

Skills Scope and Sequence

Grade 7

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
L.1 Conventions of Standard English: Grammar and Usage																		
Use determiners, adjectives, and adverbs	●	●		●	●			●					●	●			●	
Form and use comparative and superlative adjectives/adverbs	●	●						●				●			●		●	
Use relative pronouns and relative adverbs				●		●	●		●				●	●				●
Ensure that pronouns are in the proper case					●			●		●						●		●
Use intensive pronouns					●		●				●		●		●			
Recognize and correct inappropriate shifts in pronoun number and person			●	●		●			●	●	●	●			●	●		
Recognize and correct vague pronouns					●		●		●			●		●			●	●
Ensure possessive adjectives/pronouns agree with antecedent		●			●		●	●					●	●				
Use and explain the function of conjunctions	●		●		●			●	●					●	●	●		
Ensure subject/verb agreement	●	●		●			●			●			●			●		●
Form and use verb tenses		●	●	●			●		●			●		●			●	●
Explain the function of phrases and clauses	●			●				●				●				●	●	
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas		●				●			●		●					●		●
Place phrases and clauses within a sentence recognizing/correcting misplaced and dangling modifiers								●	●	●					●		●	
Combine sentences			●	●	●				●			●		●		●		
Produce complete sentences; correct fragments and run-ons	●	●				●		●				●			●			●
Recognize variations from standard English; use strategies to improve expression in conventional language				●		●	●			●	●				●		●	●
Correctly use homophones/frequently confused words		●		●	●			●		●			●		●	●		
Identify incorrect use of grammar	●			●		●		●		●			●			●		
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
Use correct capitalization	●	●							●	●		●		●		●		
Use end punctuation for sentences			●		●	●			●		●		●		●			
Use commas and quotation marks in direct speech/quotations		●			●		●				●		●					●
Use underlining, quotation marks, or italics to indicate titles			●			●				●		●			●			●
Use a comma to separate coordinate adjectives							●		●		●			●	●			●
Use punctuation to separate items in a series		●	●				●		●				●	●				
Use a comma in compound and complex sentences	●		●	●		●			●	●		●					●	
Use a comma to separate an introductory element	●	●				●	●			●			●			●		
Use punctuation to set off nonrestrictive/parenthetical elements			●		●	●		●			●	●		●	●			●
Use an apostrophe to form contractions and possessives	●				●	●			●			●		●			●	
Spell correctly	●	●					●				●				●		●	
Identify incorrect use of punctuation/capitalization			●	●		●	●	●					●		●			●
L.4 Vocabulary Acquisition and Use: Determine or Clarify Word Meaning																		
Use context as a clue to the meaning of an unknown word	●		●						●		●					●	●	
Use context as a clue to the meaning of a multiple-meaning word	●						●						●					
Consult dictionaries to determine the meaning of related words			●						●						●			
Use common Greek/Latin affixes and roots as clues to meaning					●	●		●				●		●				●
L.5 Vocabulary Acquisition and Use: Demonstrate Understanding of Word Relationships																		
Use analogies to show word relationships						●	●			●					●			●
Interpret figures of speech in context				●			●	●						●			●	
Recognize and explain the meaning of idioms/adages/proverbs			●			●				●	●	●						●
Distinguish among the connotations of words with similar denotations				●				●		●			●					●
Use the relationship between words to understand each word					●						●							●
L.6 Vocabulary Acquisition and Use: Acquire and Use Words and Phrases																		
Acquire and use general academic and domain-specific words		●						●							●			

