

Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

7th Grade

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 3
2015-2016

Pojoaque Valley Schools ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level:** Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.

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Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge: The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions).

Skills and Understanding: The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Quarterly View of Standards					
7th Grade English Language Arts Pacing Guide					
	Quarter	1	2	3	4
RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		X	X	X	X
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.		X	X	X	X
RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			X	X	X
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.		X			X
RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning		X			X
RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			X		
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).		X	X		X
RL 7.9 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.			X		
RL 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		X	X	X	X
RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			X	X	X
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.				X	
	Quarter	1	2	3	4

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).			X	X
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.		X	X	
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.		X	X	
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.	X	X	X	X
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).	X	X	X	X
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.			X	
RI 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			X	X
RI 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			X	X
W 7.1 Write arguments to support claims with clear reasons and relevant evidence.			X	X
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.			X	
W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	X	X		X
W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) .	X	X	X	X
Quarter	1	2	3	4

W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	X	X	X	X
W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	X	X	X	X
W 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X	X	X	X
W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			X	
W 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X	X
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.	X	X	X	X
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.		X	X	X
SL 7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				X
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.	X	X	X	X
SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	X	X	X	X
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 for specific expectations.)	X	X	X	X
L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X
L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X
Quarter	1	2	3	4

L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	X	X	X	X
L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X		
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.	X	X	X	X

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 7	Standard 1 (RL.7.1)
<p><i>Recurring</i> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Quarter 1: Identify:</p> <ul style="list-style-type: none"> • inferences from a text • explicit information from a text 	<p>Quarter 2: Identify:</p> <ul style="list-style-type: none"> • inferences from a text • explicit information from a text 	<p>Quarter 3: Identify:</p> <ul style="list-style-type: none"> • inferences from a text • explicit information from a text 	<p>Quarter 4: Identify:</p> <ul style="list-style-type: none"> • inferences from a text • explicit information from a text
	Recognize credible resources/sources	Recognize credible resources/sources	Recognize credible resources/sources	Recognize credible resources/sources
	Analyze what a text says explicitly	Analyze what a text says explicitly	Analyze what a text says explicitly	Analyze what a text says explicitly
	Formulate inferences from textual material	Formulate inferences from textual material	Formulate inferences from textual material	Formulate inferences from textual material
	Cite resources that support analysis of a text	Cite resources that support analysis of a text	Cite resources that support analysis of a text	Cite resources that support analysis of a text

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze the meaning of a text by explaining explicit ideas</p> <p>draw inferences</p> <p>provide several pieces of textual evidence to support analysis</p>	<p>several pieces</p> <p>textual evidence</p> <p>support analysis</p> <p>what the text says explicitly</p> <p>inferences drawn</p> <p>text</p>	<p>Students know:</p> <p>techniques for analyzing the meaning of a text</p> <p>explicit details are used to support a textual analysis</p> <p>inferences are used to support a textual analysis</p> <p>several pieces of textual evidence strengthens thinking</p>	<p>Students understand that/are able to:</p> <p>analyze the meaning of a text</p> <p>support analysis with several explicit ideas from a text</p> <p>support analysis with several inferences about a text</p> <p>Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by several pieces of textual evidence.</p>	<p>Level IV Students will: EERL.7.1. Cite textual evidence to determine what is inferred versus what is explicit. Ex. Cite explicit information (<i>It rained for three days.</i>) and details that support the inference that there will be flooding (e.g., <i>The river was high. The people in town were hauling sandbags.</i>).</p> <p>Level III Students will: EERL.7.1. Cite text to draw inferences from stories and poems. Ex. Point to, underline, or highlight the text used when drawing a simple inference about a short passage (e.g., <i>The inference that the man was sorry he did it is supported by the details in the text that say he couldn't sleep, he decided to apologize, and he knew he'd never do it again.</i>). Ex. Draw a simple inference from a specific text in a passage (e.g., <i>bad boy</i>).</p> <p>Level II Students will: EERL.7.1. Cite text to support what the text says explicitly. Ex. Select the details from an array of choices that relate to an explicit point about the text. Ex. Point to, highlight, or otherwise indicate details in the text in the story that support what the text says explicitly.</p> <p>Level I Students will: EERL.7.1. Identify details in the text or pictures that provides the answer to an explicit question about a familiar text. Ex. Identify a detail from a picture or illustration that answers a simple <i>what</i> question about a familiar text using partner-assisted scanning or eye gaze. Ex. Given a list of details from the story, identify a detail that provides the answer to a simple <i>who</i> question about a familiar text. Ex. Given a familiar text projected on an interactive whiteboard, highlight the detail that provides the answer to a simple question.</p>

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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 7	Standard 2 (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.	Quarter 1: Recognize theme and central idea	Quarter 2: Recognize theme and central idea	Quarter 3: Recognize theme and central idea	Quarter 4: Recognize theme and central idea
	Identify supporting details	Identify supporting details	Identify supporting details	Identify supporting details
	Development an objective Summary	Development an objective Summary	Development an objective Summary	Development an objective Summary
			Determine a theme or central idea of a text	Determine a theme or central idea of a text
			Analyze the development of a theme or central idea over the course of a text	Analyze the development of a theme or central idea over the course of a text
		Provide an objective summary of a text	Provide an objective summary of a text	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>objectively summarize a text</p> <p>analyze the development of a central idea or theme over the course of a text</p>	<p>determine</p> <p>theme</p> <p>central idea</p> <p>text</p> <p>analyze development</p> <p>objective summary</p>	<p>Students know:</p> <p>the qualities of an objective summary</p> <p>texts use particular details to convey a theme or central idea</p>	<p>Students understand that/are able to:</p> <p>summarize a text objectively</p> <p>explain how particular details work together over the course of a text to create theme or central ideas</p> <p>Students understand that analyzing the development of a central idea or theme over the course of a text leads to a better understanding of other perspectives and cultures.</p>	<p>Level IV Students will: EERL.7.2. Determine the relationships of the central idea to the details of a story. Ex. Given a list of details from a story, identify those that do and do not relate to the central idea. Ex. Choose a title from three options that best reflects the central idea.</p> <p>Level III Students will: EERL.7.2. Determine the theme or central idea of a text and identify the details that relate to it. Ex. Given a selection of details from a story provided in a graphic organizer, choose the central idea from provided options, and eliminate the details that do not relate to it. Ex. Given a text projected on an interactive whiteboard, identify the central idea of the text and highlight the details that relate to the central idea.</p> <p>Level II Students will: EERL.7.2. Identify the central idea of a text. Ex. Identify the central idea of a text from an array of choices. Ex. Given a graphic organizer displaying the important elements of a story, identify the central idea.</p> <p>Level I Students will: EERL.7.2. Identify details from a text. Ex. Given a list of details (text and/or picture-based), sort them into those that relate to a familiar story and those that do not. Ex. Given an illustration from a text, point to the aspects of the illustration that reflect details from the text.</p>

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College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 7	Standard 3 (RL.7.3)
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Quarter 1:	Quarter 2: Describe elements of a story or drama Identify changes in elements of the story or drama Identify interactions between elements Analyze how a change in one element shapes another Analyze how elements of a story or drama interact	Quarter 3: Describe elements of a story or drama Identify changes in elements of the story or drama Identify interactions between elements Analyze how a change in one element shapes another Analyze how elements of a story or drama interact	Quarter 4: Describe elements of a story or drama Identify changes in elements of the story or drama Identify interactions between elements Analyze how a change in one element shapes another Analyze how elements of a story or drama interact

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze the interaction between elements of a story or drama</p>	<p>analyze</p> <p>particular elements of a story or drama</p> <p>story</p> <p>drama</p> <p>interact</p>	<p>Students know:</p> <p>elements of a story or drama</p> <p>authors use story or drama elements purposefully</p> <p>techniques for analyzing elements of a story or drama</p>	<p>Students understand that/are able to:</p> <p>identify elements of a story or drama</p> <p>analyze elements of a story or drama</p> <p>analyze how elements of a story or drama work together</p> <p>Students understand that plot and character development in a story are dynamic and lead to a better understanding of other perspectives and cultures.</p>	<p>Level IV Students will: EERL.7.3. Recognize how events, settings, or other story elements influence the outcome of a story or drama. Ex. Explain how two or more events influence the outcome (e.g., In <i>Hatchet</i> by Gary Paulson, how does the plane crash and the death of the pilot affect how the boy finds his way home?). Ex. Given a list of events in a drama, identify those that had the greatest impact on the outcome.</p> <p>Level III Students will: EERL.7.3. Recognize the relationship of two story elements. Ex. Recognize how the setting changes with the events in a story. Ex. Recognize which characters are a part of which events in a drama. Ex. Given the setting (e.g., park), tell or select from choices what the character was doing in that place (e.g., playing).</p> <p>Level II Students will: EERL.7.3. Recognize two elements of a story. Ex. Recognize the characters and the setting of a story. Ex. Recognize the events and setting of a drama.</p> <p>Level I Students will: EERL.7.3. Identify one element of a story. Ex. Point to a picture of the setting. Ex. Press a Big Mac switch whenever a certain character is mentioned in the story.</p>

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Strand: Reading Literature	Cluster: Craft and Structure	Grade: 7	Standard 4 (RL.7.4)	
<p>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>Quarter 1: Identify:</p> <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases <p>in a text</p> <p>Identify examples of rhymes and other repetitions of sounds, including alliteration, on a:</p> <ul style="list-style-type: none"> • specific verse or stanza of a poem • section of a story or drama 	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4: Identify:</p> <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases <p>in a text</p> <p>Identify examples of rhymes and other repetitions of sounds, including alliteration, on a:</p> <ul style="list-style-type: none"> • specific verse or stanza of a poem • section of a story or drama

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>determine the meaning of words and phrases based on how they are used in a text</p> <p>understand figurative and connotative meanings</p> <p>analyze the impact of rhymes and repetitions of sounds as used in a poem</p>	<p>determine the meaning of words and phrases</p> <p>text</p> <p>figurative meaning</p> <p>connotative meaning</p> <p>analyze</p> <p>impact</p> <p>rhymes</p> <p>repetitions of sounds</p> <p>alliteration</p> <p>verse</p> <p>stanza</p> <p>poem</p> <p>section of story or drama</p>	<p>Students know:</p> <p>definition of: rhyme, repetition, alliteration, verse, stanza</p> <p>an author deliberately uses rhyme and repetition of sound</p> <p>words and phrases can be used in multiple ways including figuratively or connotatively</p> <p>context must be considered when determining the meaning of a word or phrase</p>	<p>Students understand that/are able to:</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>identify and explain figurative language with textual support</p> <p>identify and explain connotative language with textual support</p> <p>identify and analyze an author's use of rhyme</p> <p>identify and analyze an author's use of repetition of sounds</p> <p>Students understand that an author's word choice shapes the meaning and tone of a text.</p>	<p>Level IV Students will: EERL.7.4. Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story or drama. Ex. Determine from an array of choices upcoming words or phrases based on the pattern established by the author such as in a poem by Silverstein.</p> <p>Level III Students will: EERL.7.4. Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama. Ex. Use context in a passage or poem where words or passages are repeated, choose a definition of a word or phrases from choices. Ex. Given a passage from a story in which repetition is used, use the repetition of words or phrases in different contexts in the passage to determine the meaning of the passage.</p> <p>Level II Students will: EERL.7.4. Identify a pattern of repeated words or phrases. Ex. In a shared reading of a passage with a predictable pattern, communicate the predictable word or phrase in the story. Ex. In a shared reading of a poem with a predictable pattern, communicate the predictable word or phrase of the poem.</p> <p>Level I Students will: EERL.7.4. Identify a repeated word or phrase. Ex. Pick out repeated words in a short story. Ex. Respond with a repeated phrase at the appropriate time in a story.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Literature	Cluster: Craft and Structure	Grade: 7	Standard 5 (RL.7.5)
<p>Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p>Quarter 1: Identify the poetic elements that contribute to form/structure</p> <p>Identify the form/structure of various types of poetry and drama</p> <p>Explain the meaning of a poem</p> <p>Analyze the structure of a drama or poem</p> <p>Analyze the meaning of a drama or poem</p> <p>Analyze the relationship between the poem/drama’s form and structure</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p>
			<p>Quarter 4: Identify the poetic elements that contribute to form/structure</p> <p>Identify the form/structure of various types of poetry and drama</p> <p>Explain the meaning of a poem</p> <p>Analyze the structure of a drama or poem</p> <p>Analyze the meaning of a drama or poem</p> <p>Analyze the relationship between the poem/drama’s form and structure</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze the relationship between the form or structure of a drama or poem and its meaning</p>	<p>analyze</p> <p>drama's form or structure</p> <p>poem's form or structure</p> <p>soliloquy</p> <p>sonnet</p> <p>contributes to its meaning</p>	<p>Students know:</p> <p>form or structure of a drama</p> <p>form or structure of a poem</p> <p>form and structure contribute to meaning</p> <p>vocabulary: soliloquy, sonnet</p>	<p>Students understand that/are able to use writing and/or speaking to:</p> <p>analyze the form or structure of a drama or poem</p> <p>analyze the relationship between form or structure and meaning</p> <p>support thinking with textual evidence</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole and contribute to the overall meaning.</p>	<p>Level IV Students will: EERL.7.5. Compare and contrast different structures used in poetry. Ex. Clap or tap the rhythm of various poems, recording the number of beats per line, and compare the different patterns. Ex. Compare the different writing patterns used in poetry, such as rhyme as opposed to prose (i.e., non-rhyming).</p> <p>Level III Students will: EERL.7.5. Determine how poetry form and structure contributes to its meaning. Ex. Given Robert Frost's "Miles to go before I sleep and miles to go before I sleep," answer, "What does it mean?" Ex. Select a rap or song with a repeated phrase and identify how that phrase contributes to the meaning of the song. Ex. Clap or tap the rhythm of a variety of poems to identify the structure.</p> <p>Level II Students will: EERL.7.5. Identify common structures used in a poem. Ex. Given a poem, identify that it rhymes. Ex. Given a poem that has a predictable pattern and word cards that could fit into the pattern, read and recite the poem filling in the last word with a word card.</p> <p>Level I Students will: EERL.7.5. Recite a poem using a communication device or preferred mode of communication. Ex. Use a preprogrammed C device to recite a stanza from a familiar poem.</p>

