



7th Grade English Language Arts/Mapping & Pacing Guide 2018 - 2019

<i>Topics & Standards</i>	Unit 1: Bold Action
Q1	<p>Reading: Literature/Informational Text Key Ideas and Details RL/RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL/RI.7.2: Analyze literary text development/Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. a. Determine a theme of a text and analyze its development over the course of the text. (RL) b. Incorporate the development of a theme and other story details into an objective summary of the text. (RL)</p> <p>Craft and Structure RL/RI.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>Reading Range and Text Level Complexity RL/RI.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range/By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing: Informative/Explanatory Text Types and Purposes W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">• A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.• B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.• C: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.• D: Use precise language and domain-specific vocabulary to inform about or explain the topic.• E: Establish and maintain a formal style.• F: Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Production and Distribution of Knowledge W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	Illuminate	Below Grade Level:	Resources	Performance Tasks

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<p>Weekly Common Formatives Common Summatives</p> <p>2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs At least 1 GRASP per Quarter</p> <p>Academic Vocabulary Plot Setting Exposition Inferences Textual evidence Conflict External conflict Rising action Suspense Internal conflicts Climax Resolution 5Ws and H Central idea Supporting details Editorial Opinion Fact Claim Reasons Evidence</p>	<p>Vocabulary contained within texts Skill focused small group assignments Audio assistance Small group discussions Graphic organizers to demonstrate content understanding Basic comprehension questions At or Above Grade Level Extended responses Analytical assessments of texts Comparison and contrast to supplemental or companion texts Use of grade appropriate vocabulary Independent research using an aspect of the readings Study of related informational text Discussions surrounding themes and author's purpose Socratic seminars Journal writing or reflective writing</p>	<p>Houghton Mifflin Harcourt Collections Series pgs. 3 - 62 Anchor Texts</p> <p>Short stories Rogue Wave by Theodore Taylor – pg. 3</p> <p>Poem Icarus's Flight by Stephen Dobyns – pg. 39</p> <p>Online News Article Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life by Paul Harris – pg. 19</p> <p>Editorial Ship of Fools by Joanna Weiss – pg. 24</p> <p>TV News Interview Was Abby Too Young To Sail? By CBS News – pg. 28</p> <p>Informational Writing Women in Aviation by Patricia and Frederick McKissack – pg. 43</p> <p>Close Reader (Short Stories) Big Things Come in Small Packages by Eleanora E. Tate – pg. 18c Finding Your Everest by Robert Medina – pg. 30c</p>	<p>Write an Expository Essay – pg. 131 Present an Oral Commentary – pg. 57</p> <p>Additional Tasks: Journal writing Comparison and contrast writings from graphic organizers or other means of brainstorming Identify themes and patterns in reading using graphic organizers Student-supported readings using RATS; restate, answer, text example (cited evidence), summarize Figurative language activities Vocabulary; simile, metaphor, personification, idiom, hyperbole Event maps using the Retell Model Academic Vocabulary Analyze various forms of poetry Create Greek Gods and Goddesses Examine Greek and Latin affixes and roots Read and respond to or discuss newspaper articles Discuss the function of news (entertainment, information...)</p>
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	Counterargument Blog Myth Theme Form Line (poetry) Stanza Alliteration Rhythm Author's purpose Tone Textual evidence Conclusion		Arachne retold by Olivia E. Coolidge – pg. 38c Greek Myth The Flight of Icarus by Sally Benson – pg. 31	Oral communication strategies (pace, pitch, eye-contact...)
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Topic & Standard	Unit 2: Perception and Reality
	Reading: Informational Text Key Ideas and Details

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Q1

RI/RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI/RL.7.2: Analyze informational text development/Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- a. Determine two or more central ideas in a text and analyze their development over the course of the text. (RL)
- b. Provide an objective summary of the text that includes the central ideas and their development. (RL)

Craft and Structure

RI/RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone/Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RI/RL.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas/Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning]

