

Curricular Framework English Language Arts-Grade 7

Pacing Guide and Unit Overviews

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1 “Journeys and Survival” Time Frame: September October November	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6	Primary Focus Standards: W.7.2A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1A L.7.2B L.7.3A L.7.4A,C,D L.7.6
	Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	Writing Genre: <ul style="list-style-type: none"> ● Informational/Explanatory ● Literary Analysis ● Research ● Routine Writing 	Task Types: <ul style="list-style-type: none"> ● Small and whole group discussions 	These standards are embedded within the writing process
Interdisciplinary Standards	6.1.8.A.1.a, 6.1.8.B.1.b 6.2.8.B.4.b, 6.2.8.B.4.c 6.2.8.B.4.d, 6.2.8.B.4.f 6.3.8.A.1, 6.3.8.A.2 6.3.8.A.3, 6.3.8.B.3 6.3.8.C.1			
Unit 1 Resources	<ul style="list-style-type: none"> ● EngageNY, Module 1 ● Literature: - <i>A Long Walk to Water</i> ● Informational texts: - “Time Trip” excerpt from “Life and Death in 	<ul style="list-style-type: none"> ● <i>A Long Walk to Water</i> for reference and text evidence in literary analysis essay writing ● “The Party” ● Anchor charts ● Graphic organizers: gathering textual evidence and drawing 	<ul style="list-style-type: none"> ● Anchor charts ● Protocols: Take a Stand, Chalk Talk, World Cafe, Back-to-Back and Face-to-Face, Discussion Appointments ● Group talk 	<ul style="list-style-type: none"> ● Noredink.com ● Studyisland.com ● Language practice word study ● Anchor charts

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	<p>Darfur: Sudan’s Refugee Crisis Continues”</p> <p>-“Sudanese Tribes Confront Modern War”</p> <p>-“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps”</p> <p>-Water for South Sudan http://www.waterforsothsudan.org</p> <p>-Various informational texts on African continent and African countries</p> <p>Leveled Readings: NEWSELA: “Africa Physical Geography” (Lexiles = 610 - 1040) “Africa’s Rich Human Geography” (Lexiles = 590 - 1130)</p> <ul style="list-style-type: none"> ● Anchor charts: Things Close Readers Do ● General reference: Kylee Beers and Robert E. Probst’s <i>Notice and Note: Strategies for Close Reading</i> 	<p>inferences, short-constructed responses, essays scaffolded by paragraph</p>	<p>self-assessment rubric</p>	
Unit 1	Formative: Study Island	Formative (non-graded): study island	Formative (non-graded):	Formative: noredink.com

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Assessments	assessments - textual evidence, making inferences and relevant connections, theme, objective summary, word choice (including connotative, denotative, & figurative), text structure, point of view, central idea Summative: -Engage NY Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i> -Engage NY Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes	practice, provide feedback through conferencing Summative: -Literary Analysis on Theme final drafts assessed for grammar and content/style -Research and presentation with synthesized findings on assigned African country to supplement study of African continent	students self-assess, teacher provides feedback by end of marking period (MP) Summative: Presentation on researched African countries	quizzes, Study Island practice (non-graded), word study quizzes Summative: assessed within writing pieces
	Benchmark Assessment: Study Island Benchmark #1			
	Alternative Assessments: Portfolio style assessment (choice of writing piece and reading responses to be graded)			
21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9	8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 9.1.8.A.4 Relate earning power to quality of life across cultures. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.			

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Modifications

IEP: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Expand students' time for free reading; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; participating in regional and national competitions such as spelling bees and essay competitions.

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<p>Unit 2 “Identity and Transformation”</p> <p>Time Frame: November December January</p>	<p>Primary Focus Standards: RL.7.1 RI.7.1</p> <p>RL.7.2 RI.7.2</p> <p>RL.7.6 RI.7.3</p> <p>RI.7.4</p> <p>RI.7.5</p> <p>RI.7.6</p> <p>RI.7.7</p> <p>RI.7.8</p> <p>RI.7.9</p>	<p>Primary Focus Standards: W.7.1A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B</p>	<p>Primary Focus Standards: SL.7.1A,B,C,D SL.7.3 SL.7.4 SL.7.6</p>	<p>Primary Focus Standards: L.7.1B L.7.2B L.7.3A L.7.4A,C,D L.7.5 B L.7.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <p>1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity</p>	<p>Writing Genre:</p> <ul style="list-style-type: none"> ● Research ● Arguments ● Routine Writing 	<p>Task Type:</p> <ul style="list-style-type: none"> ● Discuss, analyze and present effectiveness of media messages in small groups and whole class 	<p>These standards are embedded within the writing process</p>
<p>Unit 2 Resources</p>	<ul style="list-style-type: none"> ● EngageNY, Module 2B ● Literature: - <i>Pygmalion</i>, George Bernard Shaw - “The Myth of Pygmalion” - <i>Nadia’s Hands</i>, Karen 	<ul style="list-style-type: none"> ● <i>Pygmalion</i> for reference and text evidence in argument essay writing ● Research: Various informational texts to write research synthesis ● Research: Various 	<ul style="list-style-type: none"> ● Anchor charts ● Protocols: Gallery Walk, Chalk Talk, World Cafe, Back-to-Back and Face-to-Face ● Group talk self-assessment rubric 	<ul style="list-style-type: none"> ● Noredink.com ● Studyisland.com ● Language practice word study ● Anchor charts