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 7	Standard 6 (RL.7.6)
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	Quarter 1:	Quarter 2: Define analysis Identify strategies author uses to contrast points of view of different characters or narrator Cite details or examples in a text where the author develops the point of view of various characters or Narrators Compare and contrast points of view of different characters or narrators Analyze how the author develops points of view of different characters or the narrators Analyze how the author contrasts different points of view in a single text	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze how an author develops and contrasts different characters' or narrators' points of view</p>	<p>analyze</p> <p>how an author develops</p> <p>contrasts</p> <p>point of view</p> <p>characters</p> <p>narrators</p> <p>text</p>	<p>Students know:</p> <p>techniques an author uses to develop points of view</p> <p>techniques an author uses to contrast points of view</p> <p>techniques for organizing thinking during reading</p>	<p>Students understand that/are able to use writing and/or speaking to analyze:</p> <p>how an author develops point of view</p> <p>how an author contrasts points of view</p> <p>Students understand that an author deliberately selects and shapes a point of view to engage the reader.</p>	<p>Level IV Students will: EERL.7.6. Compare points of view of the characters in literary text. Ex. In a popular chapter book, discuss the main character's point of view such as Brian's point of view in <i>Hatchet</i> and compare to another character.</p> <p>Level III Students will: EERL.7.6. Identify how a character's point of view is the same or different from another character. Ex. After reading a story (e.g., <i>The Time Machine</i> by H.G. Wells – Classic Starts), identify the difference between how the people in the community feel about their lives in the future and how Victorian Londoners feel; use a graphic organizer for word or picture cards. Ex. After acting out a short play or scenario, identify different points of view of the characters (e.g., "How does _____ feel about ____? Did _____ feel the same way?").</p> <p>Level II Students will: EERL.7.6. Identify personal point of view about a story. Ex. Choose a word that represents their own reaction to a story (e.g., <i>Hatchet</i>, <i>The Time Machine</i>, <i>The Cay</i>).</p> <p>Level I Students will: EERL.7.6. Identify a character. Ex. Select the picture of the main character.</p>

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 7	Standard 7 (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).	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Analyze the effects of various medium techniques on written text: <ul style="list-style-type: none"> • stories • dramas • poems 	Analyze the effects of various medium techniques on written text: <ul style="list-style-type: none"> • stories • dramas • poems 		Identify various mediums Recognize: <ul style="list-style-type: none"> • multimedia versions • film • stage Analyze the effects of various medium techniques on written text: <ul style="list-style-type: none"> • stories • dramas • poems Analyze the effects of various medium techniques on: <ul style="list-style-type: none"> • audio • film • stage • multimedia Determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia) Determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia)

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use speaking and/or writing to:</p> <p>compare and contrast how a written story, drama, or poem compares to its audio, filmed, staged, or multimedia version</p>	<p>compare and contrast</p> <p>written story</p> <p>written drama</p> <p>written poem</p> <p>audio version</p> <p>filmed version</p> <p>staged version</p> <p>multimedia version</p> <p>analyzing the effects</p> <p>techniques unique to each medium</p> <p>lighting</p> <p>sound</p> <p>color</p> <p>camera focus</p> <p>angles in a film</p>	<p>Students know:</p> <p>written story, drama, or poem is not always the same as its audio, filmed, staged, or multimedia version</p> <p>techniques for comparing and contrasting</p> <p>techniques for note-taking while reading, viewing, or listening</p> <p>vocabulary: lighting, sound, color, camera focus, camera angles</p>	<p>Students understand that/are able to:</p> <p>compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version</p> <p>analyze the effects of techniques unique to each medium</p> <p>support thinking with examples from the text</p> <p>Students understand that the impact of a story or drama is influenced by the mode in which it is presented.</p>	<p>Level IV Students will: EERL.7.7. Compare and contrast a video version of a story, poem, or drama. Ex. Determine what is the same and what is different in a video version and text version of the same story (e.g., a movie version compared to book that tells the same story). Ex. Compare and contrast a character’s point of view in a video and text version of the same story.</p> <p>Level III Students will: EERL.7.7. Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama. Ex. Compare the animated version to the text version of a story (e.g., <i>Balto</i> compared to Iditarod, Alaskan dog sled race). Ex. After reading a book and viewing a video of the same story, compare events as they happened in each (e.g., After reading <i>The Time Machine</i>, identify several key elements or events from the story. Watch the video of the same story and each time the element or event is evidenced, place the matching word or picture card in a “done” box.).</p> <p>Level II Students will: EERL.7.7. Express a preference for a story and video. Ex. Choose which they liked better: story or video.</p> <p>Level I Students will: EERL.7.7. Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. Ex. After watching a video presentation of a familiar story, identify the book that tells the same story from choices.</p>

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College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 7	Standard 9 (RL.7.9)
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.	Quarter 1:	Quarter 2: Identify a : <ul style="list-style-type: none"> • time • place or • character (person) that is portrayed in: <ul style="list-style-type: none"> • an historical account • a fictional work Compare and contrast historical portrayal of a: <ul style="list-style-type: none"> • time • place or • character (person) in an historical account to how each are portrayed or altered in a literary work.	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing or speaking to:</p> <p>compare and contrast a historical account and its fictional portrayal</p>	<p>compare</p> <p>contrast</p> <p>fictional portray</p> <p>historical account</p> <p>means of understanding</p> <p>use or alter history</p>	<p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>elements of historical fiction</p> <p>how point of view impacts literature</p> <p>impact of point of view on historical accounts</p> <p>vocabulary: historical fiction, time, place, character, historical account</p>	<p>Students understand that/are able to:</p> <p>compare and contrast a historical account and its fictional portrayal to explain how authors of fiction use or alter history</p> <p>Students understand that a reader gains understanding of other perspectives and cultures by reading a fictional portrayal of historical accounts.</p>	<p>Level IV Students will: EERL.7.9. Compare and contrast a fictional character with a historical character. Ex. Compare the fictional <i>Brighty of the Grand Canyon</i> story to real accounts of donkeys used during the gold rush era.</p> <p>Level III Students will: EERL.7.9. Recognize the difference between fictional characters and nonfictional characters. Ex. In a series of pictures related to non-fiction and fiction stories, recognize the fictional characters by placing a star on them.</p> <p>Level II Students will: EERL.7.9. Identify a character as nonfictional. Ex. After shared reading of a familiar story about a nonfictional character (e.g., George Washington), answer “Was George Washington a real person?”</p> <p>Level I Students will: EERL.7.9. Identify a fictional character. Ex. After shared reading of a familiar story about fictional characters, point to pictures of fictional characters from the story.</p>

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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Literature		Cluster: Range of Reading and Level of Text Complexity	Grade: 7	Standard 10 (RL.7.10)
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>Quarter 1: Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p>	<p>Quarter 2: Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p>	<p>Quarter 3: Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p>	<p>Quarter 4: Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex stories and poetry</p>	<p>read and comprehend</p> <p>literature</p> <p>stories</p> <p>dramas</p> <p>poetry</p> <p>grade 6 - 8 text complexity band</p> <p>proficiently</p> <p>scaffolding as needed</p> <p>high end of the range</p>	<p>Students know:</p> <p>techniques for making meaning from difficult stories and poetry</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand that/are able to:</p> <p>make meaning from appropriately complex stories, dramas, and poems</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about text</p>	

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 7	Standard 1 (RI.7.1)
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Quarter 1:	Quarter 2: Identify: <ul style="list-style-type: none"> • inferences from a text • explicit information from a text • Recognize credible resources/sources Analyze several pieces of text to determine what it explicitly says Formulate inferences from textual material Cite resources that support analysis of a text	Quarter 3: Identify: <ul style="list-style-type: none"> • inferences from a text • explicit information from a text • Recognize credible resources/sources Analyze several pieces of text to determine what it explicitly says Formulate inferences from textual material Cite resources that support analysis of a text	Quarter 4: Identify: <ul style="list-style-type: none"> • inferences from a text • explicit information from a text • Recognize credible resources/sources Analyze several pieces of text to determine what it explicitly says Formulate inferences from textual material Cite resources that support analysis of a text

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students analyze the meaning of a text by:</p> <p>explaining explicit ideas</p> <p>drawing inferences</p> <p>providing several pieces of textual evidence to support analysis</p>	<p>several pieces</p> <p>textual evidence</p> <p>support analysis</p> <p>what the text says explicitly</p> <p>inferences drawn</p> <p>text</p>	<p>Students know:</p> <p>techniques for analyzing the meaning of a text</p> <p>explicit details are used to support a textual analysis</p> <p>inferences are used to support a textual analysis</p> <p>textual evidence strengthens thinking</p> <p>vocabulary: textual evidence</p>	<p>Students understand that/are able to:</p> <p>analyze the meaning of a text</p> <p>support analysis with several explicit ideas from a text</p> <p>support analysis with several inferences about a text</p> <p>Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by several pieces of textual evidence.</p>	<p>Level IV Students will: EERI.7.1. Cite textual evidence to determine what is inferred versus what is explicit. Ex. Explicit = It rained for three days.; Inferred = There will be flooding.</p> <p>Level III Students will: EERI.7.1. Cite text to draw inferences from informational text. Ex. Point to the text used after drawing a simple inference about a short passage (e.g., a tornado was scary). Ex. Draw a simple inference from specific text in a passage (e.g., “The sky was dark” means it might rain.).</p> <p>Level II Students will: EERI.7.1. Cite text to find one detail to support an inference. Ex. Select a quoted detail from text from choices that include only one quote from the text. Ex. Point to, highlight, or otherwise indicate a detail in the text in the story that supports an inference.</p> <p>Level I Students will: EERI.7.1. Identify a detail from a sentence or phrase in the text. Ex. Identify a detail from a picture or graphic illustration by answering “yes” or “no”; turn of the head; eye gaze. Ex. Identify a picture that is related to the text (e.g., picture of pyramids to relate to text on Ancient Egypt.).</p>