Range of Reading and Level of Text Complexity

RI/RL.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range/By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Informative/Explanatory

Text Types and Purposes

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Production and Distribution of Writing

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. **Range of Writing:**

Range of Writing
W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language
L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	<p>Illuminate Weekly Common Formatives Common Summatives</p> <p>Formative/Summative 4-7 performance tasks that reach DOK level 4</p>	<p>Below Grade Level: Vocabulary contained within texts Skill focused small group assignments Audio assistance Small group discussions Graphic organizers to demonstrate content understanding Basic comprehension Questions</p>	<p>Resources Houghton Mifflin Harcourt Collections Series pgs. 63 – 134</p> <p>Anchor Texts</p> <p>Folk Tale The People Could Fly by Virginia Hamilton – pg. 63</p> <p>Short stories Another Place, Another Time by Cory Doctrow – pg. 93</p> <p>Poems The Song of Wandering Aengus by W. B.</p>	<p>Performance Tasks Write an Opinion Essay – pg. 127 Write an Expository Essay – pg. 131</p> <p>Additional Tasks: Discussions Journal writing Media presentations Summary writings Independent research Writing extended responses Comparing and contrasting using graphic organizers</p>

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<p>or 3-5 FATPs / RAFTs At least 1 GRASP per quarter</p> <p>Academic Vocabulary Character Plot Narrator First-person point of view Irony Unreliable narrator Speech Argument Claim Reasons Evidence Counterargument Evaluate Persuasive techniques Emotional appeal Figurative language Personification Imagery Paraphrase Summarize Central ideas</p>	<p>At or Above Grade Level Extended responses Analytical assessments of texts Comparison and contrast to supplemental or companion texts Use of grade appropriate vocabulary Independent research using an aspect of the readings Study of related informational text Discussions surrounding themes and author's purpose Socratic seminars Journal writing or reflective writing</p>	<p>Yeats – pg. 71 Sonnet 43 by William Shakespeare – pg. 74 Magazine Article Magic and the Brain by Susan Martinez Conde and Stephen L. Macknik – pg.77 Science Article Saving the Lost by Reynaldo Vasquez – pg. 88c Public Art (Media Analysis) Pavement Chalk Art by Julian Beever – pg. 89 Drama Sorry, Wrong Number by Lucille Fletcher – pg. 111 From A Christmas Carol: Scrooge and Marley by Charles Dickens dramatized by Israel Horovitz – pg. 126d Film Clip from, Sorry Wrong Number by Anatole Litvak – pg. 126 Novel from A Christmas Carol by Charles Dickens – pg. 126c Graphic Story from A Christmas Carol by Marvel Comics – pg. 126f Close Reader (Short Stories) Heartbeat by David Yoo – pg. 70c</p>	<p>Vocabulary games Student-supported readings using RATS; restate, answer, text example (cited evidence), summarize Academic Vocabulary Oral communication strategies (pace, pitch, eye-contact...) ☑ Author studies</p>
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	Details Conclusion			
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Topic & Standard Q2	Unit 3: Nature At Work
	<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>RL/RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL/RI.7.2: Analyze literary text development/Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p style="padding-left: 20px;">a. Determine a theme of a text and analyze its development over the course of the text. (RL)</p> <p style="padding-left: 20px;">b. Incorporate the development of a theme and other story details into an objective summary of the text. (RL)</p> <p>RL/RI.7.6: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text/Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>Integration of Knowledge and Ideas</p>

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RL/RI.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)/Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Range of Reading and Level of Text Complexity

RL/RI.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range/By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Argument

Text Types and Purposes

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Research to Build and to Present Knowledge