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	<p>English</p> <ul style="list-style-type: none"> ● Informational: <ul style="list-style-type: none"> -Excerpt from <i>Not Much, Just Chillin: The Hidden Lives of Middle Schoolers</i>, Linda Perlstein - “Key Questions to Ask When Analyzing Media Messages,” National Association for Media Literacy Education - “Team Players,” Erika Packard in <i>Monitor</i> - “Generation Z Teens Stereotyped as ‘Lazy and Unaware,’” Julianne Micoleta in Huffington Post - “Teen Slang: What’s, Like, So Wrong With Like?,” Denise Winterman - “Truth in Advertising?,” Stephanie Clifford - “Images of Men in Advertising,” Tom Yakanama - “Gender Sneer,” Courtney Kane - “Guys and Dolls No More?” Elizabeth Sweet - “Geena Davis, Media Equalizer” 	<p>informational texts and advertisements to write ad analysis and counter advertisement</p>	<ul style="list-style-type: none"> ● Anchor charts on media literacy ● Various print advertisements and TV commercials for ad analysis 	
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	<ul style="list-style-type: none"> - “Cover Girl Culture,” Melanie Deziel - “The Border,” Cinda Morand - “My Own True Name,” Diane Gonzales Bertrand - Victorian Women: Not What You Might Think, Gina Zorzi - “Women and Urban Life in Victorian England,” Lynda Nead 			
Interdisciplinary Connections	<p>6.1.8.A.1.a, 6.1.8.B.1.b 6.1.8.C.1.b, 6.2.8.B.4.f 6.3.8.A.1 ,6.3.8.A.2, 6.3.8.A.3, 6.3.8.B.3, 6.3.8.C.1</p>			
Unit 2 Assessments	<p>Formative: Study Island Assessments main idea, connections between individuals events and ideas, technical meanings, evaluating arguments</p> <p>Summative: -Engage NY Evidence, Ideas, and Interactions “Why Couldn’t Snow White Be Chinese?” -Engage NY Claims, Interactions, and Text Structure “Is Money Affecting Your Social Status?”</p>	<p>Formative (non-graded): study island practice, provide feedback through conferencing</p> <p>Summative: -Argument Essay on Character Identity Changes final drafts assessed for grammar and content/style -Writing a Research Synthesis -Ad Analysis and Counter Advertisement</p>	<p>Formative (non-graded): students self-assess, teacher provides feedback by end of marking period (MP)</p> <p>Summative: -Counter advertisement</p>	<p>Formative: noredink.com quizzes, Study Island practice (not graded), word study quizzes</p> <p>Summative: assessed within writing pieces</p>
Benchmark Assessments: Study Island Benchmark #2				
Alternative Assessments: Creation and presentation of videotaped advertisement; multimedia presentation reflecting the ideas of self-identity and				

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<p>21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9</p>	<p>transformation; literature and informational choice boards</p> <p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>Modifications</p>	<p>IEP: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p>ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p>AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p> <p>504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task;</p>

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	<p>additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts</p> <p>GIFTED STUDENTS: Expand students’ time for free reading; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; participating in regional and national competitions such as spelling bees and essay competitions.</p>			
<p>Unit 3 “Screen and Brain Time”</p> <p>Time Frame: February March April</p>	<p>Primary Focus Standards:</p> <p>RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6 RL. 7.10 RI. 7.10</p>	<p>Primary Focus Standards:</p> <p>W.7.2A,,C,D,E,F W.7.4 W.7.5 W.7.6 W.7.10, Select at least one from W.7.7, W.7.8, W.7.9A,B</p>	<p>Primary Focus Standards:</p> <p>SL.7.1A,B,C,D SL.7.2 SL.7.5 SL.7.6</p>	<p>Primary Focus Standards:</p> <p>L.7.2B L.7.3A L.7.4A,B,C,D L.7.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <p>1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity</p>	<p>Writing Genre:</p> <p>Research Informative and Explanatory Routine Writing</p>	<p>Task type:</p> <p>Socratic Seminars and Debates</p>	<p>These standards are embedded within the writing process</p>
<p>Interdisciplinary Connections</p>	<p>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p>			