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College and Career Readiness (CCR) Anchor Standard 2:				
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 7	Standard 2 (RI.7.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
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.			Identify two or more central ideas of a text Define and recognize an objective summary Analyze the development of two or more central ideas over the course of a text Provide an objective summary of the text	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>objectively summarize a variety of informational texts including an analysis of the development of two or more central ideas over the course of a text</p>	<p>determine</p> <p>central ideas</p> <p>text</p> <p>analyze their development</p> <p>objective summary</p>	<p>Students know:</p> <p>the qualities of an objective summary</p> <p>texts can have more than one central idea</p> <p>informational texts use particular details to convey a central idea</p>	<p>Students understand that/are able to:</p> <p>summarize a text objectively</p> <p>analyze the development of two or more central ideas within a text</p> <p>explain how particular details work together over the course of a text to create central ideas</p> <p>Students understand that analyzing the development of central ideas over the course of a text leads to a better understanding of other perspectives and cultures.</p>	<p>Level IV Students will: EERI.7.2. Determine at least two ideas that contribute to the central ideas of the text. Ex. Asked “What was the passage about?,” paraphrases facts for each central idea identified. Ex. Asked “What in the passage said what it was about?,” selects and copies or says two facts from choices about each central idea.</p> <p>Level III Students will: EERI.7.2. Determine two central ideas that progress throughout the text. Ex. Asked “What are two important things the passage tells?,” answer from choices provided. Ex. Asked “What are the two most important steps in the directions?,” from a list of lab safety rules, names two rules critical to safety.</p> <p>Level II Students will: EERI.7.2. Given sentences from an informational text, identify an important idea. Ex. Using pictures, illustrations, etc., identify an idea Ex. Through auditory or tactile source, identify an idea.</p> <p>Level I Students will: EERI.7.2. Identify details from a text. Ex. After shared reading of the safety steps for the science lab, identify a detail from the text (e.g., wear goggles, wear apron, and not touch fire). Ex. Identify an object the passage is discussing (e.g., The student points to safety goggles after listening to the safety steps of the science lab.).</p>

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College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 7	Standard 3 (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).	Quarter 1:	Quarter 2:	<p>Quarter 3: Identify key ideas about :</p> <ul style="list-style-type: none"> • individuals • events • ideas stated in text <p>Analyze the interactions between :</p> <ul style="list-style-type: none"> • individuals • events • ideas in a text <p>Discuss how ideas influence events or how individuals influence ideas or events</p>	<p>Quarter 4: Identify key ideas about :</p> <ul style="list-style-type: none"> • individuals • events • ideas stated in text <p>Analyze the interactions between :</p> <ul style="list-style-type: none"> • individuals • events • ideas in a text <p>Discuss how ideas influence events or how individuals influence ideas or events</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>analyze the interaction between individuals, events, and ideas in a text</p>	<p>analyze</p> <p>interactions between individuals</p> <p>interactions between events</p> <p>interactions between ideas</p> <p>text</p>	<p>Students know:</p> <p>techniques for tracing how individuals, events, and ideas interact throughout a text</p> <p>an author deliberately selects and organizes information</p>	<p>Students understand that/are able to:</p> <p>analyze how an author develops individuals, events, and ideas through their interactions with each other</p> <p>support thinking with specific information from the text</p> <p>Students understand that a text's presentation of an individual, event, or idea also shapes a reader's understanding of other perspectives and cultures.</p>	<p>Level IV Students will: EERI.7.3. Explain interactions between individuals, events, or ideas in text. Ex. Explain how a change in the text is caused by an individual or an event (e.g., “What happens to the fish when the water dries up?”). Ex. Explain interactions between the main character in informational text and another individual (e.g., <i>Harriet Tubman and another slave companion on the journey through the Underground Railroad.</i>).</p> <p>Level III Students will: EERI.7.3. Identify interactions between individuals, events, or ideas in text. Ex. Identify interactions between the main character in the text and another individual (e.g., “What did the boy say to the girl in the story?”). Ex. Identify interactions between individuals and events (e.g., “What did the man do when the fire started?”).</p> <p>Level II Students will: EERI.7.3. Identify one interaction between events from the passage. Ex. Using pictures, illustrations, etc., identify an interaction between two events in a passage (e.g., a glass was broken and someone was cut). Ex. Through an auditory or tactile source, identify an interaction between two ideas in a passage (e.g., packing for a trip to the arctic and items to put in a backpack).</p> <p>Level I Students will: EERI.7.3. Identify a detail about an individual or event. Ex. Identify a detail from a picture or graphic about a characteristic of a person of interest (e.g., tall/short, large/small) by answering “yes” or “no”, turn of the head, eye gaze, etc. Ex. Identify an event from a text by answering “yes” or “no”, turning head, eye gaze, switch, etc. (e.g., “Was there a storm?”).</p>

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 7	Standard 4 (RI.7.4)	
<p>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>	<p>Quarter 1:</p>	<p>Quarter 2: Identify:</p> <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases • phrases • technical words and phrases <p>in a text</p> <p>Identify tone in text</p> <p>Determine the meanings of words and phrases, including the:</p> <ul style="list-style-type: none"> • figurative • connotative • technical <p>meanings of words and phrases as they are used in a text</p> <p>Analyze how meaning and tone are impacted by specific word choice</p>	<p>Quarter 3: Identify:</p> <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases • phrases • technical words and phrases <p>in a text</p> <p>Identify tone in text</p> <p>Determine the meanings of words and phrases, including the:</p> <ul style="list-style-type: none"> • figurative • connotative • technical <p>meanings of words and phrases as they are used in a text</p> <p>Analyze how meaning and tone are impacted by specific word choice</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>use clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text</p> <p>analyze the impact of word choice on meaning and tone</p>	<p>determine the meaning</p> <p>words and phrases</p> <p>figurative meaning</p> <p>connotative meaning</p> <p>technical meaning</p> <p>analyze the impact</p> <p>word choice</p> <p>meaning</p> <p>tone</p>	<p>Students know:</p> <p>features of a text related to word meaning (bold terms, glossary, context clues)</p> <p>steps for using an online or print dictionary</p> <p>several strategies for determining the meaning of a unknown word or phrase</p> <p>techniques for identifying and recording unfamiliar words and phrases</p> <p>an author's use of words impacts the meaning and tone of a text</p> <p>vocabulary: figurative meaning, connotative meaning, technical meaning</p>	<p>Students understand that/are able to:</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>use features of a text to determine the meaning of unfamiliar words and phrases</p> <p>use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases</p> <p>identify and explain figurative language with textual support</p> <p>identify and explain connotative language with textual support</p> <p>identify and explain technical language with textual support</p> <p>analyze an author's use of word choice to create meaning and tone</p> <p>Students understand that an author's word choice shapes the meaning and tone of a text.</p>	<p>Level IV Students will: EERI.7.4. Determine phrases that impact meaning of the text. Ex. While reading an informational passage, use context to determine the meaning of words and phrases. Ex. Give more than one meaning of a phrase from an informational text, select the one that best matches the reading passage.</p> <p>Level III Students will: EERI.7.4 Determine the meaning of words and phrases as they are used in an informational text. Ex. Select a synonym from choices provided verbally in text form for an underlined word or phrase in a sentence in an informational text. Ex. Use a basic elementary dictionary and thesaurus to determine word meaning. Ex. Match the safety equipment with the direction of the appropriate use in the kitchen, science lab, agriculture lab, etc.</p> <p>Level II Students will: EERI.7.4. Match or pair word to meaning. Ex. Match or pair pictures with word when presented with pictures and words. Ex. Match an illustration of a map to the word “map” in a geography passage.</p> <p>Level I Students will: EERI.7.4. Indicate words in a text. Ex. Identify text versus pictures in an informational text (e.g., Point to the map when asked, “Where is the map? And point to the text when asked, “Where does it tell us about the map?”). Ex. Use a picture to request a resource.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 7	Standard 5 (RI.7.5)
<p>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>	<p>Quarter 1:</p>	<p>Quarter 2: Determine the text structure:</p> <ul style="list-style-type: none"> • (e.g., chronology • comparison • cause/effect • problem/solution) <p>the author uses to organize text</p> <p>Determine how major sections of text contribute to the main idea or to the development of the main idea</p> <p>Analyze how major:</p> <ul style="list-style-type: none"> • sentences • paragraphs • chapter or section <p>contribute to the main idea of the text or to the development of the main idea</p>	<p>Quarter 3: Determine the text structure:</p> <ul style="list-style-type: none"> • (e.g., chronology • comparison • cause/effect • problem/solution) <p>the author uses to organize text</p> <p>Determine how major sections of text contribute to the main idea or to the development of the main idea</p> <p>Analyze how major:</p> <ul style="list-style-type: none"> • sentences • paragraphs • chapter or section <p>contribute to the main idea of the text or to the development of the main idea</p> <p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to analyze the organization of text including:</p> <p>how the major sections contribute to the whole</p> <p>how the major sections work together to develop ideas</p>	<p>analyze</p> <p>structure</p> <p>organize a text</p> <p>major sections</p> <p>contribute to the whole</p> <p>development</p> <p>ideas</p>	<p>Students know:</p> <p>major sections of a text fit together to create a cohesive whole</p> <p>major sections of a text work together to develop ideas</p>	<p>Students understand that/are able to use writing or speaking to:</p> <p>analyze how major sections of a text contribute to the whole text</p> <p>analyze how major sections contribute to the development of key concepts</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole and develop ideas.</p>	<p>Level IV Students will: EERI.7.5. Determine how key components of the organization of text relate to the topic. Ex. Identify bolded key words, topics, and sub-topics.</p> <p>Level III Students will: EERI.7.5. Determine how headings, key words, and key phrases relate to the topic of a text. Ex. Given a how-to text, use headings to determine steps in the directions. Ex. Use sequence words to locate key information in a pre-vocational text (e.g., <i>first, next, then, and last</i>).</p> <p>Level II Students will: EERI.7.5. Determine how headings are related to the topic of a text. Ex. Asked what the passage is about, point to title. Ex. Asked what the part of the passage is about, point to heading.</p> <p>Level I Students will: EERI.7.5. Identify the title of a passage. Ex. After shared reading of an informational text before and after which the teacher states the title of the text, use a communication device or preferred mode of communication to repeat the title. Ex. Use a preprogrammed C device to request an informational text by its title.</p>

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Informational Text		Cluster: Craft and Structure	Grade: 7	Standard 6 (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.	Quarter 1: Determine the author’s point of view or purpose of a text	Quarter 2: Determine the author’s point of view or purpose of a text	Quarter 3: Determine the author’s point of view or purpose of a text	Quarter 4: Determine the author’s point of view or purpose of a text
	Identify details or examples in a text where the author develops his/her point of view or the purpose of the text	Identify details or examples in a text where the author develops his/her point of view or the purpose of the text	Identify details or examples in a text where the author develops his/her point of view or the purpose of the text	Identify details or examples in a text where the author develops his/her point of view or the purpose of the text
	Explain how the author conveys his/her point of view throughout the text	Explain how the author conveys his/her point of view throughout the text	Explain how the author conveys his/her point of view throughout the text	Explain how the author conveys his/her point of view throughout the text
	Make a distinction between the author’s point of view and those of others mentioned or implied in the Text	Make a distinction between the author’s point of view and those of others mentioned or implied in the Text	Make a distinction between the author’s point of view and those of others mentioned or implied in the Text	Make a distinction between the author’s point of view and those of others mentioned or implied in the Text
	Contrast how the author distinguishes his/her position from that of others	Contrast how the author distinguishes his/her position from that of others	Contrast how the author distinguishes his/her position from that of others	Contrast how the author distinguishes his/her position from that of others
	Support your analysis with examples from the text	Support your analysis with examples from the text	Support your analysis with examples from the text	Support your analysis with examples from the text