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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	<p>Language L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.5: Demonstrate understanding of word relationships and nuances in word meanings. L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	<p>Illuminate Weekly Common Formatives Common Summatives</p> <p>2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs At least 1 GRASP per quarter</p> <p>Academic Vocabulary Style Sentence fragments Memoir Personification Figurative language</p>	<p>Below Grade Level: Vocabulary contained within texts Skill focused small group assignments Audio assistance Small group discussions Graphic organizers to demonstrate content understanding Basic comprehension questions</p> <p>At or Above Grade Level Extended responses Analytical assessment of text</p>	<p>Resources Houghton Mifflin Harcourt Collections Series pgs. 135 - 182</p> <p>Anchor Texts</p> <p>Memoir From Mississippi Solo by Eddy Harris – pg. 137</p> <p>Soliloquy from The Tempest by William Shakespeare – pg. 145</p> <p>Short stories Allied With Green by Naomi Shihab Nye – pg. 149</p> <p>Expository Essay Big Rock’s Balancing Acts by Douglas Fox – pg. 157</p>	<p>Performance Tasks Write an Argumentative Essay Write a Poetry Analysis</p> <p>Additional Tasks: Journal writing Comparison and contrast writings from graphic organizers or other means of brainstorming Identify themes and patterns in reading using graphic organizers Student-supported readings using RATS; restate, answer, text example (cited evidence), summarize Figurative language activities Vocabulary; simile, metaphor,</p>

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	<p>Simile Tone Soliloquy Monologue Imagery Style Theme Narrator First-person point of view Text features Heading Patterns of organization Cause and effect Chronological Central idea Ode Metaphor Lyric poem Speaker Diction</p>	<p>Comparison and contrast to supplemental or companion texts Use of grade appropriate vocabulary Independent research using an aspect of the readings Study of related informational text Discussions surrounding themes and author's purpose Socratic seminars Journal writing or reflective writing</p>	<p>Poems Ode to enchanted light by Pablo Neruda translated by Ken Krabbenhoft – pg. 169 Sleeping in the Forest by Mary Oliver – pg. 172 Problems With Hurricanes by Victor Hernandez Cruz – pg. 174d Prayer to the Pacific by Leslie Marmon Silko – pg. 174e Tornado at Talladega by Gwendolyn Brooks – pg. 174f Close Reader (Short Stories) From Polar Dream by Helen Thayer – pg. 144c The Hidden Southwest: The Arch Hunters by James Vlahos – pg. 168c</p>	<p>personification, idiom, hyperbole Event maps using the Retell Model Academic Vocabulary Read and discuss memoirs Write analyses of various pieces of poetry Monologues (reading, reviewing, or writing) Oral communication strategies (pace, pitch, eye-contact...) Poetry reading, extended responses, analysis Author studies</p>
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<i>Topics & Standards</i>	Unit 4: Risk and Exploration
Q2	<p>Reading: Informational Text Key Details and Ideas RI/RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI/RL.7.2: Analyze informational text development/Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <ol style="list-style-type: none">Determine two or more central ideas in a text and analyze their development over the course of the text. (RL)Provide an objective summary of the text that includes the central ideas and their development. (RL) <p>Craft and Structure RI/RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone/Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RI/RL.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas/Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>Integration of Knowledge and Ideas RI/RL.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims/Not applicable to literature.</p> <p>Range of Reading RI/RL. 7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range/By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
	<p>Writing: Argument W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Research to Build and to Present Knowledge

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
 W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	Illuminate Weekly Common Formatives Common Summatives	Below Grade Level: Vocabulary contained within texts Skill focused small group	Resources Houghton Mifflin Harcourt Collections Series pgs. 185 - 218	Performance Tasks Writing an Argumentative Essay Additional Tasks:

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<p>2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs At least 1 GRASP per quarter</p> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> Argument Reasons Evidence Valid Logical fallacy Paraphrasing Complex (intense) Rely Cause-and-effect Signal (transitional) words Figurative language Imagery Form Line Stanza Line break Pace Mood Rhythm Tone Sensory detail 	<p>assignments</p> <ul style="list-style-type: none"> Audio assistance Small group discussions Graphic organizers to demonstrate content understanding Basic comprehension questions <p>At or Above Grade Level</p> <ul style="list-style-type: none"> Extended responses Analytical assessments of texts Comparison and contrast to supplemental or companion texts Use of grade appropriate vocabulary Independent research using an aspect of the readings Study of related informational text Discussions surrounding themes and author's purpose Socratic seminars Journal writing or reflective writing 	<p style="text-align: center;">Anchor Texts</p> <p>Speech Remarks at the Dedication of the Aerospace Medical Health Center by John F. Kennedy – pg. 185</p> <p>Audio Version President John F. Kennedy's Remarks in San Antonio, Texas, November 1, 1963</p> <p>Online Essay Is Space Exploration Worth the Cost? By Joan Vernikos – pg. 192 c</p> <p>Commentary Why Exploring the Ocean is Mankind's Next Giant Leap by Philippe Cousteau – pg. 193</p> <p>Science Article Living in the Dark by Cheryl Bardoe – pg. 201</p> <p>Poem Your World by Georgia Douglas Johnson – pg. 213</p> <p>Newspaper Article</p>	<ul style="list-style-type: none"> Discussions Journal writing Media presentations Summary writings Independent research Writing extended responses Comparing and contrasting using graphic organizers Vocabulary games Socratic seminars Adjectives review Review of persuasive writings (menus, advertisements, speeches, etc.) Oral communication strategies (pitch, pace, eye contact...) Poetry reading, extended responses, analysis Author studies
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Text Types and Purposes

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Range of Writing

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	<p>Illuminate Weekly Common Formatives Common Summatives</p> <p>2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs At least 1 GRASP per Quarter</p> <p>Academic Vocabulary Argument Reasons Evidence Valid Logical fallacy Paraphrasing Complex (intense) Rely Cause-and-effect Signal (transitional) words Figurative language Imagery</p>	<p>Below Grade Level: Vocabulary contained within texts Skill focused small group assignments Audio assistance Small group discussions Graphic organizers to demonstrate content understanding Basic comprehension Questions</p> <p>At or Above Grade Level Extended responses Analytical assessments of texts Comparison and contrast to supplemental or companion texts Use of grade appropriate vocabulary Independent research using an aspect of the readings Study of related</p>	<p>Resources Houghton Mifflin Harcourt Collections Series pgs. 185 - 218</p> <p>Anchor Texts</p> <p>Speech Remarks at the Dedication of the Aerospace Medical Health Center by John F. Kennedy – pg. 185</p> <p>Audio Version President John F. Kennedy’s Remarks in San Antonio, Texas, November 1, 1963</p> <p>Online Essay Is Space Exploration Worth the Cost? By Joan Vernikos – pg. 192 c</p> <p>Commentary Why Exploring the Ocean is Mankind’s Next Giant Leap by Philippe Cousteau – pg. 193</p> <p>Science Article Living in the Dark by Cheryl Bardoe – pg.</p>	<p>Performance Tasks Writing a Narrative Essay</p> <p>Additional Tasks: Discussions Journal writing Media presentations Summary writings Independent research Writing extended responses Comparing and contrasting using graphic organizers Vocabulary games Socratic seminars Adjectives review Review of persuasive writings (menus, advertisements, speeches, etc.) Oral communication strategies (pitch, pace, eye contact...) Poetry reading, extended responses, analysis Author studies</p>

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	Form Line Stanza Line break Pace Mood Rhythm Tone Sensory detail	informational text Discussions surrounding themes and author's purpose Socratic seminars Journal writing or reflective writing	201 Poem Your World by Georgia Douglas Johnson – pg. 213 Newspaper Article Stinging Tentacles Offer Hint of Ocean's Decline by Elisabeth Rosenthal – pg. 212c	
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	Unit 6 : Guided By Cause
Topics & Standards Q3	<p>Reading: Informational Text Key Ideas and Details RI/RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI/RL.7.2: Analyze informational text development/Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <ul style="list-style-type: none"> a. Determine two or more central ideas in a text and analyze their development over the course of the text. (RL) b. Provide an objective summary of the text that includes the central ideas and their development. (RL) <p>RI/RL.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Craft and Structure RI/RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone/Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RI/RL.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas/Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>

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Integration of Knowledge and Ideas

RI/RL.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims/Not applicable to literature.

