

Sample Pacing Guide (Grades 7-12 Year 1)



SEMESTER ONE			
September – Mid-October	Mid-October – Mid-November	Mid-November – Late December	January
<p>Sentence work:</p> <ul style="list-style-type: none"> • Sentences and Fragments <ul style="list-style-type: none"> ○ Distinguish between a complete sentence and a sentence fragment. ○ Convert a sentence fragment into a complete sentence. ○ Identify and correct a fragment(s) in a given paragraph. • Scrambled Sentences <ul style="list-style-type: none"> ○ Re-arrange a sequence of words into a sentence, adding the correct punctuation and capitalization . • Sentence Types <ul style="list-style-type: none"> ○ Distinguish among statements, questions, exclamations, and commands, and punctuate each correctly. ○ Write a statement, question, exclamation, and command about a given topic. ○ Given a picture or text, write one or two questions about it. ○ Write a question for a given response. • Conjunctions <ul style="list-style-type: none"> ○ Write sentences using the conjunctions <i>because, but, so</i>. ○ Write sentences using the given term and conjunction (Ex: unhappy/<i>because</i>). <p>Note-taking:</p> <ul style="list-style-type: none"> ○ Introduce key words, phrases, symbols & abbreviations. ○ Given a sentence, reduce to key words, phrases, symbols and abbreviations, and vice versa. 	<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Subordinating Conjunctions <ul style="list-style-type: none"> ○ Use subordinating conjunctions at the beginning of sentences to start dependent clauses. ○ Write sentences using the given term and subordinating conjunction (ex: <i>since / school</i>). • Appositives <ul style="list-style-type: none"> ○ Identify an appositive in a sentence. ○ Fill in blanks with appositives. ○ Match appositives to noun phrases. ○ Given a topic, write a sentence embedding an appositive. ○ Given an appositive, write a sentence. • Sentence Combining: <ul style="list-style-type: none"> ○ Combine two or more sentences. • Sentence Expansion <ul style="list-style-type: none"> ○ Expand a kernel sentence starting with the Q words <i>WHERE, WHEN & WHY</i>. ○ Determine whether a specified part of a sentence tells <i>who, what, when, where, why, or how</i>. <p>Note-taking:</p> <ul style="list-style-type: none"> ○ Continue using key words, phrases, symbols & abbreviations. 	<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Sentence Expansion <ul style="list-style-type: none"> ○ Expand a kernel sentence using the Q words. • Introduce Single-Paragraph Outline: <ul style="list-style-type: none"> ○ Model and develop as a whole class. • Start Paragraph Activities <ul style="list-style-type: none"> ○ Identify T.S. from a group of sentences. ○ Given details, generate T.S.. ○ Distinguish T.S. from details. ○ Given a topic, write a T.S.. ○ Generate a C.S. from a given T.S. & details. ○ Use appositives, subordinating conjunctions and sentence types for T.S.'s & C.S.'s. ○ Select T.S. from a group of sentences & sequence details. ○ Select appropriate details from a list to support a given T.S.. ○ Eliminate irrelevant sentences from a group of related sentence ○ Underline given paragraph & convert into an SPO. ○ Given a paragraph, convert it into an SPO. ○ Given a topic, generate an SPO independently <p>Note-taking:</p> <ul style="list-style-type: none"> ○ Continue using key words, phrases, symbols & abbreviations 	<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Transitional Words & Phrases <ul style="list-style-type: none"> ○ Fill in the correct transitional words or phrases in a paragraph. ○ Complete sentences using a transitional word or phrase. <p>Single-Paragraph work:</p> <ul style="list-style-type: none"> • Continue Paragraph Activities <ul style="list-style-type: none"> ○ Practice narrative, cause-effect, problem-solution, compare-contrast, summary SPO formats. <p>Summaries:</p> <ul style="list-style-type: none"> ○ Use the question words without kernel (Summarize: chapters, write captions, current events articles, experiences, plots) ○ Practice with all 3 formats: Sentence Summary, SPO, Combined Summary. <p>Note-taking:</p> <ul style="list-style-type: none"> ○ Continue using key words, phrases, symbols & abbreviations.

SEMESTER TWO

February	March	April – May	June
<p><i>Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.</i></p> <p>Revision work:</p> <ul style="list-style-type: none"> • Improve a given topic sentence using the 3 ways <ul style="list-style-type: none"> ○ sentence type ○ subordinating conjunction ○ appositive • Transitional words & phrases <ul style="list-style-type: none"> ○ Fill in blanks ○ After a given sentence, write a follow-up sentence beginning with a transitional word or phrase – <i>Many people do not recycle plastic waste. As a result, _____</i> 	<p><i>Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.</i></p> <p>Revision work:</p> <ul style="list-style-type: none"> ○ Continue transition activities. ○ Revise given, unelaborated paragraph as a whole class with explicit directions. <ul style="list-style-type: none"> • Multiple-Paragraph Outline (MPO) work: <ul style="list-style-type: none"> ○ Introduce students to MPO (elements of MPO: topic, thesis statement (T), categories, details). ○ Teacher provides topic and thesis statement, students can fill in categories and details for body paragraphs (expository). 	<p><i>Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.</i></p> <p>Revision work:</p> <ul style="list-style-type: none"> ○ Continue previous revision work. ○ Revise given, unelaborated paragraph as a whole class: students suggest improvements. ○ Revise given, unelaborated paragraph, in pairs, with explicit directions. ○ Revise given, unelaborated paragraph, in pairs; pair determines improvements. <ul style="list-style-type: none"> • Multiple-Paragraph Outline (MPO) work: <ul style="list-style-type: none"> ○ Teacher provides topic and thesis statement, students can fill in categories and details for body paragraphs. ○ Students convert a single or multiple body paragraph sections of MPO into paragraph(s). ○ Identify general (G), specific (S), and thesis statements (T). 	<p><i>Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.</i></p> <p>Revision work:</p> <ul style="list-style-type: none"> ○ Continue to revise given, unelaborated paragraphs. <p>Multiple-Paragraph Outline (MPO) work:</p> <ul style="list-style-type: none"> ○ Continue previous MPO work. <p>Year 1 Goals by June:</p> <ul style="list-style-type: none"> • <i>Students are proficient in sentence-level strategies, including: varying sentences by using sentence types; writing complex sentences using conjunctions; providing extended responses and more information to the reader using appositives and sentence expansion; sentence combining</i> • <i>Students can write notes in key words, phrases, symbols and abbreviations, and convert those notes into sentences</i> • <i>Students can plan a single paragraph using the Single-Paragraph Outline independently, and convert that outline into a paragraph containing a topic sentence, 3-4 supporting details, and a concluding sentence</i> <ul style="list-style-type: none"> ○ <i>Paragraphs are coherent, contain transitions and complex sentences</i> • <i>Students can use the 3 tools to summarize</i> • <i>Students can apply their sentence skills to revise their work</i> • <i>Students understand the structure of an MPO, can complete the categories and details for the body paragraph sections</i>