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>determine an author's point of view or purpose</p> <p>analyze how an author distinguishes his/her position from that of others</p>	<p>determine</p> <p>author's point of view</p> <p>author's purpose</p> <p>text</p> <p>analyze</p> <p>distinguishes</p> <p>position</p>	<p>Students know:</p> <p>techniques an author uses to develop point of view or purpose</p> <p>techniques an author uses to distinguish his/her point of view from that of others</p> <p>techniques for organizing thinking during reading</p>	<p>Students understand that/are able to:</p> <p>determine an author's point of view or purpose</p> <p>analyze how he/she distinguishes his/her position from that of others.</p> <p>Students understand that an author deliberately selects and shapes a point of view or purpose.</p>	<p>Level IV Students will: EERI.7.6. Respond to the author’s purpose or point of view with own point of view. Ex. What was the author trying to convey and what do you think about that?</p> <p>Level III Students will: EERI.7.6. Determine author’s point of view and compare to own point of view. Ex. Read or listen to a passage and answer a question about the author’s point of view (e.g., “Why does the author think you should know about water safety? What do you think about that?”). Ex. Why did the author write the book?</p> <p>Level II Students will: EERI.7.6. Identify an author’s thoughts and feelings. Ex. After shared reading of an informational text, answer questions about the thoughts the author shared (e.g., When the teacher asks, “What does the author think about water?,” the students answer, “Drink clean water.”). Ex. After shared reading of an informational text, answer questions about the feelings the author shared (e.g., When the teacher asks, “How did the author feel about fire?,” the students answer, “sad”, “scared”, etc.).</p> <p>Level I Students will: EERI.7.6. Identify a thought of the author. Ex. After shared reading of an informational text, sort a list (text and/or picture-based) into things that were in the text and those that were not (e.g., In text - <i>The bird wants to go home</i>, versus not in text - <i>The boy wants cake</i>). Ex. After shared reading of an informational text when the group discusses what they heard, hit a switch when someone says something that was in the text.</p>

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*					
Strand: Reading Informational Text		Cluster: Integration of Knowledge and Ideas	Grade: 7	Standard 7 (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).	Quarter 1: Recognize characteristics of:	Quarter 2: Recognize characteristics of:	Quarter 3: Recognize characteristics of:	Quarter 4: Recognize characteristics of:	
	<ul style="list-style-type: none"> • audio • video • multimedia versions of text	<ul style="list-style-type: none"> • audio • video • multimedia versions of text	<ul style="list-style-type: none"> • audio • video • multimedia versions of text	<ul style="list-style-type: none"> • audio • video • multimedia versions of text	
	Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia)	Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia)	Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia)	Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia)	
	Describe differences of various media portrayals of subjects (texts, audio, video, multimedia)	Describe differences of various media portrayals of subjects (texts, audio, video, multimedia)	Describe differences of various media portrayals of subjects (texts, audio, video, multimedia)	Describe differences of various media portrayals of subjects (texts, audio, video, multimedia)	
	Analyze how the:	Analyze how the:	Analyze how the:	Analyze how the:	
<ul style="list-style-type: none"> • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)	<ul style="list-style-type: none"> • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)	<ul style="list-style-type: none"> • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)	<ul style="list-style-type: none"> • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words)		

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>compare and contrast a text and its audio, video, or multimedia version</p>	<p>compare and contrast</p> <p>text</p> <p>audio version</p> <p>video version</p> <p>multimedia version</p> <p>analyzing each medium's portrayal of the subject</p>	<p>Students know:</p> <p>the portrayal of a subject can vary depending on the medium used</p> <p>techniques for comparing and contrasting</p> <p>techniques for note-taking while reading, viewing, or listening</p>	<p>Students understand that/are able to:</p> <p>compare and contrast how a subject is portrayed by several mediums</p> <p>analyze how the delivery of a speech affects the impact of the words</p> <p>support thinking with examples from the text</p> <p>Students understand that a reader's understanding of information is influenced by the mode in which it is presented.</p>	<p>Level IV Students will: EERI.7.7. Compare and contrast the experience of reading a text to listening or watching a video of the same text. Ex. Listen to a passage, read a passage, and watch a video of the same passage, and then talk about or list the things they saw as different and the same. Ex. Determine what is the same and what is different in a video version and story about the same historical events (e.g., Disney version of the story of Pocahontas compared to a text about Pocahontas).</p> <p>Level III Students will: EERI.7.7. Compare the experience of reading a text to listening or watching a video of the same text. Ex. After listening to a passage or watching a video of the passage and then reading the passage, choose pictures that relate to the feelings gotten from each one. Ex. After watching a newscast about a current event and shared reading of a news report on the same event, select words from choices to compare reactions to the video and to the text.</p> <p>Level II Students will: EERI.7.7. Identify an idea from a text or video. Ex. Select a word that identifies something heard or read in an informational text. Ex. Select a picture from an informational video that identifies an idea from the video.</p> <p>Level I Students will: EERI.7.7. Recognize the text version of an event that matches the audio, video, or live version. Ex. After watching an audio or video version of an event, identify the text version that tells about the same event given a related and unrelated text containing illustrations.</p>

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College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
Strand: Reading Informational Text		Cluster: Integration of Knowledge and Ideas	Grade: 7	Standard 8 (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.	Quarter 1:	Quarter 2:	<p>Quarter 3:</p> <p>Define:</p> <ul style="list-style-type: none"> • relevant evidence • sufficient evidence • sound reasoning <p>Identify argument and claims in a text</p> <p>Trace the argument and specific claims in a text</p> <p>Assess:</p> <ul style="list-style-type: none"> • relevance of evidence for specific claims in a text • sufficiency of evidence for specific claims in a text • soundness of the reasoning in a text <p>Evaluate the argument and specific claims in a text</p>	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>trace and evaluate an argument and specific claims</p> <p>assess the reasoning behind an argument</p> <p>assess the relevancy of evidence used to support claims</p>	<p>trace</p> <p>evaluate</p> <p>argument</p> <p>specific claims</p> <p>assess</p> <p>reasoning is sound</p> <p>evidence is relevant and sufficient</p>	<p>Students know:</p> <p>techniques for tracing an argument and claims through a text</p> <p>techniques for evaluating argument and claims in a text</p>	<p>Students understand that/are able to:</p> <p>trace an argument and claims through a text</p> <p>evaluate an argument and claims</p> <p>assess whether reasoning is sound</p> <p>assess whether evidence is relevant and sufficient</p> <p>Students understand that the validity of an argument and its claims depend on the relevancy and sufficiency of supporting evidence.</p>	<p>Level IV Students will: EERI.7.8. Analyze text to support claims and judge the conclusions. Ex. List evidence to support the claims in an informational text, “Would you agree with this author?” Ex. List evidence cited by the advertiser to support claims from a commercial or print ad, “Would you buy this product?”</p> <p>Level III Students will: EERI.7.8. Delineate the specific claims for text. Ex. Given a list of claims, highlight the claims found in an informational text. Ex. After reading a print ad or commercial, select from a list of claims the ones found in the commercial or advertisement.</p> <p>Level II Students will: EERI.7.8. Identify a claim from text. Ex. Point to a claim in a print ad (e.g., point to the picture of a smiling customer in a print advertisement.) Ex. Repeat a claim from a commercial, (e.g., “mmm, mmm, good . . .”).</p> <p>Level I Students will: EERI.7.8. Respond to an advertisement. Ex. Smile in response to an ad for a product they like. Ex. Nod in response when asked, “Did they say the cereal tastes good?”</p>

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College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Informational Text		Cluster: Integration of Knowledge and Ideas	Grade: 7	Standard 9 (RI.7.9)
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Quarter 1:	Quarter 2:	<p>Quarter 3: Identify key information from two or more texts by different authors:</p> <ul style="list-style-type: none"> • emphasizing different evidence or • advancing different interpretations of facts <p>Analyze how two or more texts by different authors shape their ideas by:</p> <ul style="list-style-type: none"> • emphasizing different evidence or • advancing different interpretations of facts 	<p>Quarter 4: Identify key information from two or more texts by different authors:</p> <ul style="list-style-type: none"> • emphasizing different evidence or • advancing different interpretations of facts <p>Analyze how two or more texts by different authors shape their ideas by:</p> <ul style="list-style-type: none"> • emphasizing different evidence or • advancing different interpretations of facts

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze how two or more authors present key information, evidence, and interpretations of facts on a single topic</p>	<p>analyze</p> <p>same topic</p> <p>shape their presentations</p> <p>key information</p> <p>emphasizing different evidence</p> <p>advancing different</p> <p>interpretations of facts</p>	<p>Students know:</p> <p>techniques authors use to present information</p> <p>techniques authors use to emphasize evidence</p> <p>techniques authors use to advance</p> <p>interpretations of facts</p>	<p>Students understand that/are able to:</p> <p>use writing or speaking to analyze how two or more authors writing about the same topic:</p> <p>shape their presentation of key information</p> <p>emphasize different evidence</p> <p>advance different interpretations of facts</p> <p>Students understand that the evidence and interpretations of facts in a text are deliberately selected by author to influence the reader.</p>	<p>Level IV Students will: EERI.7.9. Compare and contrast key information provided by authors of two different texts on the same topic. Ex. Given information about their state from two different authors, answer “What is the same?” and “What is different?” Ex. Given two brief descriptions of an historical event, select a statement from choices about what was different between the two accounts.</p> <p>Level III Students will: EERI.7.9. Compare information provided by authors of two different texts on the same topic. Ex. Given information about Africa from two different authors, answer “What is the same?” Ex. Given two brief descriptions of a historical event and asked specific questions about one event, “Did both say the same thing about that?”</p> <p>Level II Students will: EERI.7.9. Identify a key piece of information provided by authors of two different texts on same subject. Ex. After shared reading of two informational texts on the same topic, select from choices one fact that was the same in both.</p> <p>Level I Students will: EERI.7.9. Identify a detail provided by the authors. Ex. After shared reading of an informational text, indicate whether the detail was provided in the passage when stated by the teacher. Ex. During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?”</p>

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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Informational Text		Cluster: Range of Reading and Level of Text Complexity	Grade: 7	Standard 10 (RI.7.10)
<p>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
			<p>Identify/understand:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary <p>Comprehend independently:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary 	<p>Identify/understand:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary <p>Comprehend independently:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex informational texts</p>	<p>read and comprehend literary nonfiction text complexity band proficiently with scaffolding as needed high end of the range</p>	<p>Students know:</p> <p>techniques for making meaning from appropriately difficult informational text</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand that/are able to:</p> <p>make meaning from difficult literary nonfiction</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.</p>	

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College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Strand: Writing		Cluster: Text Types and Purposes	Grade: 7	Standard 1 (W.7.1)
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p> <p>Identify accurate, credible sources</p> <p>Recognize phrases and clauses that create cohesion and clarify relationships</p> <p>Identify and define:</p> <ul style="list-style-type: none"> • alternate and opposing claims • relevance • evidence • argument • cohesion • formal style <p>Determine how to introduce claims and acknowledge alternate or opposing claims</p> <p>Organize reasons and evidence logically</p> <p>Determine logical and relevant support for claims</p> <p>Evaluate sources for credibility and accuracy</p> <p>Determine how to introduce claims and acknowledge alternate or</p>	<p>Quarter 4:</p> <p>Identify accurate, credible sources</p> <p>Recognize phrases and clauses that create cohesion and clarify relationships</p> <p>Identify and define:</p> <ul style="list-style-type: none"> • alternate and opposing claims • relevance • evidence • argument • cohesion • formal style <p>Determine how to introduce claims and acknowledge alternate or opposing claims</p> <p>Organize reasons and evidence logically</p> <p>Determine logical and relevant support for claims</p> <p>Evaluate sources for credibility and accuracy</p> <p>Determine how to introduce claims and acknowledge alternate or opposing claims</p>