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Unit 3 Resources	<ul style="list-style-type: none"> ● EngageNY, Module 4A ● “The Many Benefits for Kids of Playing Video Games,” Peter Gray ● “Policy Statement: Children, Adolescents, and the Media,” AAP ● “Growing Up Digital,” Matt Richtel ● “The Digital Revolution and Adolescent Brain Evolution,” Jay N. Giedd ● “Video Games Benefit Children, Study Finds,” Queensland University of Technology ● “Beyond the Brain,” David Brooks ● “What’s Going on in Your Brain?” Linda Bernstein ● “You Trouble,” Justin O’Neill ● “Teens and Decision Making: What Brain Science Reveals,” Scholastic Inc. and National Institute on Drug Abuse 	<ul style="list-style-type: none"> ● Various informational texts from reference ● Anchor charts, research process ● Graphic organizers: gathering textual evidence and drawing inferences, short-constructed responses, tracing an argument, evaluating an argument 	<ul style="list-style-type: none"> ● Anchor charts ● Protocols: Gallery Walk, Chalk Talk, World Cafe, Back-to-Back and Face-to-Face, Jigsaw activities, Fishbowl Activity ● Group talk self-assessment rubric 	<ul style="list-style-type: none"> ● Noredink.com ● Studyisland.com ● Language practice word study ● Anchor charts
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	<ul style="list-style-type: none"> ● “Attached to Technology and Paying a Price,” Matt Richtel ● “Is Google Making Us Stupid?” Nicholas Carr and Peter Norvig ● “The Teen Brain: It’s Just Not Grown Up Yet” Richard Knox <p>See NEWSELA for additional leveled articles</p>			
Unit 3 Assessments	<p>Formative: Study Island Assessments main idea, connections between individuals events and ideas, technical meanings, evaluating arguments</p> <p>Summative: -Engage NY “The Development of the Young Brain”: Listening for Main Idea and Supporting Details -Engage NY Analyzing Main Idea and Supporting Details in “You Trouble”</p>	<p>Formative (non-graded): study island practice, provide feedback through conferencing</p> <p>Summative: -Short constructed responses -Research Tracing and Evaluating Arguments in Informational Texts -Making a Claim about the AAP Recommended Screen Time</p>	<p>Formative (non-graded): students self-assess, teacher provides feedback by end of marking period (MP)</p> <p>Summative: -Engage NY “The Development of the Young Brain”: Listening for Main Idea and Supporting Details -Position Presentation</p>	<p>Formative: noredink.com quizzes, Study Island practice (not graded), word study quizzes</p> <p>Summative: assessed within writing pieces</p>
	Benchmark Assessment: Study Island Benchmark #3			
	Alternative Assessments: Multimedia presentations, literature and informational choice boards			
21ST CENTURY LIFE AND CAREERS &	<p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p>			

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TECHNOLOGY INTEGRATION NJSLS 8 AND 9	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
Modifications	<p><u>IEP:</u> Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p><u>ELL:</u> Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p><u>AT-RISK:</u> Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p> <p><u>504:</u> Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts</p> <p><u>GIFTED STUDENTS:</u> Expand students’ time for free reading; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals,</p>

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	then provide them with the opportunity to work towards those goals; participating in regional and national competitions such as spelling bees and essay competitions.			
Unit 4 “Understanding Perspectives - Slavery” Time Frame: May June	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6 RL. 7.10 RI. 7.10	Primary Focus Standards: W.7.2A,,C,D,E,F W.7.4 W.7.5 W.7.6 W.7.10, Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.2 SL.7.5 SL.7.6	Primary Focus Standards: L.7.2B L.7.3A L.7.4A,B,C,D L.7.6
	Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	Writing Genre: <ul style="list-style-type: none"> ● Narrative ● Research/Informative ● Routine Writing 	Task type: <ul style="list-style-type: none"> ● Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process
Interdisciplinary Connections	6.1.8.A.1.a, 6.1.8.B.1.b 6.1.8.C.1.b, 6.2.8.B.4.d 6.2.8.B.4.f, 6.3.8.A.1 6.3.8.A.2, 6.3.8.A.3 6.3.8.B.1, 6.3.8.C.1			
Unit 4 Resources	<ul style="list-style-type: none"> ● EngageNY, Module 3 ● Literature: -<i>Narrative of the Life of</i> 	<ul style="list-style-type: none"> ● <i>Narrative of the Life of Frederick Douglass, an American Slave</i> for reference 	<ul style="list-style-type: none"> ● Anchor charts ● Protocols: Gallery Walk, Chalk Talk, World Cafe, 	<ul style="list-style-type: none"> ● Noredink.com ● Studyisland.com