RI/RL.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts/Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RI/RL.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range/By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Argument

Text Types and Purposes

RI.7.1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and to Present Knowledge

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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	<p>Range of Writing W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
	<p>Language L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	<p>Illuminate Weekly Common Formatives Common Summatives</p> <p>2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs At least 1 GRASP per quarter</p> <p>Academic Vocabulary Point of view Author’s perspective Primary sources Chronological order</p>	<p>Below Grade Level: Vocabulary contained within texts Skill focused small group assignments Audio assistance Small group discussions Graphic organizers to demonstrate content understanding Basic comprehension questions</p> <p>At or Above Grade Level Extended responses Analytical assessments</p>	<p>Resources Houghton Mifflin Harcourt Collections Series PG. 263 - 341</p> <p>Anchor Texts Historical Writing from Flesh and Blood So Cheap :The Triangle Fire and Its Legacy by Albert Marrin- pg. 265 from “The Most Daring of (Our) Leaders” by Lynne Olson- pg. 282d</p> <p>Speech Speech to the Democratic National Convention</p>	<p>Performance Tasks Write an Argumentative Essay Write a Personal Essay – pg. 341</p> <p>Additional Tasks: Journal writing Comparison and contrast writings from graphic organizers or other means of brainstorming Identify themes and patterns in reading using graphic organizers Student-supported readings using RATS; restate, answer, text example (cited evidence), summarize Figurative language activities Event maps using the Retell</p>

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<p>Secondary sources Narrator Third-person limited Historical fiction Metaphor Dialogue Infer Dramatic irony Simile Perspective Graphic aid Opinion Tone Central ideas Allusions Mood Characterization Traits Flashback Imagery Characterization Traits Flashback Imagery</p>	<p>of texts Comparison and contrast to supplemental or companion texts Use of grade appropriate vocabulary Independent research using an aspect of the readings Study of related informational text Discussions surrounding themes and author's purpose Socratic seminars Journal writing or reflective writing</p>	<p>by John Lewis – pg. 282f Historical Novel from Uprising by Margaret Peterson Haddix – pg. 283 Short Story Doris is Coming by ZZ Packer – pg. 306c Train Time by D'Arcy McNickle – pg. 327 Personal Essay Craig Kielburger Reflects on Working Toward Peace by Craig Kielburger – pg. 307 Documentary Clip from It Takes a Child by Judy Jackson – pg. 317 Newspaper Article Difference Maker: John Bergmann and Popcorn Park by David Karas – pg. 320c Poem A Poem for My Librarian, Mrs. Long by Nikki Giovanni – pg. 321</p>	<p>Model Academic Vocabulary Read and respond to newspaper articles (economics sections) Create advertisements Read and respond to personal essays Research causes in need of support and place personal value on those causes</p>
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Unit 7

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Topics & Standards

Q4

Key Details and Ideas

RI/RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI/RL.7.2: Analyze informational text development/Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- a. Determine two or more central ideas in a text and analyze their development over the course of the text. (RL)
- b. Provide an objective summary of the text that includes the central ideas and their development. (RL)

Craft and Structure

RI/RL.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas/Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

Integration of Knowledge and Ideas

RI/RL.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims/Not applicable to literature.

Range of Reading and Level of Text Complexity

RI/RL.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range/By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Argument

Text Types and Purposes

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and to Present Knowledge

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>

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<i>Topics & Standards</i>	Unit 8
	Key Details and Ideas

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Q4

RI/RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RI/RL.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas/Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning **Integration of Knowledge and Ideas**

RI/RL.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims/Not applicable to literature.

Range of Reading and Level of Text Complexity

RI/RL.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range/By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Argument

Text Types and Purposes

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and to Present Knowledge

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>

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