



**Brookhaven School District
Pacing Guide 2018-19
Seventh Grade ELA**

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

1 st NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
August 6-17	<p>Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; introduction paragraph; subjects/predicates, complete sentence structure</p> <ul style="list-style-type: none"> ♦ Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. - Explain the function of phrases and clauses in general and their function in specific sentences. - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* ♦ 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. ♦ 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. ♦ Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ♦ Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. ♦ Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ♦ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. 	<p>L.7.1</p> <p>L.7.1a</p> <p>L.7.1b</p> <p>L.7.1c</p> <p>L.7.4</p> <p>W.7.1</p> <p>W.7.1a</p> <p>RI.7.1</p> <p>RI.7.2</p> <p>RL.7.1</p> <p>RL.7.2</p>	<p>“Amigo Brothers” by Piri Thomas; ELA State Test Writing Rubric; Heroes (honor and courage) themed text from CommonLit.org, NewsELA.com, <i>Collections</i> textbook, etc.; Classworks.com ELA program</p>
August 20-31	<p>Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; introduction and body paragraph; punctuation; ellipsis, punctuation for citing textual evidence</p> <ul style="list-style-type: none"> ♦ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). - Spell correctly. ♦ 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. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ♦ 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). ♦ 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. ♦ Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot). ♦ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone. 	<p>L.7.2</p> <p>L.7.2a</p> <p>L.7.2b</p> <p>L.7.4</p> <p>W.7.1b</p> <p>W.7.1c</p> <p>RI.7.3</p> <p>RI.7.4</p> <p>RL.7.3</p> <p>RL.7.4</p>	<p>ELA State Test Writing Rubric; Heroes (honor and courage) themed texts from CommonLit.org, NewsELA.com, <i>Collections</i> textbook, etc.; Classworks.com ELA program</p>

<p>September 4-14</p> <p><i>September 6- 4.5 Weeks Test</i></p>	<p>Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; introduction, body, and conclusion paragraph; figurative language and figures of speech; citing textual evidence</p> <ul style="list-style-type: none"> ♦Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the argument presented. ♦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. ♦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. ♦Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. ♦Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 	<p>L.7.3 L.7.3a L.7.4 L.7.4a L.7.4b L.7.4c W.7.1d W.7.1e RI.7.5 RI.7.6 RL.7.5 RL.7.6</p>	<p>ELA State Test Writing Rubric; Heroes (Honor and courage) themed texts from CommonLit.org, NewsELA.com, <i>Collections</i> textbook, etc.; Classworks.com ELA program</p>
<p>September 17-28</p>	<p>Review: Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; subjects/predicates, complete sentence structure, punctuation; ellipsis, punctuation for citing textual evidence, figurative language and figures of speech; citing textual evidence</p> <ul style="list-style-type: none"> ♦Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. -Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. -Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). ♦Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ♦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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) ♦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). ♦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. ♦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 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). 	<p>L.7.5 L.7.5a L.7.5b L.7.5c L.7.6 L.7.4 L.7.4a L.7.4b L.7.4c L.7.4d W.7.4 W.7.5 RI.7.7 RI.7.8 RI.7.9 RL.7.7</p>	<p>ELA State Test Writing Rubric; Heroes (honor and courage) themed texts from CommonLit.org, NewsELA.com, <i>Collections</i> textbook, etc.; Classworks.com ELA program</p>