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	<p style="text-align: center;"><i>Frederick Douglass, an American Slave</i>, Frederick Douglass</p> <p>- <i>The People Could Fly</i>, Virginia Hamilton</p> <p>- <i>Frederick Douglass: The Last Day of Slavery</i>, William Miller and Cedric Lewis</p> <ul style="list-style-type: none"> ● Poetry: <p>- “Slaveship,” Lucille Clifton</p> <p>- “Harriet Tubman,” Eloise Greenfield</p> <p>- “Black Woman,” Georgia Douglas Johnson</p> <p>- “If We Must Die,” Claude McKay</p> <p>- “We Wear the Mask,” Paul Laurence Dunbar</p> <p>- “The Negro Speaks of Rivers,” Langston Hughes</p> <ul style="list-style-type: none"> ● Informational: <p>- “Introduction to Poetry,” Robert Collins</p> <p>- “Renaissance Man,” Scott Kirkwood</p> <p>Leveled Readings: NEWSELA “North America Human Geography” (Lexiles 600 = 1040)</p>	<p>and text evidence in short constructed responses</p> <ul style="list-style-type: none"> ● Excerpt from <i>Believing in Horses</i> for narrative writing ● Anchor charts, storyteller’s toolbox, How to Read a Poem, narrative arc ● Graphic organizers: gathering textual evidence and drawing inferences, short-constructed responses, essays scaffolded by paragraph 	<p>Back-to-Back and Face-to-Face, Discussion Appointments, Jigsaw activities</p> <ul style="list-style-type: none"> ● Group talk self-assessment rubric ● Various Youtube Videos portraying effective storytelling 	<ul style="list-style-type: none"> ● Language practice word study ● Anchor charts
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	<p>“North America Physical Geography” (Lexiles = 610-1060)</p> <p>“South America Human Geography” (Lexiles = 610 - 1150)</p> <p>“The Physical Geography of South America” (Lexiles = 580 - 1070)</p> <p><u>Slavery / Amistad titles</u> readworks.org (5th - 8th grade)</p> <p>NEWSELA “The Amistad Case: A Quest for Freedom” (Lexiles = 560- 1220)</p>			
<p>Unit 4 Assessments</p>	<p>Formative: Study Island Assessments plot and elements of a story; figurative meanings, sound, and language; meaning and tone, point of view</p> <p>Summative: -Engage NY Using Evidence to Support Analysis: “Frederick Douglass” -Engage NY Reading Poetry: Analyzing Structure and Language in “We Wear the Mask” -Engage NY Analyzing Stories: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s</p>	<p>Formative (non-graded): study island practice, provide feedback through conferencing</p> <p>Summative: -Short constructed responses -Narrative Essay continuing <i>Believing in Horses</i></p>	<p>Formative (non-graded): students self-assess, teacher provides feedback by end of marking period (MP)</p>	<p>Formative: noredink.com quizzes, Study Island practice (not graded), word study quizzes</p> <p>Summative: assessed within writing pieces</p>

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	<i>Narrative</i>			
21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9	Benchmark Assessment: Study Island Benchmark #4, PARCC			
	Alternative Assessments: presentation (monologue) of a scene from Narrative of the Life of Frederick Douglass, reader’s theater presentation, Google Slide presentation of topics related to Amistad, slavery, modern-day slavery, and/or human trafficking			
Modifications	<p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>IEP: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p>ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p>AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p>			

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	<p>504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts</p> <p>GIFTED STUDENTS: Expand students’ time for free reading; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; participating in regional and national competitions such as spelling bees and essay competitions.</p>			
Suggested Open Educational Resources	<p>Reading</p> <ul style="list-style-type: none"> ● Close In on Close Reading ● Teaching Channel: Thinking Notes Strategy For Close Reading ● Summarizing, Paraphrasing & Retelling ● Strategies for Analyzing Argument ● Common Core Reading Strategies Informational Text ● Summarizing Non-Fiction Text ● YouTube Reading Lessons Middle School ● Common Core Strategies ● Teaching Reading ● Teaching Theme 	<p>Writing/Language</p> <ul style="list-style-type: none"> ● Teacher Tube - Counterclaims and rebuttals ● Evidence Based Arguments ● Writing Fix: Word Choice Resources ● Writing Resources by Strand ● Word Choice YouTube ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● PARCC Writing Resources ● Harvard College Writing Center ● Teaching Narrative ● Writing Exemplars by Grade Level and Aspects to Consider in Writing ● Thesis Writing 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Inquiry Based Learning (Edutopia) ● Engaging Students Using Discussion ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This ● Accountable Talk ● AVID Socratic Seminar 	<p>Critical Thinking</p> <ul style="list-style-type: none"> ● Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge ● Cognitive Rigor Chart ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons

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	<ul style="list-style-type: none"> ● Exploring Character ● Literary Analysis ● Vocabulary: Doing It Differently 	<ul style="list-style-type: none"> ● Discussion, Planning and Questioning ● Literary Analysis Writing ● Writing a Thesis Statement 		
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Unit 1 Grade 7		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
<p>RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● Paraphrase evidence from text ● Correctly cite evidence ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions as you read ● Make personal connections, connections to other texts, and/or global connections, when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
<p>RL.7.2. 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>	<p>RI.7.2. 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>	<ul style="list-style-type: none"> ● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence ● Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text ● Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)

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		<ul style="list-style-type: none"> ● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text ● Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text ● Summarize the text objectively, capturing the main ideas ● Distinguish between essential and nonessential details of a text to create an objective summary of the text
<p>RL.7.4. 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.</p>	<p>RI.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.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Analyze the impact of specific word choice on meaning and/or tone ● Explain poetic devices used in text ● Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text ● Analyze why the author used a specific word choice or sound device ● Analyze the impact of a word choice or sound device on the reader ● Evaluate the effectiveness of the author’s word choice or sound device
<p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p>RI.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.</p>	<ul style="list-style-type: none"> ● Describe the form and structure of a drama or poem ● Describe the structure used to organize a nonfiction text texts ● Explain how text structure impacts overall meaning of text ● Identify how the differing form or structure of a text contributes to its meaning ● Analyze how parts of a text contribute to meaning ● Explain why the author chose a specific form or structure ● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) ● Evaluate the effectiveness of the chosen form or structure

