechanics \_\_\_\_/10

**Total \_\_\_\_/100 points      \_\_\_\_ Grade**

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Class** \_\_\_\_\_

Composing:

Written Expression:

Usage & Mechanics