	♦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.	RL.7.9	
October 1-5	Continued review of 1 st 9 weeks standards; 1 st 9 weeks exam		
2nd NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
October 8-19 <i>October 9-Report Card Pick-Up</i>	<p>Point of view; Greek and Latin roots; non-fiction, poetry, and fictional play; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <p>♦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.</p> <p>-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>♦Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>♦Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>-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.</p> <p>-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>-Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>♦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>♦Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</p> <p>♦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>♦Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</p> <p>♦Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>-Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>-Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>-Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>-Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p> <p>L.7.4c</p> <p>L.7.4d</p> <p>RL.7.6</p> <p>W.7.2</p> <p>W.7.2a</p> <p>W.7.2b</p> <p>W.7.2c</p> <p>RI.7.1</p> <p>RI.7.2</p> <p>RL.7.1</p> <p>RL.7.2</p> <p>SL.7.1</p> <p>SL.7.1a</p> <p>SL.7.1b</p> <p>SL.7.1c</p> <p>SL.7.1d</p>	<p>Novel study: <i>A Long Walk to Water</i> by Linda Sue Park; ELA State Test Writing Rubric; overcoming challenges themed articles from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>
October 22- November 2	<p>Characterization; inference; supporting details; Greek and Latin roots; non-fiction, poetry, and fictional play; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <p>♦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.</p> <p>-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p> <p>L.7.4c</p>	<p>Novel Study: <i>A Long Walk to Water</i> by Linda Sue Park; ELA State Test Writing Rubric; Overcoming challenges themed text from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	<ul style="list-style-type: none"> -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). -Use precise language and domain-specific vocabulary to inform about or explain the topic. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the information or explanation presented. ♦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). ♦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. ♦Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot). ♦Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone. ♦Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 	<p>L.7.4d</p> <p>W.7.2d W.7.2e W.7.2f RI.7.3</p> <p>RI.7.4</p> <p>RL.7.3 RL.7.4</p> <p>SL.7.2</p>	
<p>November 5-16 November 12-4.5 Weeks Test</p>	<p>Main idea; symbolism; supporting details; research; Greek and Latin roots; non-fiction, poetry, and fictional play; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ♦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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) ♦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. ♦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. ♦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. ♦Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. ♦Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ♦Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b L.7.4c</p> <p>L.7.4d</p> <p>W.7.4</p> <p>W.7.5</p> <p>W.7.6</p> <p>RI.7.5</p> <p>RI.7.6 RL.7.5 RL.7.6 SL.7.3</p>	<p>Novel Study: <i>A Long Walk to Water</i> by Linda Sue Park; ELA State Test Writing Rubric; Overcoming challenges themed text from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>
<p>November 19-23 <i>Thanksgiving</i></p>			
<p>November 26-December 14 (3 Weeks)</p>	<p>Review: Research; Greek and Latin roots; non-fiction, poetry, and fictional play; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p>	<p>Novel Study: <i>A Long Walk to Water</i> by Linda Sue Park; ELA State Test Writing Rubric; Overcoming challenges themed text from CommonLit.org, NewsELA.com, etc.;</p>

	<ul style="list-style-type: none"> -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ♦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. ♦Draw evidence from literary or informational texts to support analysis, reflection, and research. -Apply grade 7 Reading standards to literary texts (e.g., “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”). -Apply grade 7 Reading standards to literary nonfiction and/or informational texts (e.g. “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”). ♦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). ♦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. ♦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 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 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. ♦Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. ♦Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ♦Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) 	<p>L.7.4c</p> <p>L.7.4d</p> <p>W.7.7</p> <p>W.7.8</p> <p>W.7.9</p> <p>W.7.9a</p> <p>W.7.9b</p> <p>RI.7.7</p> <p>RI.7.8</p> <p>RI.7.9</p> <p>RL.7.7</p> <p>RL.7.9</p> <p>SL.7.4</p> <p>SL.7.5</p> <p>SL.7.6</p>	Classworks.com ELA program
December 17-21	Continued review of 2 nd 9 weeks standards; 2 nd 9 weeks exam		
3rd NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
January 7-18	<p>Point of view; supporting details; Greek and Latin roots; non-fiction, poetry, and fictional novel; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p>	<p>Novel Study: <i>Hatchet</i> by Gary Paulsen; ELA State Test Writing Rubric; Survival themed articles from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	<ul style="list-style-type: none"> -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ♦Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. ♦Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ♦Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. ♦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. -Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ♦Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. -Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. -Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. -Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. - Acknowledge new information expressed by others and, when warranted, modify their own views. ♦Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. ♦Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 	<p>L.7.4c L.7.4d RL.7.1 RL.7.2 RI.7.1 RI.7.2 W.7.1 W.7.1a W.7.1b SL.7.1 SL.7.1a SL.7.1b SL.7.1c SL.7.1d SL.7.2 SL.7.3</p>	
<p>January 22- February 1</p>	<p>Supporting details; theme; inference; Greek and Latin roots; non-fiction, poetry, and fictional novel; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot). ♦Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone. -Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the argument presented. ♦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). ♦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, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ♦Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ♦Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 	<p>L.7.4 L.7.4a L.7.4b L.7.4c L.7.4d RL.7.3 RL.7.4 W.7.1c W.7.1d W.7.1e RI.7.3 RI.7.4 SL.7.4 SL.7.5 SL.7.6</p>	<p>Novel Study: <i>Hatchet</i> by Gary Paulsen; ELA State Test Writing Rubric; Survival themed articles from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	Language standards 1 and 3 for specific expectations.)		
February 4-15 <i>February 7- 4.5 Weeks Test</i>	<p>Supporting details; characterization; main idea; Greek and Latin roots; non-fiction, poetry, and fictional novel; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. ♦Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ♦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. -Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. -Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. -Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. -Provide a conclusion that follows from and reflects on the narrated experiences or events. ♦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. ♦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>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p> <p>L.7.4c</p> <p>L.7.4d</p> <p>RL.7.5</p> <p>RL.7.6</p> <p>W.7.3</p> <p>W.7.3a</p> <p>W.7.3b</p> <p>W.7.3c</p> <p>W.7.3d</p> <p>W.7.3e</p> <p>RI.7.5</p> <p>RI.7.6</p>	<p>Novel Study: <i>Hatchet</i> by Gary Paulsen; ELA State Test Writing Rubric; Survival themed articles from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>
February 19- March 1	<p>Review: Greek and Latin roots; non-fiction, poetry, and fictional novel; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦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 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. ♦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). ♦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. ♦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. 	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p> <p>L.7.4c</p> <p>L.7.4d</p> <p>RL.7.7</p> <p>RL.7.9</p> <p>RI.7.7</p> <p>RI.7.8</p> <p>RI.7.9</p>	<p>Novel Study: <i>Hatchet</i> by Gary Paulsen; ELA State Test Writing Rubric; Survival themed articles from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>
March 4-8	Continued review of 3 rd 9 weeks standards; 3 rd 9 weeks exam		