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<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RI.7.6. 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>RL.7.6:</p> <ul style="list-style-type: none"> ● Identify the viewpoints of characters in a text ● Compare and contrast the characters' points-of-view ● Trace how the author created and conveyed the similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices on the reader ● Evaluate the effectiveness of the author's point of view choices <p>RI.7.6:</p> <ul style="list-style-type: none"> ● Identify the author's point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills	
<p>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> <p>W.7.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Focus writing on thoroughly describing or explaining a topic ● Identify the defining elements of this specific writing genre ● Explore topics from their content area classes. ● Introduce a topic clearly, previewing what is to follow ● Organize ideas, concepts, and information into broader categories 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 ● Include relevant supporting facts, information, and details ● Transition between ideas using appropriate words and phrases ● Select precise language and domain-specific vocabulary ● Consistently use an appropriate style ● Create language that is appropriate to one's audience and follows a formal tone ● Write a conclusion to bring the text to a close 	
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack the writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task 	

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	<ul style="list-style-type: none"> ● Use language that is precise and powerful to create voice in writing ● Create a tone that is appropriate for one’s 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.	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing. ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Follow appropriate typing format and conventions ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	<ul style="list-style-type: none"> ● Engage in short research projects to answer a self-selected or teacher-assigned questions ● Develop research questions ● Determine keywords or topics for each question ● Search for informational sources in an effort to answer the question ● Compose follow-up research questions based on the initial search ● Explain quotations used as support to enhance meaning ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	<ul style="list-style-type: none"> ● Use search terms effectively ● Write a clear thesis statement ● Draw evidence from texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Paraphrase source information to avoid plagiarism in writing

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<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9.A. Apply grade 7 Reading standards to literature (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").</p> <p>W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (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").</p>	<ul style="list-style-type: none"> ● Incorporate ideas from literary or informational texts to support writing ● Deconstruct and reflect upon textual evidence ● Identify evidence that supports claims in literary analysis ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Recognize and identify multiple organizational models ● Apply a specific organizational strategy to a writing
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ●—Reflect on and be able to explain decisions made while crafting a piece of writing ● Produce written reflections ● Write for a variety of audiences and purposes on an array of cross-curricular topics
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.7.1. 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>SL.7.1.A. 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>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.C. 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>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>SL.7.4. 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.</p>	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner.

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	<ul style="list-style-type: none"> ● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic ● Use practices that engage the audience (ie: eye contact, volume, pronunciation) ● Emphasize important points with different pitch or volume ● Elaborate on a point that listeners may need more explanation to understand
SL.7.6. 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 here for specific expectations.)	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately ● Reflect on the use of language and revise as needed
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.	<ul style="list-style-type: none"> ● Identify phrases and clauses in sentences in reading ● Explain the function of phrases and clauses in general ● Explain the function of phrases and clauses in specific sentences
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	<ul style="list-style-type: none"> ● Apply common rules and patterns to spell words correctly
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<ul style="list-style-type: none"> ● Select precise language ● Revise writing for wordiness and redundancies
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. L.7.4.A. 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. L.7.4.C. Consult 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.	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital

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L.7.4.D. 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).		
L.7.6. 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.	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form 	
Unit 1 Grade 7 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>	
District/School Texts	District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>	
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars		
<i>This is a place to capture standards integration and instructional best practices.</i>		
Unit 2 Grade 7		

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Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
<p>RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● Paraphrase evidence from text ● Correctly cite evidence ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions as you read ● Make personal connections, connections to other texts, and/or global connections, when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
<p>RL.7.2. 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>	<p>RI.7.2. 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>	<ul style="list-style-type: none"> ● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence ● Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text ● Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) ● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text ● Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text ● Summarize the text objectively, capturing the main ideas

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		<ul style="list-style-type: none"> ● Distinguish between essential and nonessential details of a text to create an objective summary of the text
	<p>RI.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>	<ul style="list-style-type: none"> ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts. ● Explain the relationships between individuals, events, and ideas in a text ● Reflect on how historical figures influenced ideas or events of the time period and vice versa ● Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way ● Analyze the impact of the interaction between ideas, individuals, and events on the reader ● Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author’s central idea
	<p>RI.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.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Analyze the impact of specific word choice on meaning and/or tone ● Analyze why the author used a specific word choice or sound device ● Analyze the impact of a word choice or sound device on the reader ● Evaluate the effectiveness of the author’s word choice or sound device
	<p>RI.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.</p>	<ul style="list-style-type: none"> ● Describe the form and structure of a drama or poem ● Describe the structure used to organize a nonfiction text ● Explain how text structure impacts overall meaning of text ● Identify how the differing form or structure of a text contributes to its meaning ● Analyze how parts of a text contribute to meaning ● Explain why the author chose a specific form or structure ● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) ● Evaluate the effectiveness of the chosen form or structure