<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>			<p>opposing claims</p> <p>Organize reasons and evidence logically</p> <p>Determine logical and relevant support for claims</p> <p>Evaluate sources for credibility and accuracy</p> <p>Produce an argument to support claims, which:</p> <ul style="list-style-type: none"> • introduces claims • acknowledges opposing or alternate claims • is logically organized • supports claims with logical reasoning and relevant evidence • cites credible and accurate sources of information • uses words, phrases, and clauses to create cohesion and clarify relationships • establishes and maintains a formal style <p>Provides an appropriate concluding statement that follows from and supports the argument presented</p>	<p>Organize reasons and evidence logically</p> <p>Determine logical and relevant support for claims</p> <p>Evaluate sources for credibility and accuracy</p> <p>Produce an argument to support claims, which:</p> <ul style="list-style-type: none"> • introduces claims • acknowledges opposing or alternate claims • is logically organized • supports claims with logical reasoning and relevant evidence • cites credible and accurate sources of information • uses words, phrases, and clauses to create cohesion and clarify relationships • establishes and maintains a formal style <p>Provides an appropriate concluding statement that follows from and supports the argument presented</p>
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students write arguments to support claims with clear reasons, relevant evidence, and:</p> <p>use an introduction that states the claim and acknowledges opposing claims</p> <p>use a logical structure for organizing reasons and evidence</p> <p>use supporting claims with logical reasoning</p> <p>use supporting claims with accurate and credible sources</p> <p>demonstrate a clear understanding of the topic</p> <p>clarify relationships between claims and reasons with words, phrases, and clauses</p> <p>use a formal style</p>	<p>argument</p> <p>support claims</p> <p>clear reasons</p> <p>relevant evidence</p> <p>introduce claim</p> <p>acknowledge alternate or opposing claim</p> <p>logical reasoning</p> <p>organize reasons and evidence clearly</p> <p>accurate, credible sources</p> <p>demonstrating an understanding</p> <p>create cohesion</p> <p>clarify relationships among claims reasons and evidence</p> <p>formal style</p> <p>concluding statement or section that follows from and supports argument</p>	<p>Students know:</p> <p>the difference between argument and opinion</p> <p>what counterarguments are and how to identify, form, and use them</p> <p>how to select the best evidence (accurate, credible sources) to support their claim</p> <p>arguments demonstrate an understanding of the topic and states and supports a claim</p> <p>techniques for creating cohesion and clarifying relationships among claims, reasons, and evidence (words, phrases, and clauses)</p> <p>writing style is adjusted based on audience and purpose</p> <p>the difference between formal and informal</p>	<p>Students understand that/are able to:</p> <p>identify qualities of arguments,</p> <p>write an argument to support a claim,</p> <p>acknowledge alternate or opposing claims,</p> <p>use logical reasoning and relevant evidence (credible sources) to support claim,</p> <p>demonstrate understanding of topic</p> <p>use words, phrases, and clauses to clarify relationships and create cohesion,</p> <p>write with a formal style</p> <p>write with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion</p>	<p>Level IV Students will: EEW.7.1.a-b. Write a claim and support it with multiple reasons or other relevant evidence. Ex. Write a claim (e.g., <i>Saturdays are best.</i>) and support it with multiple reasons (e.g., <i>I get to sleep late. I watch TV. I stay home.</i>). Ex. Write a claim (e.g., <i>I like pizza.</i>) and support it with multiple statements of relevant evidence (e.g., <i>I buy it at lunch. I eat it all.</i>). EEW.7.1.c-e. N/A</p> <p>Level III Students will: EEW.7.1.a-b. Write a claim and support it with one reason or other relevant evidence. Ex. Write a claim (e.g., <i>Saturdays are best.</i>) and support it with a reason (e.g., <i>I get to sleep late.</i>) Ex. Write a claim (e.g., <i>I like pizza.</i>) and support it with relevant evidence (e.g., <i>I eat it all.</i>). EEW.7.1.c-e. N/A</p> <p>Level II Students will: EEW.7.1.a-b. With guidance and support, write a claim and support it with one reason. Ex. Write a claim with guidance (e.g., The student tells a peer “ice cream every day” and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.) Ex. After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., <i>We need [claim] because [supportive reason]. We need recess because fun. We need gum because good. We need talk because friends.</i>). After each statement, the teacher leads group in identifying claim and discussion of reason. Ex. Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., The student completes the sentence, <i>I think we need more computers.</i> And then the student completes more sentences working with the teacher, <i>We need more computers because we don’t have enough. We have six students. We only have two computers.</i>). EEW.7.1.c-e. N/A</p> <p>Level I Students will: EEW.7.1.a-b. Select a claim. Ex. When signing in each morning, select a claim about the day choosing among claims (e.g., <i>I will have a good day, I will have a quiet day, or I will work hard today</i>).</p>

<p>end with a concluding statement or section that is related to and supports the argument</p>		<p>style</p> <p>arguments follow a predictable structure (e.g. introduction that states claim and organizes reasons and evidence, body paragraphs with logically organized supporting claims, and supporting concluding statement)</p>	<p>that supports argument),</p> <p>Students understand that well-developed arguments express a point-of-view and are supported by relevant evidence.</p>	<p>Ex. During shared reading, select a claim about the book (e.g., <i>This story isn't true</i>, or <i>I know something about this</i>, or <i>I heard this before</i>).</p> <p>Ex. After the teacher leads a discussion about whether crackers or pretzels taste better and why, complete a template with teacher guidance using words generated in discussion after snack time (e.g., "Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder].").</p> <p>EEW.7.1.c-e. N/A</p>
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7th Grade

College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Strand: Writing		Cluster: Text Types and Purposes	Grade: 7	Standard 2 (W.7.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations,</p>	Quarter 1:	Quarter 2:	<p>Quarter 3: Identify a topic</p> <p>Identify and recognize:</p> <ul style="list-style-type: none"> • definition • classification • comparison/contrast • cause/effect • strategies • text features (graphics, charts, tables, multimedia) <p>Select appropriate:</p> <ul style="list-style-type: none"> • facts • definitions • concrete details • quotations • examples <p>Recognize and select appropriate transitions to create cohesion and clarify relationships</p> <p>Identify domain specific vocabulary and precise vocabulary</p>	Quarter 4:

<p>or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>			<p>Recognize formal style</p> <p>Identify an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented</p> <p>Write an informative/explanatory text to:</p> <ul style="list-style-type: none"> • examine a topic • convey ideas • concepts and information <p>through:</p> <ul style="list-style-type: none"> • text selection • organization • analysis of relevant content <p>Introduce, preview, and develop a topic with:</p> <ul style="list-style-type: none"> • relevant fact • definitions • concrete details • quotations • other information • examples <p>Organize:</p> <ul style="list-style-type: none"> • ideas • concepts • information <p>Use strategies such as:</p> <ul style="list-style-type: none"> • definitions • classification • comparison/contrast 	
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			<ul style="list-style-type: none"> • cause/effect <p>Use:</p> <ul style="list-style-type: none"> • formatting • graphics • multi • media <p>when useful in aiding comprehension</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Provide a supportive, concluding statement or section that follows from the information or explanation presented</p>	
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students create informative/ explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by:</p> <p>clearly introducing the topic</p> <p>previewing what is to follow</p> <p>organizing ideas, concepts, and information</p> <p>using strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p>purposefully included formatting, graphics, and multimedia</p> <p>fully developing a topic through relevant facts, definitions, concrete details, and quotations</p>	<p>informative / explanatory texts</p> <p>examine a topic</p> <p>convey ideas, concepts, information</p> <p>selection, organization, and analysis of relevant content</p> <p>introduce a topic</p> <p>previewing what is to follow</p> <p>organize ideas, concepts, information</p> <p>definition</p> <p>classification</p> <p>comparison/contrast</p> <p>cause/effect</p> <p>formatting</p> <p>graphics</p> <p>multimedia</p> <p>develop the topic</p>	<p>Students know informative / explanatory texts:</p> <p>examine a topic</p> <p>convey ideas, concepts, and information</p> <p>select, organize, and analyze relevant content</p> <p>use strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p>use formatting (e.g. headings), graphics, and multimedia to aid comprehension</p> <p>follow a predictable structure (e.g. introduce topic, preview what is to follow, develop topic, concluding statement)</p> <p>develop topic with facts, definitions, concrete details,</p>	<p>Students understand that/are able to:</p> <p>identify qualities of informative/explanatory pieces</p> <p>examine topics by selecting, organizing, and analyzing relevant content</p> <p>introduce a topic clearly by previewing what is to follow</p> <p>organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p>write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, group related information logically, develop topic through facts, definitions, details, quotations, examples, and other</p>	<p>Level IV Students will:</p> <p>EEW.7.2.a-b. Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write a statement about the topic. Then, write sentences with two or more facts or concrete details to accompany selected graphics and multimedia elements. Ex. Following a staged crime, write what the crime is and what they saw and heard and include Internet images to convey similar actions. EEW.7.2.c. N/A EEW.7.2.d. Use wide range of domain-specific vocabulary when writing about a topic. Ex. During a unit on rivers, when writing about the river, appropriately use a wide array of words like <i>current</i>, <i>hydro-electric</i>, <i>erosion</i>, <i>basin</i>, <i>tributary</i>, and <i>habitat</i> by referring to the glossary of the text. Ex. During a unit on rivers, when writing about rivers, explain its features accurately and provide appropriate examples by using an online graphic dictionary. EEW.7.2.e-f. N/A</p> <p>Level III Students will:</p> <p>EEW.7.2.a-b. Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write on an assigned topic related to an informational text read by the class and include facts about the topic with accompanying illustrations (e.g., When asked to write about the river, the student writes a statement about the topic, identifies pictures of the river to include, and writes one or more related facts.). Ex. Write about the details that were the same in a story read by the class and video of the same story (e.g., When asked to read and view the video about Balto, write about details from the story and the video.). EEW.7.2.c. N/A EEW.7.2.d. Use domain-specific vocabulary when writing about a topic. Ex. When writing about the river, use words like <i>current</i> and <i>habitat</i> appropriately with word prediction software with an incorporated topic dictionary. Ex. With support, compose a multimedia dictionary of river terminology with images and video examples of each term to be used as a reference when writing. EEW.7.2.e-f. N/A</p> <p>Level II Students will:</p> <p>EEW.7.2.a-b. Write to convey ideas and information. Ex. Write on an assigned topic (e.g., When asked to write about the river, the student writes,</p>

<p>using transitional words, phrases, and clauses to create cohesion and clarify relationships among ideas and concepts</p> <p>using precise word choice including domain-specific vocabulary</p> <p>establishing a formal style</p> <p>ending with a relevant and supportive concluding statement or section</p>	<p>relevant facts, definitions, concrete details</p> <p>appropriate transitions</p> <p>create cohesion</p> <p>clarify the relationships</p> <p>precise language</p> <p>domain-specific vocabulary</p> <p>formal style</p> <p>concluding statement that follows from and supports the information or explanation</p>	<p>quotations, examples, and other information</p> <p>use appropriate transitions to create cohesion and clarify relationships among ideas and concepts</p> <p>use precise language and domain-specific vocabulary to inform about and explain the topic</p> <p>use elements of formal style</p> <p>use a concluding statement or section that follows from and supports the information or explanation presented</p> <p>vocabulary: transitions</p>	<p>information, and conclusion)</p> <p>incorporate useful formatting, graphics, and multimedia in informative/explanatory pieces</p> <p>employ facts, definitions, quotations, examples, and other information to develop topics</p> <p>employ appropriate transitions to create cohesion and clarify relationships among ideas and concepts</p> <p>include precise language and domain-specific vocabulary in informative/explanatory pieces</p> <p>create a conclusion that follows from and supports the information or explanation presented.</p> <p>Students understand that informative / explanatory</p>	<p><i>River is fast.</i>)</p> <p>Ex. Work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather.) and gather relevant photos and videos from the Internet to include in and link to the report.</p> <p>EEW.7.2.c. N/A</p> <p>EEW.7.2.d. With guidance and support, use domain-specific vocabulary when writing about a topic.</p> <p>Ex. Use a teacher-prepared word bank with domain-specific vocabulary to write about a topic.</p> <p>Ex. Work with peers to brainstorm domain-specific words to include in writing and use list when writing about the topic.</p> <p>Ex. Write with a peer using word prediction software with an incorporated topic dictionary.</p> <p>EEW.7.2.e-f. N/A</p> <p>Level I Students will:</p> <p>EEW.7.2.a-b. Communicate ideas and information contributing to a text.</p> <p>Ex. Point to symbols on a communication device to communicate ideas about an upcoming event (e.g., “I go”) which the teacher types in a talking word processor as the student observes and listens.</p> <p>Ex. Point to symbols on a communication device to communicate information about transportation after school (e.g., “Mom drives”) and select from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.</p> <p>EEW.7.2.c. N/A</p> <p>EEW.7.2.d. With guidance and support, use domain-specific vocabulary when communicating about a text.</p> <p>Ex. Working with an adult who helps the student navigate to the appropriate page on a dynamic display communication device, use the available domain-specific vocabulary to communicate about a topic which the adult then writes in a group text and reads aloud to the entire group while pointing to the words.</p> <p>Ex. Working with peers using a topic-specific set-up projected on an interactive whiteboard, select from the available domain-specific vocabulary to communicate with peers who write the contributions in the text and read aloud to the group.</p> <p>EEW.7.2.e-f. N/A</p>
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			writing conveys ideas, concepts, and information through cohesive ideas and detailed	
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Common Core ELA Pacing Guide
7th Grade