4 th NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
March 11-15 <i>Spring Break</i>			
March 18-29 March 21-Report Card Pick-Up	<p>Main idea; Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ♦Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. ♦Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ♦Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. ♦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. -Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. -Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the argument presented. 	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p> <p>L.7.4c</p> <p>L.7.4d</p> <p>RL.7.1</p> <p>RL.7.2</p> <p>RI.7.1</p> <p>RI.7.2</p> <p>W.7.1</p> <p>W.7.1a</p> <p>W.7.1b</p> <p>W.7.1c</p> <p>W.7.1d</p> <p>W.7.1e</p>	<p><i>The Treasure of Lemon Brown</i> by Walter Dean Myers; ELA State Test Writing Rubric; ELA test prep (once a week for high group/twice a week for inclusion class); power and greed themed texts from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>
April 1-12	<p>Supporting details; Practice 8th ELA State Test; Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot). ♦Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone. ♦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). ♦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. ♦Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, 	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p> <p>L.7.4c</p> <p>L.7.4d</p> <p>RL.7.3</p> <p>RL.7.4</p> <p>RI.7.3</p> <p>RI.7.4</p> <p>W.7.2</p>	<p>ELA State Test Writing Rubric; ELA test prep (once a week for high group/twice a week for inclusion class) Power and greed themed text from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program; Practice 7th ELA State Test</p>

	<p>and analysis of relevant content.</p> <ul style="list-style-type: none"> -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. -Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. -Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Use precise language and domain-specific vocabulary to inform about or explain the topic. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>W.7.2a</p> <p>W.7.2b</p> <p>W.7.2c</p> <p>W.7.2d</p> <p>W.7.2e</p> <p>W.7.2f</p>	
April 15-26	<p>Inference; Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ♦Draw evidence from literary or informational texts to support analysis, reflection, and research. -Apply grade 7 Reading standards to literary texts (e.g., “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”). -Apply grade 7 Reading standards to literary nonfiction and/or informational texts (e.g. “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”). ♦Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. ♦Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ♦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. ♦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. ♦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). 	<p>L.7.4</p> <p>L.7.4a</p> <p>L.7.4b</p> <p>L.7.4c</p> <p>L.7.4d</p> <p>W.7.9</p> <p>W.7.9a</p> <p>W.7.9b</p> <p>RL.7.5</p> <p>RL.7.6</p> <p>RI.7.5</p> <p>RI.7.6</p> <p>RI.7.7</p>	<p>ELA State Test Writing Rubric; power and greed themed articles from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>
April 29-May 16 (2 Weeks and 4 Days)	<p>Point of view; Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. ♦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 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. ♦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. ♦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. ♦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. ♦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>W.7.10</p> <p>RL.7.7</p> <p>RL.7.9</p> <p>RL.7.10</p> <p>RI.7.8</p> <p>RI.7.9</p> <p>RI.7.10</p>	<p>ELA State Test Writing Rubric; power and greed themed articles from CommonLit.org, NewsELA.com, etc.; Classworks.com ELA program</p>
May 17-23	Continued review of 4 th 9 weeks standards; 4 th 9 weeks exam		