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<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RI.7.6. 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>RL.7.6:</p> <ul style="list-style-type: none"> ● Identify the viewpoints of characters in a text ● Compare and contrast the characters' points-of-view ● Trace how the author created and conveyed the similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices on the reader ● Evaluate the effectiveness of the author's point of view choices <p>RI.7.6:</p> <ul style="list-style-type: none"> ● Identify the author's point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
	<p>RI.7.7. 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).</p>	<ul style="list-style-type: none"> ● Analyze how content differs depending on the medium in which it is presented ● Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats ● Identify techniques present in each format ● Compare/contrast two or more formats' portrayal of the same subject ● Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text
	<p>RI.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.</p>	<ul style="list-style-type: none"> ● Support arguments presented in text with evidence. ● Identify arguments and specific claims in a text ● Determine which textual segments most strongly support the author's claim ● Determine the validity of the reasoning ● Determine the relevance and sufficiency of the evidence ● Delineate and evaluate the argument and specific claims in a text
	<p>RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different</p>	<ul style="list-style-type: none"> ● Track key individuals, events, and/or ideas in informational texts from two or more authors. ● Investigate how one topic may be presented in different ways ● Compare and contrast two or more authors' presentations of key information. ● Analyze the importance of the different information each author emphasized and excluded

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	evidence or advancing different interpretations of facts.	<ul style="list-style-type: none"> ● Analyze how the authors use the same information, but produce different texts because of interpretation ● Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text ● Evaluate the effectiveness of the authors’ emphasis of specific evidence and different interpretations of facts for promoting their view
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<ul style="list-style-type: none"> ● Write arguments to support claims ● Support arguments with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement ● Address opposing claims ● Organize the reasons and evidence logically. ● Choose appropriate reasoning and evidence to support claims ● Evaluate sources for accuracy and reliability ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence ● Choose a consistent style, approach, and form for the task ● Close the text with a conclusion
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack the writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice in writing ● Create a tone that is appropriate for one’s audience
<p>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.</p>		<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing. ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.

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<p>W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Follow appropriate typing format and conventions ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
<p>W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p>	<ul style="list-style-type: none"> ● Engage in short research projects to answer a self-selected or teacher-assigned questions ● Develop research questions ● Determine keywords or topics for each question ● Search for informational sources in an effort to answer the question ● Compose follow-up research questions based on the initial search ● Explain quotations used as support to enhance meaning ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information
<p>W.7.8. (Choice) 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.</p>	<ul style="list-style-type: none"> ● Use search terms effectively ● Write a clear thesis statement ● Draw evidence from texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Paraphrase source information to avoid plagiarism in writing
<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9.A. Apply grade 7 Reading standards to literature (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").</p> <p>W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (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").</p>	<ul style="list-style-type: none"> ● Incorporate ideas from literary or informational texts to support writing ● Deconstruct and reflect upon textual evidence ● Identify evidence that supports claims in literary analysis ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Recognize and identify multiple organizational models ● Apply a specific organizational strategy to a writing

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<p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain decisions made while crafting a piece of writing ● Produce written reflections ● Write for a variety of audiences and purposes on an array of cross-curricular topics
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.7.1. 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>SL.7.1.A. 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>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.C. 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>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> ● Determine the speaker's argument and claims ● Evaluate whether the speaker's reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims
<p>SL.7.4. 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.</p>	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner. ● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic ● Use practices that engage the audience (ie: eye contact, volume, pronunciation) ● Emphasize important points with different pitch or volume ● Elaborate on a point that listeners may need more explanation to understand

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<p>SL.7.6. 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 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations. ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately ● Reflect on the use of language and revise as needed
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<ul style="list-style-type: none"> ● Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences ● Intentionally use a combination of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> ● Apply common rules and patterns to spell words correctly
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> ● Select precise language ● Revise writing for wordiness and redundancies
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. L.7.4.A. 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. L.7.4.C. Consult 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. L.7.4.D. 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>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<ul style="list-style-type: none"> ● Identify the relationship of words in reading ● Clarify words by using the relationship between them in writing

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L.7.6. 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.	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form 	
Unit 2 Grade 7 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>	
District/School Texts	District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>	
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars		
<i>This is a place to capture standards integration and instructional best practices.</i>		

Unit 3 Grade 7

Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills
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<p>RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● Paraphrase evidence from text ● Correctly cite evidence ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions as you read ● Make personal connections, connections to other texts, and/or global connections, when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
<p>RL.7.2. 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>	<p>RI.7.2. 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>	<ul style="list-style-type: none"> ● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence ● Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text ● Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) ● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text ● Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text ● Summarize the text objectively, capturing the main ideas ● Distinguish between essential and nonessential details of a text to create an objective summary of the text

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<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>		<ul style="list-style-type: none"> ● Analyze the impact specific story elements have on the text ● Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting) ● Analyze how the plot and setting affect the actions/choices of the characters ● Explain why the author chose to have elements of a story interact in a specific way ● Analyze the impact of the relationship between characters, setting, and plot on the reader ● Evaluate the author’s effectiveness in determining the interactions between character, setting, and plot
<p>RL.7.4. 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.</p>		<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Analyze the impact of specific word choice on meaning and/or tone ● Explain poetic devices used in text ● Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text ● Analyze why the author used a specific word choice or sound device ● Analyze the impact of a word choice or sound device on the reader ● Evaluate the effectiveness of the author’s word choice or sound device
<p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>		<ul style="list-style-type: none"> ● Describe the form and structure of a drama or poem ● Describe the structure used to organize a nonfiction text texts ● Explain how text structure impacts overall meaning of text ● Identify how the differing form or structure of a text contributes to its meaning ● Analyze how parts of a text contribute to meaning ● Explain why the author chose a specific form or structure ● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) ● Evaluate the effectiveness of the chosen form or structure