College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 7	Standard 3 (W.7.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts</p>	<p>Quarter 1: Define point of view</p> <p>Identify various points of view in a narrative</p> <p>Identify how authors use:</p> <ul style="list-style-type: none"> • precise words/phrases • description • sensory details <p>to help readers visualize or sense the action of a narrative</p> <p>Use a variety of techniques to engage the reader and establish context and point of view</p> <p>Use dialogue, pacing, description to develop events and characters</p> <p>Use a variety of transitions to move events along and to signal shifts in a narrative</p> <p>Develop conclusions that reflect on the events of a narrative</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences</p>	<p>Quarter 2: Define point of view</p> <p>Identify various points of view in a narrative</p> <p>Identify how authors use:</p> <ul style="list-style-type: none"> • precise words/phrases • description • sensory details <p>to help readers visualize or sense the action of a narrative</p> <p>Use a variety of techniques to engage the reader and establish context and point of view</p> <p>Use dialogue, pacing, description to develop events and characters</p> <p>Use a variety of transitions to move events along and to signal shifts in a narrative</p> <p>Develop conclusions that reflect on the events of a narrative</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences</p>	<p>Quarter 3:</p>	<p>Quarter 4: Define point of view</p> <p>Identify various points of view in a narrative</p> <p>Identify how authors use:</p> <ul style="list-style-type: none"> • precise words/phrases • description • sensory details <p>to help readers visualize or sense the action of a narrative</p> <p>Use a variety of techniques to engage the reader and establish context and point of view</p> <p>Use dialogue, pacing, description to develop events and characters</p> <p>Use a variety of transitions to move events along and to signal shifts in a narrative</p> <p>Develop conclusions that reflect on the events of a narrative</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences</p>

<p>from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>and events</p> <p>Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters</p> <p>Write a narrative to develop real or imagined experiences or events that:</p> <ul style="list-style-type: none"> • engages the reader • establishes a context and point of view • uses techniques such as dialogue, pacing and description to develop experiences, events, characters • uses a variety of transitions to convey sequence and signal shifts • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion 	<p>and events</p> <p>Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters</p> <p>Write a narrative to develop real or imagined experiences or events that:</p> <ul style="list-style-type: none"> • engages the reader • establishes a context and point of view • uses techniques such as dialogue, pacing and description to develop experiences, events, characters • uses a variety of transitions to convey sequence and signal shifts • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion 		<p>and events</p> <p>Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters</p> <p>Write a narrative to develop real or imagined experiences or events that:</p> <ul style="list-style-type: none"> • engages the reader • establishes a context and point of view • uses techniques such as dialogue, pacing and description to develop experiences, events, characters • uses a variety of transitions to convey sequence and signal shifts • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students write a narrative that includes real or imagined experiences or events:</p> <p>engaging reader</p> <p>establishing the situation</p> <p>introducing narrator or characters</p> <p>organizing an event sequence that unfolds naturally</p> <p>using dialogue, pacing, and description to develop experiences, events, and/or characters</p> <p>varying transitional words, phrases, and clauses to convey sequence and signal shifts in time or setting</p> <p>using precise words and phrases</p> <p>using relevant descriptive details</p>	<p>narrative</p> <p>effective technique</p> <p>relevant descriptive details</p> <p>context</p> <p>point of view</p> <p>well-structured event sequences</p> <p>event sequence that unfolds naturally and logically</p> <p>dialogue</p> <p>pacing</p> <p>precise words and phrases</p> <p>relevant descriptive details</p> <p>sensory language</p> <p>transition words, phrases, clauses</p> <p>conclusion</p>	<p>Students know that a narrative:</p> <p>can be real or imagined</p> <p>utilizes a narrator</p> <p>describes characters by how they look, what they do, say, and think</p> <p>uses transition words, phrases, and clauses</p> <p>involves multiple time frames and/or settings (if appropriate to narrative)</p> <p>uses descriptive language to capture action, provides a sense of closure</p> <p>provides a conclusion that reveals something important about self or life</p> <p>vocabulary: transitions</p>	<p>Students understand that/are able to:</p> <p>write a real or imagined narrative that spans one or more time frames and/or settings with a narrator, characters, naturally unfolding events, dialogue, descriptions, pacing, transition words, phrases, and clauses, a sense of closure, and a conclusion that reveals something important about self or life.</p> <p>Students understand that narratives convey real or imagined experiences or events through deliberate use of sequencing, narrative technique to develop a unique voice, and point of view.</p>	<p>Level IV Students will: EEW.7.3.a-b. Introduce the experience or situation, multiple characters, and multiple events in sequence. Ex. Write about a personal experience (e.g., <i>Go to movies</i>), writing about himself (<i>me</i>) and friends (<i>JT</i> and <i>K</i>), and including multiple events (<i>Go in car. By popcorn [popcorn]. sit fnt [front]</i>). Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), the actions (<i>got on ships, threw tea in harbor</i>). EEW.7.3.c-e. N/A</p> <p>Level III Students will: EEW.7.3.a-b. Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. Write about a personal experience (e.g., <i>make bns [brownies]</i>) writing about himself (<i>me</i>) and mom (<i>mom</i>), and including two events (<i>cook. eat.</i>). Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), the actions (<i>got on ships, threw tea in harbor</i>). EEW.7.3.c-e. N/A</p> <p>Level II Students will: EEW.7.3.a-b. With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (<i>siping [shopping]</i>). Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about [event]. The colonists [did what two things] because [what were they mad about].). EEW.7.3.c-e. N/A</p> <p>Level I Students will: EEW.7.3.a-b. With guidance and support, communicate about a personal experience. Ex. With the support of an adult who gets the student’s remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, “me go” which the adult writes on a sticky note and reads aloud and sticks on the page in</p>

<p>using sensory language</p> <p>capturing action</p> <p>conveying experiences and events precisely</p> <p>using a conclusion that follows from narrated experiences or events</p>				<p>the book.</p> <p>Ex. Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games) which the adult adds to a group chart of likes and dislikes and reads aloud to the group.</p> <p>Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (<i>Go farm. Happy.</i>), which the teacher will write below the photo and read aloud as the student observes.</p> <p>EEW.7.3.c-e. N/A</p>
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College and Career Readiness (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 7	Standard 4 (W.7.4)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>Quarter 1: Analyze the reason for writing a piece to decide on :</p> <ul style="list-style-type: none"> • task • purpose • audience 	<p>Quarter 2: Analyze the reason for writing a piece to decide on :</p> <ul style="list-style-type: none"> • task • purpose • audience 	<p>Quarter 3: Analyze the reason for writing a piece to decide on :</p> <ul style="list-style-type: none"> • task • purpose • audience 	<p>Quarter 4: Analyze the reason for writing a piece to decide on :</p> <ul style="list-style-type: none"> • task • purpose • audience
	<p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development • strategies • organization • style <p>appropriate to task, purpose and audience</p>	<p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development • strategies • organization • style <p>appropriate to task, purpose and audience</p>	<p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development • strategies • organization • style <p>appropriate to task, purpose and audience</p>	<p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development • strategies • organization • style <p>appropriate to task, purpose and audience</p>
	<p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • idea development • organization • style <p>appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards 1-3)</p>	<p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • idea development • organization • style <p>appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards 1-3)</p>	<p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • idea development • organization • style <p>appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards 1-3)</p>	<p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • idea development • organization • style <p>appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards 1-3)</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>are flexible in the use of development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose</p> <p>apply this skill to a variety of styles of writing (opinion, informative / explanatory, and narrative)</p>	<p>"clear and coherent writing"</p> <p>development</p> <p>organization</p> <p>style</p> <p>"appropriate to task, purpose, and audience"</p> <p>"grade-specific expectations"</p>	<p>Students know:</p> <p>qualities of clear and coherent writing</p> <p>purposes for a variety of types of writing</p> <p>potential audiences for a variety of types of writing</p> <p>techniques for developing ideas</p> <p>techniques for organizing writing</p> <p>techniques for creating consistent, appropriate style</p>	<p>Students understand that/are able to:</p> <p>produce clear and coherent writing</p> <p>analyze a writing task to determine what is required</p> <p>adapt writing to fulfill a specific purpose</p> <p>adapt writing to meet the needs of an audience</p> <p>develop ideas in a way appropriate to task and purpose</p> <p>organize thoughts in a way appropriate to task and purpose</p> <p>use style appropriate to task and purpose</p> <p>apply these skills to a variety of types of writing</p> <p>Students understand that the development, organization, and style of clear and coherent writing pieces are determined by task, purpose, and audience.</p>	<p>Level IV Students will: EEW.7.4. Produce writing that is appropriate to the task, purpose, and audience. Ex. Write a note of apology. Ex. Write an assigned topic, providing supporting information as required by the assignment. Ex. Write a short research report stating the topic and providing supporting information as required by the assignment. Ex. Write a poem that has the desired language structure and content.</p> <p>Level III Students will: EEW.7.4. Produce writing that is appropriate to the task, purpose, or audience. Ex. Write the schedule for the day. Ex. Write an e-mail to Mom and Dad about something needed for school. Ex. Following the reading of a text with predictable structure and content (e.g., <i>Yo Yes</i>), create new text following the structure and content (e.g., <i>Play ball? Okay.</i>).</p> <p>Level II Students will: EEW.7.4. With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a letter-writing rubric or set of criteria to write a thank you note. Ex. Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it.</p> <p>Level I Students will: EEW.7.4. With guidance and support, produce writing for a variety of purposes. Ex. With guidance and support, write to sign name. Ex. With guidance and support, write to make a request. Ex. With guidance and support, write to respond. Ex. With guidance and support, use a letter-writing template to write an e-mail to an e-pal.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 7	Standard 5 (W.7.5)
<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>Quarter 1: With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach 	<p>Quarter 2: With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach 	<p>Quarter 3: With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach 	<p>Quarter 4: With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach
	<p>Recognize how well to focus on:</p> <ul style="list-style-type: none"> • audience • purpose 	<p>Recognize how well to focus on:</p> <ul style="list-style-type: none"> • audience • purpose 	<p>Recognize how well to focus on:</p> <ul style="list-style-type: none"> • audience • purpose 	<p>Recognize how well to focus on:</p> <ul style="list-style-type: none"> • audience • purpose
	<p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3</p>	<p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3</p>	<p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3</p>	<p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3</p>
	<p>With some guidance and support from peers and adults, student develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 	<p>With some guidance and support from peers and adults, student develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 	<p>With some guidance and support from peers and adults, student develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 	<p>With some guidance and support from peers and adults, student develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach
	<p>Determine how well the focus of :</p> <ul style="list-style-type: none"> • audience • purpose <p>have been addressed</p>	<p>Determine how well the focus of :</p> <ul style="list-style-type: none"> • audience • purpose <p>have been addressed</p>	<p>Determine how well the focus of :</p> <ul style="list-style-type: none"> • audience • purpose <p>have been addressed</p>	<p>Determine how well the focus of :</p> <ul style="list-style-type: none"> • audience • purpose <p>have been addressed</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students, with some guidance and support from adults and peers, develop and strengthen writing by:</p> <p>planning</p> <p>revising</p> <p>editing</p> <p>rewriting</p> <p>trying a new approach to best address purpose and audience</p>	<p>some guidance and support from adults and peers</p> <p>develop and strengthen writing as needed</p> <p>planning</p> <p>revising</p> <p>editing</p> <p>rewriting</p> <p>trying a new approach</p> <p>how well purpose and audience have been addressed</p> <p>conventions</p>	<p>Students know:</p> <p>techniques for using guidance and support from peers and adults</p> <p>qualities of well-developed and strong writing</p> <p>techniques for planning writing</p> <p>techniques for revising writing</p> <p>techniques for editing writing</p> <p>techniques for rewriting writing</p> <p>variety of approaches to writing</p> <p>writing address a purpose and audience</p>	<p>Students understand that/are able to:</p> <p>use some adult and peer guidance and support to strengthen writing</p> <p>use planning, revision, editing, rewriting, or a new approach to strengthen writing</p> <p>explain techniques used to make writing appropriate for purpose and audience</p> <p>produce writing that is well-developed and strong</p> <p>Students understand that planning, revising, editing, rewriting, trying a new approach, and focusing on how well purpose and audience have been addressed are critical to the development of strong writing pieces.</p>	<p>Level IV Students will: EEW.7.5. With guidance and support from adults and peers, plan writing and use the editing process to revise own writing. Ex. After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback. Ex. After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback.</p> <p>Level III Students will: EEW.7.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers. Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline. Ex. After reading a science text, work with a peer or teacher to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p>Level II Students will: EEW.7.5. With guidance and support from adults and peers, plan by brainstorming to strengthen own writing. Ex. Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing. Ex. Work with peers to brainstorm ideas for writing and put the information in graphic organizer software. Ex. Work with teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . . ,” “One question I have is . . . ?,” and “One suggestion I have is”), and use that feedback to revise draft with teacher guidance.</p>