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	Week	
L.1 Conventions of Standard English: Grammar and Usage																			
		●		●		●			●		●	●		●			●		Use determiners, adjectives, and adverbs
	●	●					●	●				●			●				Form and use comparative and superlative adjectives/adverbs
●		●	●		●			●			●	●			●				Use relative pronouns and relative adverbs
	●			●	●		●				●	●			●				Ensure that pronouns are in the proper case
			●		●		●	●		●						●			Use intensive pronouns
	●			●			●	●									●	●	Recognize and correct inappropriate shifts in pronoun number and person
			●		●		●				●				●				Recognize and correct vague pronouns
●			●			●	●			●			●				●		Ensure possessive adjectives/pronouns agree with antecedent
●	●				●	●					●		●		●				Use and explain the function of conjunctions
●		●	●					●				●		●		●			Ensure subject/verb agreement
		●		●		●			●		●		●		●				Form and use verb tenses
		●			●				●		●	●			●				Explain the function of phrases and clauses
	●			●		●		●					●	●		●			Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
●			●	●				●	●	●				●	●				Place phrases and clauses within a sentence recognizing/correcting misplaced and dangling modifiers
	●		●																Combine sentences
	●	●			●		●		●		●	●		●					Produce complete sentences; correct fragments and run-ons
		●			●			●	●		●		●				●	●	Recognize variations from standard English; use strategies to improve expression in conventional language
			●	●				●						●	●	●	●		Correctly use homophones/frequently confused words
	●			●			●			●	●		●	●	●				Identify incorrect use of grammar
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																			
●			●			●	●					●			●				Use correct capitalization
		●		●				●		●			●				●		Use end punctuation for sentences
	●		●	●		●		●				●			●				Use commas and quotation marks in direct speech/quotations
		●			●			●	●				●						Use underlining, quotation marks, or italics to indicate titles
●				●	●			●			●		●						Use a comma to separate coordinate adjectives
		●			●	●		●			●	●		●	●				Use punctuation to separate items in a series
	●		●		●				●			●	●		●	●			Use a comma in compound and complex sentences
	●	●				●		●		●	●		●	●		●			Use a comma to separate an introductory element
●		●	●		●				●				●	●		●			Use punctuation to set off nonrestrictive/parenthetical elements
●		●						●		●			●						Use an apostrophe to form contractions and possessives
●	●		●		●				●			●					●	●	Spell correctly
	●		●		●				●			●			●				Identify incorrect use of punctuation/capitalization
L.4 Vocabulary Acquisition and Use: Determine or Clarify Word Meaning																			
●				●			●		●		●	●							Use context as a clue to the meaning of an unknown word
●					●							●							Use context as a clue to the meaning of a multiple-meaning word
		●					●								●				Consult dictionaries to determine the meaning of related words
●			●			●		●							●				Use common Greek/Latin affixes and roots as clues to meaning
L.5 Vocabulary Acquisition and Use: Demonstrate Understanding of Word Relationships																			
		●			●		●			●	●		●				●		Use analogies to show word relationships
			●		●	●		●			●								Interpret figures of speech in context
				●							●								Recognize and explain the meaning of idioms/adages/proverbs
	●			●		●			●		●			●					Distinguish among the connotations of words with similar denotations
				●					●								●		Use the relationship between words to understand each word
L.6 Vocabulary Acquisition and Use: Acquire and Use Words and Phrases																			
●						●							●						Acquire and use general academic and domain-specific words

Write the sentences correctly.

1. Veterinarians are pet doctors, so they also help people who doesn't have no pets.

2. They teaches the public how do you treat animals in the wildernes.

Explain what the underlined noun phrase tells us.

3. Veterinarians improve public health by fighting diseases spread by animals.

The phrase tells us _____.

Use context clues to figure out the meaning of the bold word. Write the meaning on the line.

4. They help protect our food supply by inspecting cows, sheep, and other **livestock**.

Write the sentences correctly.

1. your pet cat see much clearerly in the dark than you do.

2. The reason is, is because cats eyes has more of the cells that detect light.

Write the missing word. Then explain your choice.

3. However, cats don't see color _____ as well as people do.

near nearer nearest nearly

Use context clues to figure out the meaning of the bold word. Write the meaning on the line.

4. We also **perceive** objects that are far away, but cats can't see them.

Read the dictionary entry.

- fit**
- a. to be the right size
 - b. strong and healthy
 - c. acceptable or appropriate for a person or situation
 - d. a tantrum
 - e. a seizure, when someone suddenly shakes violently and uncontrollably

Which meaning of **fit** is used in the sentence? Write the letter on the line.

1. Kirk had a fit when he dropped his completed science project. _____
2. The school said that shorts are not fit clothing for class. _____
3. To stay fit, Melissa rides her bike to school and plays tennis. _____

Write a paragraph using at least three different meanings of the word **fit**.

4. _____
- _____
- _____
- _____
- _____
- _____