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<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RI.7.6. 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>RL.7.6:</p> <ul style="list-style-type: none"> ● Identify the viewpoints of characters in a text ● Compare and contrast the characters' points-of-view ● Trace how the author created and conveyed the similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices on the reader ● Evaluate the effectiveness of the author's point of view choices <p>RI.7.6:</p> <ul style="list-style-type: none"> ● Identify the author's point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
<p>RL.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).</p>		<ul style="list-style-type: none"> ● Analyze how content differs because of the medium in which it is presented ● Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia) ● Generate a list of techniques expressed in each medium ● Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version ● Determine how the techniques of a particular medium affect the content ● Analyze the effects of techniques unique to each medium ● Explain what makes each medium unique ● Analyze the impact of each medium on the reader ● Make judgments about which medium best represents the content
<p>RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p>		<ul style="list-style-type: none"> ● Compare and contrast historical fiction and a factual text ● Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story ● Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text ● Analyze the importance of the information each author emphasized and the importance of what was excluded ● Analyze why the author of the fictional piece chose to use or alter history

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Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3.A. 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.</p> <p>W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● Analyze the impact that the author’s use or alteration of history has on the reader ● Evaluate the effectiveness of the author’s choices to use and/or alter history <ul style="list-style-type: none"> ● Engage the reader with a story hook ● Introduce a narrator and/or characters ● Establish a point of view and background story ● Organize an event sequence that unfolds naturally and logically ● Use narrative techniques effectively to develop experiences, events, and/or characters ● Transition from one idea to the next by using appropriate words and phrases ● Use figurative language to aid in description ● Describe ideas by using sensory and specific language ● Write a conclusion that brings the story events to a meaningful close ● Clearly convey a conflict and a resolution to the conflict
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack the writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice in writing ● Create a tone that is appropriate for one’s audience
<p>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.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing. ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
<p>W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Follow appropriate typing format and conventions ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology

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<p>W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p>	<ul style="list-style-type: none"> ● Seek out authentic publishing opportunities ● Engage in short research projects to answer a self-selected or teacher-assigned questions ● Develop research questions ● Determine keywords or topics for each question ● Search for informational sources in an effort to answer the question ● Compose follow-up research questions based on the initial search ● Explain quotations used as support to enhance meaning ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information
<p>W.7.8. (Choice) 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.</p>	<ul style="list-style-type: none"> ● Use search terms effectively ● Write a clear thesis statement ● Draw evidence from texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Paraphrase source information to avoid plagiarism in writing
<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9.A. Apply grade 7 Reading standards to literature (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").</p> <p>W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (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").</p>	<ul style="list-style-type: none"> ● Incorporate ideas from literary or informational texts to support writing ● Deconstruct and reflect upon textual evidence ● Identify evidence that supports claims in literary analysis ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Recognize and identify multiple organizational models ● Apply a specific organizational strategy to a writing
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain decisions made while crafting a piece of writing ● Produce written reflections

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Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.7.1. 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>SL.7.1.A. 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>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.C. 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>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> ● Write for a variety of audiences and purposes on an array of cross-curricular topics ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>SL.7.2. 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>	<ul style="list-style-type: none"> ● Extract the main ideas and the details used to support it presented in different media formats ● Synthesize the information, sorting between the main points and smaller details that work to support the main points ● Use a graphic organizer (e.g., web, outline, etc)to analyze presented information ● Explain how the main idea and supporting details help to clarify a topic, text, or issue
<p>SL.7.4. 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.</p>	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner. ● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic ● Use practices that engage the audience (ie: eye contact, volume, pronunciation) ● Emphasize important points with different pitch or volume ● Elaborate on a point that listeners may need more explanation to understand
<p>SL.7.6. 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 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations. ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately

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Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<ul style="list-style-type: none"> ● Reflect on the use of language and revise as needed ● Identify phrases and clauses in sentences when reading ● Accurately use phrases and clauses within a sentence in writing ● Recognize and correct misplaced and dangling modifiers
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>L.7.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> ● Identify a series of adjectives in writing ● Use a comma to separate adjectives in a series ● Apply common rules and patterns to spell words correctly
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> ● Select precise language ● Revise writing for wordiness and redundancies
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A. 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>L.7.4.C. Consult 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.D. 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>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<ul style="list-style-type: none"> ● Define and identify figures of speech ● Determine the meaning of and purpose of figures of speech in context ● Identify the relationship of words ● Clarify words by using the relationship between them ● Discern the difference in meaning between closely related words

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L.7.6. 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.	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form 	
Unit 3 Grade 7 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>	
District/School Texts	District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>	
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars		
<i>This is a place to capture standards integration and instructional best practices.</i>		

Unit 4 Grade 7

Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills
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<p>RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● Paraphrase evidence from text ● Correctly cite evidence ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions as you read ● Make personal connections, connections to other texts, and/or global connections, when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
<p>RL.7.2. 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>	<p>RI.7.2. 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>	<ul style="list-style-type: none"> ● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence ● Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text ● Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) ● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text ● Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text ● Summarize the text objectively, capturing the main ideas ● Distinguish between essential and nonessential details of a text to create an objective summary of the text