				<p>Level I Students will: EEW.7.5. With guidance and support from peers and adults, write. Ex. With guidance and support from peers, select words from a word bank for writing. Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (“Tell me the next one.”) and write desired letters (“Write that one for me.”).</p>
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College and Career Readiness (CCR) Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 7	Standard 6 (W.7.6)		
<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others including linking to and citing sources.</p>	<p>Quarter 1: Identify publishing and collaborative options that use technology</p>	<p>Quarter 2: Identify publishing and collaborative options that use technology</p>	<p>Quarter 3: Identify publishing and collaborative options that use technology</p>	<p>Quarter 4: Identify publishing and collaborative options that use technology</p>		
	<p>Explain how to:</p> <ul style="list-style-type: none"> • cite sources • create hyperlinks 	<p>Explain how to:</p> <ul style="list-style-type: none"> • cite sources • create hyperlinks 	<p>Explain how to:</p> <ul style="list-style-type: none"> • cite sources • create hyperlinks 	<p>Explain how to:</p> <ul style="list-style-type: none"> • cite sources • create hyperlinks 		
	<p>Know how to collaborate effectively for an intended purpose</p>	<p>Know how to collaborate effectively for an intended purpose</p>	<p>Know how to collaborate effectively for an intended purpose</p>	<p>Know how to collaborate effectively for an intended purpose</p>	<p>Know how to collaborate effectively for an intended purpose</p>	
	<p>Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience</p>	<p>Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience</p>	<p>Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience</p>	<p>Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience</p>	<p>Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience</p>	
	<p>Determine the best technology options for communicating and collaborating with others for an intended purpose</p>	<p>Determine the best technology options for communicating and collaborating with others for an intended purpose</p>	<p>Determine the best technology options for communicating and collaborating with others for an intended purpose</p>	<p>Determine the best technology options for communicating and collaborating with others for an intended purpose</p>	<p>Determine the best technology options for communicating and collaborating with others for an intended purpose</p>	
	<p>Use technology, including the Internet to:</p> <ul style="list-style-type: none"> • produce • revise • edit <p>publish writing Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose</p>	<p>Use technology, including the Internet to:</p> <ul style="list-style-type: none"> • produce • revise • edit <p>publish writing Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose</p>	<p>Use technology, including the Internet to:</p> <ul style="list-style-type: none"> • produce • revise • edit <p>publish writing Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose</p>	<p>Use technology, including the Internet to:</p> <ul style="list-style-type: none"> • produce • revise • edit <p>publish writing Use technology to link to and cite sources Use technology to interact and collaborate with others for an intended purpose</p>		

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>use technology to produce and publish writing</p> <p>use the Internet to produce and publish writing</p> <p>link to and cite sources</p> <p>use technology to interact and collaborate with others</p>	<p>use technology</p> <p>produce</p> <p>publish</p> <p>link to and cite sources</p> <p>interact and collaborate with others</p>	<p>Students know:</p> <p>technology can be used to produce and publish writing</p> <p>the Internet can be used to produce and publish writing</p> <p>steps for using technology to link to and cite sources</p> <p>techniques for using technology to interact and collaborate with peers</p>	<p>Students understand that/are able to:</p> <p>use technology to produce and publish writing</p> <p>use the Internet to produce and publish writing</p> <p>link to and cite sources</p> <p>use technology to interact and collaborate with others</p> <p>Students understand that technology and the Internet can be used to effectively produce and publish writing, link to and cite sources, and interact and collaborate with others.</p>	<p>Level IV Students will: EEW.7.6. Use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers.</p> <p>Level III Students will: EEW.7.6. Use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use e-mail to interact with a pen pal. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Select images from the Internet and write about the images using a talking word processor and word prediction software and share what is learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting websites designated by the teacher (e.g., Internet Workshop), use a talking word processor to draft notes and then share what was learned with peers.</p> <p>Level II Students will: EEW.7.6. With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal. Ex. Use an alternative keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</p> <p>Level I Students will: EEW.7.6. With guidance and support, use technology to participate in group writing projects.</p>

				<p>Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text.</p> <p>Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.</p> <p>Ex. Use a switch to say “I like that” (if they choose) when asked by group members what they think of pictures and text being developed by a small group.</p> <p>Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by group seems on target.</p>
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College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Strand: Writing	Cluster: Build and Present Knowledge	Grade: 7	Standard 7 (W.7.7)	
<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Quarter 1: Use reliable sources of Information</p> <p>Implement appropriate inquiry methods to conduct a short research project</p> <p>Select appropriate sources of information to answer a question</p> <p>Determine relevant and irrelevant information from sources to answer a question</p> <p>Formulate focused questions from sources of information for further research and investigation</p> <p>Conduct steps for research to answer a question</p> <p>Generate additional related, focused questions for further research and investigation</p> <p>Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation</p>	<p>Quarter 2: Use reliable sources of Information</p> <p>Implement appropriate inquiry methods to conduct a short research project</p> <p>Select appropriate sources of information to answer a question</p> <p>Determine relevant and irrelevant information from sources to answer a question</p> <p>Formulate focused questions from sources of information for further research and investigation</p> <p>Conduct steps for research to answer a question</p> <p>Generate additional related, focused questions for further research and investigation</p> <p>Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation</p>	<p>Quarter 3: Use reliable sources of Information</p> <p>Implement appropriate inquiry methods to conduct a short research project</p> <p>Select appropriate sources of information to answer a question</p> <p>Determine relevant and irrelevant information from sources to answer a question</p> <p>Formulate focused questions from sources of information for further research and investigation</p> <p>Conduct steps for research to answer a question</p> <p>Generate additional related, focused questions for further research and investigation</p> <p>Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation</p>	<p>Quarter 4: Use reliable sources of Information</p> <p>Implement appropriate inquiry methods to conduct a short research project</p> <p>Select appropriate sources of information to answer a question</p> <p>Determine relevant and irrelevant information from sources to answer a question</p> <p>Formulate focused questions from sources of information for further research and investigation</p> <p>Conduct steps for research to answer a question</p> <p>Generate additional related, focused questions for further research and investigation</p> <p>Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use several sources to conduct short research projects that:</p> <p>answer a question</p> <p>several sources</p> <p>developing new questions based on investigation</p>	<p>short research project</p> <p>answer a question</p> <p>several sources</p> <p>additional related, focused questions</p>	<p>Students know:</p> <p>research answers a question</p> <p>steps in the research process (i.e. develop multi-faceted questions, locate sources, evaluate sources, organize findings, etc.)</p> <p>thorough research uses several sources</p> <p>techniques for generating additional questions based on inquiry</p>	<p>Students understand that/are able to:</p> <p>select a topic for short research</p> <p>develop a single research question</p> <p>locate several sources to answer research question</p> <p>generate additional focus questions based on findings</p> <p>use a graphic organizer to record thoughts</p> <p>answer questions through research</p> <p>Students understand that research is a process that involves answering a focused question, investigating several sources, and generating related questions.</p>	<p>Level IV Students will: EEW.7.7. Conduct research to answer a question based on many sources of information. Ex. Conduct research using the Internet to gather information from various sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads four websites to identify the information before writing the answer.). Ex. Use sticky notes to mark pages in many topical books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project.</p> <p>Level III Students will: EEW.7.7. Conduct research to answer a question based on multiple sources of information. Ex. Search websites bookmarked by the teacher for information to use in writing about a topic (e.g., The teacher asks students to answer the question, “How is the moon different from earth?” and the student reads the websites to identify information before writing the answer.). Ex. Use screen reading software to read two or more websites bookmarked by the teacher. While reading, capture information and use it to write an answer to a question (e.g., Where is water found on earth? <i>Most water in oshuns</i> [oceans]. <i>Water in lakes</i>. <i>Water in air</i>. <i>Water in people and animals</i> [animals].).</p> <p>Level II Students will: EEW.7.7. Conduct research to answer a question based on one source of information. Ex. Read text to collect information that answers a question on a given topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students a text that has the answers in it. The students read the text in order to find the answers.). Ex. Using a ready-made set-up for an interactive whiteboard created by the teacher that first presents a question, then presents a text that includes the answer, read the question and the text (using screen reading software), and then write an answer to the question using a talking word processor with word prediction software. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” water in <i>oshun</i> [ocean]). Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p>

				<p>Level I Students will:</p> <p>EEW.7.7. Participate in group research and writing activities.</p> <p>Ex. Work with peers to highlight words from group research to be used to answer questions on a research topic (e.g., The student works with a group of peers to read information about water projected on an interactive whiteboard. The group takes turns highlighting words and sentences about writing. The teacher reads the highlighted information and the question, “Where is most of the water on earth?” The student answers by touching highlighted words, using a single message voice output device, signing or saying “oceans.”).</p> <p>Ex. During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads information that is important and listen and observe as the teacher reads it aloud and points to the words.</p>
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College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Strand: Writing	Cluster: Build and Present Knowledge	Grade: 7	Standard 8 (W.7.8)	
<p>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>	<p>Quarter 1: Use effective search terms</p> <p>Recognize: standard formats for</p> <ul style="list-style-type: none"> • citations • credibility • accuracy <p>Follow standard citation format</p> <p>Assess the credibility and accuracy of sources</p> <p>Quote or paraphrase the data and conclusions of others avoiding plagiarism</p>	<p>Quarter 2: Use effective search terms</p> <p>Recognize: standard formats for</p> <ul style="list-style-type: none"> • citations • credibility • accuracy <p>Follow standard citation format</p> <p>Assess the credibility and accuracy of sources</p> <p>Quote or paraphrase the data and conclusions of others avoiding plagiarism</p>	<p>Quarter 3: Use effective search terms</p> <p>Recognize: standard formats for</p> <ul style="list-style-type: none"> • citations • credibility • accuracy <p>Follow standard citation format</p> <p>Assess the credibility and accuracy of sources</p> <p>Quote or paraphrase the data and conclusions of others avoiding plagiarism</p>	<p>Quarter 4: Use effective search terms</p> <p>Recognize: standard formats for</p> <ul style="list-style-type: none"> • citations • credibility • accuracy <p>Follow standard citation format</p> <p>Assess the credibility and accuracy of sources</p> <p>Quote or paraphrase the data and conclusions of others avoiding plagiarism</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students learn relevant information from multiple credible and accurate print and digital sources by:</p> <p>effectively using search terms</p> <p>quoting or paraphrasing data and conclusions</p> <p>avoiding plagiarism</p> <p>following standard citation format</p>	<p>gather relevant information from multiple print and digital sources</p> <p>using search terms effectively</p> <p>assess the credibility and accuracy</p> <p>quote or paraphrase data and conclusions</p> <p>avoiding plagiarism</p> <p>standard format for citation</p>	<p>Students know:</p> <p>difference between print and digital sources</p> <p>techniques for assessing credibility and accuracy of sources</p> <p>techniques for avoiding plagiarism (quoting sources or paraphrasing)</p> <p>a process for note-taking during and after reading</p> <p>components of a standard format for citation</p> <p>vocabulary: plagiarism</p>	<p>Students understand that/are able to:</p> <p>locate relevant print and digital sources</p> <p>gather relevant information from print and digital sources</p> <p>use search terms effectively</p> <p>assess credibility and accuracy of each source</p> <p>take notes on sources</p> <p>quote or paraphrase data and conclusions</p> <p>avoid plagiarism</p> <p>follow standard format for citation</p> <p>Students understand that research involves systematically gathering information from multiple credible, accurate print and digital sources, avoiding plagiarism, and creating a standard bibliography.</p>	<p>Level IV Students will: EEW.7.8. Select quotes from multiple print or digital sources that state conclusions about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide.</p> <p>Level III Students will: EEW.7.8. Select quotes from multiple print or digital sources that provides important information about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes on an assigned topic, and write notes on the information they provide.</p> <p>Level II Students will: EEW.7.8. Select quotes from print or digital sources that provide information about a topic. Ex. Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and with teacher guidance and support, write notes on information they provide. Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide. Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p>Level I Students will: EEW.7.8. With guidance and support during shared reading, identify when information about a topic is read. Ex. Use a single message voice output device during shared reading to say, “That sounds good.” The teacher attributes meaning by connecting to information on the page. Ex. During shared reading, given a list of words (some of which are included in the text), identify those that are relevant and what information they provide.</p>