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<p>RL.7.4. 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.</p>	<p>RI.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.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Analyze the impact of specific word choice on meaning and/or tone ● Explain poetic devices used in text ● Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text ● Analyze why the author used a specific word choice or sound device ● Analyze the impact of a word choice or sound device on the reader ● Evaluate the effectiveness of the author’s word choice or sound device
<p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p>RI.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.</p>	<ul style="list-style-type: none"> ● Describe the form and structure of a drama or poem ● Describe the structure used to organize a nonfiction text texts ● Explain how text structure impacts overall meaning of text ● Identify how the differing form or structure of a text contributes to its meaning ● Analyze how parts of a text contribute to meaning ● Explain why the author chose a specific form or structure ● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) ● Evaluate the effectiveness of the chosen form or structure
<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RI.7.6. 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>RL.7.6:</p> <ul style="list-style-type: none"> ● Identify the viewpoints of characters in a text ● Compare and contrast the characters’ points-of-view ● Trace how the author created and conveyed the similar and/or dissimilar characters ● Analyze the impact of the author’s point of view choices on the reader ● Evaluate the effectiveness of the author’s point of view choices <p>RI.7.6:</p> <ul style="list-style-type: none"> ● Identify the author’s point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
<p>RL.7.10. **By the end of the year read and comprehend literature, including</p>	<p>RI.7.1.10. **By the end of the year read and comprehend literary</p>	<ul style="list-style-type: none"> ● Determine difficulties in comprehending and making meaning

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<p>stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.</p>	<p>nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● Apply appropriate strategies in order to increase comprehension when encountering grade level text ● Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life ● Encounter the text with scaffolding when needed Make an increasing number of connections among ideas and between texts
Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills	
<p>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> <p>W.7.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Focus writing on thoroughly describing or explaining a topic ● Identify the defining elements of this specific writing genre ● Explore topics from their content area classes. ● Introduce a topic clearly, previewing what is to follow ● Organize ideas, concepts, and information into broader categories 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 ● Include relevant supporting facts, information, and details ● Transition between ideas using appropriate words and phrases ● Select precise language and domain-specific vocabulary ● Consistently use an appropriate style ● Create language that is appropriate to one's audience and follows a formal tone ● Write a conclusion to bring the text to a close 	
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack the writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice in writing ● Create a tone that is appropriate for one's audience 	
<p>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.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing. ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists 	

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	<ul style="list-style-type: none"> ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Follow appropriate typing format and conventions ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	<ul style="list-style-type: none"> ● Engage in short research projects to answer a self-selected or teacher-assigned questions ● Develop research questions ● Determine keywords or topics for each question ● Search for informational sources in an effort to answer the question ● Compose follow-up research questions based on the initial search ● Explain quotations used as support to enhance meaning ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	<ul style="list-style-type: none"> ● Use search terms effectively ● Write a clear thesis statement ● Draw evidence from texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Paraphrase source information to avoid plagiarism in writing

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<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9.A. Apply grade 7 Reading standards to literature (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").</p> <p>W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (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").</p>	<ul style="list-style-type: none"> ● Incorporate ideas from literary or informational texts to support writing ● Deconstruct and reflect upon textual evidence ● Identify evidence that supports claims in literary analysis ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Recognize and identify multiple organizational models ● Apply a specific organizational strategy to a writing
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain decisions made while crafting a piece of writing ● Produce written reflections ● Write for a variety of audiences and purposes on an array of cross-curricular topics
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.7.1. 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>SL.7.1.A. 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>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.C. 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>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> ● 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed ● Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas ● Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

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<p>SL.7.2. 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>	<ul style="list-style-type: none"> ● Extract the main ideas and the details used to support it presented in different media formats ● Synthesize the information, sorting between the main points and smaller details that work to support the main points ● Use a graphic organizer (ie: web, outline, etc)to analyze presented information ● Explain how the main idea and supporting details help to clarify a topic, text, or issue
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> ● Use multimedia and visual displays to enhance work ● Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props) ● Find meaningful ways to include these tools in presentations ● Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning ● Use multimedia to help make claims and findings clear and to emphasize important points for the audience ● Determine when it is appropriate to use informal language versus formal English
<p>SL.7.6. 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 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations. ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately ● Reflect on the use of language and revise as needed
<p>Unit 4 Language Standards</p>	<p>Unit 4 Language Critical Knowledge and Skills</p>
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> ● Apply common rules and patterns to spell words correctly
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> ● Select precise language ● Revise writing for wordiness and redundancies
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word’s position in a sentence to determine the meaning of unknown words or phrases ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word

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<p>L.7.4.A. 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>L.7.4.B. 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>L.7.4.C. Consult 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.D. 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>	<ul style="list-style-type: none"> ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital
<p>L.7.6. 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.</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
Unit 4 Grade 7 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>
District/School Texts	District/School Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p>
District/School Writing Tasks	
<p>Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p>	<p>Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p>
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Instructional Best Practices and Exemplars		
<i>This is a place to capture standards integration and instructional best practices.</i>		

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Board approval: 11/28/2018