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College and Career Readiness (CCR) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 7	Standard 9 (W.7.9)
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> 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>b. Apply <i>grade 7 Reading standards</i> 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”)b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	Quarter 1:	Quarter 2:	<p>Quarter 3: Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p> <p>Draw upon key ideas and details as support for research</p>	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students critically read literature and literary nonfiction and use writing to:</p> <p>compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same time period as a means of understanding how authors of fiction use or alter history</p> <p>trace and evaluate the argument and specific claims of a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</p>	<p>literary text</p> <p>informational text</p> <p>analysis</p> <p>reflection</p> <p>research</p> <p>compare and contrast</p> <p>fictional portrayal</p> <p>historical account</p> <p>how authors of fiction use or alter history</p> <p>literary nonfiction</p> <p>trace and evaluate</p> <p>specific claims</p> <p>assessing</p> <p>reasoning is sound</p> <p>evidence is relevant and sufficient</p>	<p>Students know:</p> <p>elements of analytical, reflective, and research-based writing</p> <p>techniques for critical reading of literature and literary nonfiction</p> <p>techniques for note-taking during and after reading</p> <p>techniques for composing academic writing including descriptions, explanations, and comparisons and contrasts</p> <p>arguments and claims should be supported by reasons and evidence</p>	<p>Students understand that/are able to:</p> <p>compose an analytical, reflective, or research-based piece in response to literature and literary nonfiction</p> <p>analyze a prompt about a text to determine what is being asked</p> <p>form ideas in response to a prompt about a text</p> <p>support ideas with evidence from a text</p> <p>trace and evaluate an argument and specific claims</p> <p>Students understand that analysis, reflection, and research are strengthened by citing relevant evidence from appropriate texts.</p>	<p>Level IV Students will: EEW.7.9.a. N/A EEW.7.9.b. N/A</p> <p>Level III Students will: EEW.7.9.a. Apply to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). Ex. After reading a book and identifying which characters are fictional, use the information in the book to make a list of the characteristics of the characters. Ex. After reading a story and seeing a video of the same story, write to compare the two. Ex. After reading a story and a topically related history text, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same. EEW.7.9.b. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text.”). Ex. After highlighting the claims from a list that were found in an informational text, write about the best claim and what makes it best. Ex. After reading a print ad or commercial and selecting from a list of claims the ones found in the commercial or advertisement, write the claims selected and what makes them exaggerated.</p> <p>Level II Students will: EEW.7.9.a. With guidance and support from adults and peers, apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). Ex. After the teacher reads a book with a small group to identify whether the characters in a story are real or fictional, work with the group to use the information in writing about the characters. Ex. Write words or phrases from a list to identify what is the same between characters in a fictional text and people in a topically related nonfiction text. Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same. EEW.7.9.b. With guidance and support, apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text.”).</p>

	(familiar with grade 7 reading standards)			<p>Ex. After identifying a claim in a print ad, write the claim and, with teacher guidance and support, explain how it is exaggerated.</p> <p>Ex. After reading an article about plastic surgery in a popular magazine, and participating in a teacher-led discussion about what claims might lead someone to choose such a procedure, use word prediction software to write about the claims.</p> <p>Level I Students will:</p> <p>EEW.7.9.a. With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text.</p> <p>Ex. During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a detail or idea that is important.</p> <p>Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think the highlighted text chosen by peers is important and listen as peers defend choice in text.</p> <p>EEW.7.9.b. With guidance and support, participate in shared writing activities that build on shared reading activities.</p> <p>Ex. During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a claim from an advertisement.</p>
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College and Career Readiness (CCR) Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand: Writing	Cluster: Range of Writing	Grade: 7	Standard 10 (W.7.10)	
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Quarter 1: Identify:</p> <ul style="list-style-type: none"> • audience • topic • purpose <p>Identify appropriate organizational structure for various types of writing</p> <p>Determine when to write for either extended and/or shorter time frames based upon:</p> <ul style="list-style-type: none"> • audience • purpose • task <p>Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes • tasks <p>for a shortened time frame (a single setting or a day or two)</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes • tasks <p>within an extended time frame (time for research, reflection and revision)</p>	<p>Quarter 2: Identify:</p> <ul style="list-style-type: none"> • audience • topic • purpose <p>Identify appropriate organizational structure for various types of writing</p> <p>Determine when to write for either extended and/or shorter time frames based upon:</p> <ul style="list-style-type: none"> • audience • purpose • task <p>Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes • tasks <p>for a shortened time frame (a single setting or a day or two)</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes • tasks <p>within an extended time frame (time for research, reflection and revision)</p>	<p>Quarter 3: Identify:</p> <ul style="list-style-type: none"> • audience • topic • purpose <p>Identify appropriate organizational structure for various types of writing</p> <p>Determine when to write for either extended and/or shorter time frames based upon:</p> <ul style="list-style-type: none"> • audience • purpose • task <p>Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes • tasks <p>for a shortened time frame (a single setting or a day or two)</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes • tasks <p>within an extended time frame (time for research, reflection and revision)</p>	<p>Quarter 4: Identify:</p> <ul style="list-style-type: none"> • audience • topic • purpose <p>Identify appropriate organizational structure for various types of writing</p> <p>Determine when to write for either extended and/or shorter time frames based upon:</p> <ul style="list-style-type: none"> • audience • purpose • task <p>Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes • tasks <p>for a shortened time frame (a single setting or a day or two)</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes • tasks <p>within an extended time frame (time for research, reflection and revision)</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>With practice and support, students:</p> <p>produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames.</p>	<p>write routinely</p> <p>range of tasks, purposes, and audiences</p> <p>extended time frames</p> <p>shorter time frames</p>	<p>Students know:</p> <p>techniques for writing in short and/or extended time frames</p> <p>task specific writing procedures</p> <p>techniques for creating writing appropriate for specific audiences and purposes</p>	<p>Students understand that/are able to:</p> <p>complete various pieces of writing over varying lengths of time</p> <p>organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</p> <p>Students understand that writing pieces are organized and developed based on task, audience, and purpose.</p>	<p>Level IV Students will: EEW.7.10. N/A</p> <p>Level III Students will: EEW.7.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project.</p> <p>Level II Students will: EEW.7.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and additional full alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a rubric or set of criteria and word prediction software to type and send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project. Ex. Using a keyboard, adapted as needed, with full access to the alphabet and some key vocabulary from the discipline-specific tasks, write an e-mail about that day’s instruction for an absent classmate.</p> <p>Level I Students will: EEW.7.10. With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading which are added to a written summary of the text. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, communicate feelings which are written by the teacher into a <i>Feelings</i> book. Ex. Using partner-assisted scanning and a photo of a recent instructional activity, select letters which the partner writes down and rereads aloud (letters and/or words).</p>

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College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 7	Standard 1 (SL.7.1)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<p>Quarter 1: Identify key ideas from reading material or research</p> <p>Describe components of a collegial discussion and planning</p> <p>Recognize key ideas and new information posed during discussions</p> <p>Reflect on discussion topics using evidence from the text and/or research</p> <p>Track progress toward specific goals and deadlines, defining individual roles as needed</p> <p>Justify ideas and responses shared with evidence from text or research and modify when warranted</p> <p>Evaluate new information posed and form personal opinion</p> <p>Interpret other's opinions</p>	<p>Quarter 2: Identify key ideas from reading material or research</p> <p>Describe components of a collegial discussion and planning</p> <p>Recognize key ideas and new information posed during discussions</p> <p>Reflect on discussion topics using evidence from the text and/or research</p> <p>Track progress toward specific goals and deadlines, defining individual roles as needed</p> <p>Justify ideas and responses shared with evidence from text or research and modify when warranted</p> <p>Evaluate new information posed and form personal opinion</p> <p>Interpret other's opinions</p>	<p>Quarter 3: Identify key ideas from reading material or research</p> <p>Describe components of a collegial discussion and planning</p> <p>Recognize key ideas and new information posed during discussions</p> <p>Reflect on discussion topics using evidence from the text and/or research</p> <p>Track progress toward specific goals and deadlines, defining individual roles as needed</p> <p>Justify ideas and responses shared with evidence from text or research and modify when warranted</p> <p>Evaluate new information posed and form personal opinion</p> <p>Interpret other's opinions</p> <p>Formulate comments, questions, and responses based on</p>	<p>Quarter 4: Identify key ideas from reading material or research</p> <p>Describe components of a collegial discussion and planning</p> <p>Recognize key ideas and new information posed during discussions</p> <p>Reflect on discussion topics using evidence from the text and/or research</p> <p>Track progress toward specific goals and deadlines, defining individual roles as needed</p> <p>Justify ideas and responses shared with evidence from text or research and modify when warranted</p> <p>Evaluate new information posed and form personal opinion</p> <p>Interpret other's opinions</p> <p>Formulate comments, questions, and responses based on</p>
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.				
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.				

<p>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>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Formulate comments, questions, and responses based on evidence from the text or topic</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts</p> <p>Demonstrate collegial rules during discussion</p> <p>Articulate personal ideas clearly</p> <p>Pose relevant questions that elicit elaboration on the topic or text</p> <p>Respond to questions and comments with relevant details, bringing discussion back on topic as needed</p> <p>Acknowledge new information posed and respond to change viewpoints as needed</p>	<p>Formulate comments, questions, and responses based on evidence from the text or topic</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts</p> <p>Demonstrate collegial rules during discussion</p> <p>Articulate personal ideas clearly</p> <p>Pose relevant questions that elicit elaboration on the topic or text</p> <p>Respond to questions and comments with relevant details, bringing discussion back on topic as needed</p> <p>Acknowledge new information posed and respond to change viewpoints as needed</p>	<p>evidence from the text or topic</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts</p> <p>Demonstrate collegial rules during discussion</p> <p>Articulate personal ideas clearly</p> <p>Pose relevant questions that elicit elaboration on the topic or text</p> <p>Respond to questions and comments with relevant details, bringing discussion back on topic as needed</p> <p>Acknowledge new information posed and respond to change viewpoints as needed</p>	<p>evidence from the text or topic</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts</p> <p>Demonstrate collegial rules during discussion</p> <p>Articulate personal ideas clearly</p> <p>Pose relevant questions that elicit elaboration on the topic or text</p> <p>Respond to questions and comments with relevant details, bringing discussion back on topic as needed</p> <p>Acknowledge new information posed and respond to change viewpoints as needed</p>
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students engage effectively in a range of discussions with a variety of participants, demonstrating the ability to:</p> <p>be prepared by reading or researching required materials</p> <p>refer to evidence in order to explore and use ideas gained from preparation</p> <p>follow rules for collegial discussions</p> <p>ask questions that draw out more information</p> <p>make comments that keep discussion on topic</p> <p>contribute relevant observations and ideas</p> <p>recognize new information expressed by others</p>	<p>range of collaborative discussions</p> <p>diverse partners</p> <p>grade 7 topics, texts, and issues</p> <p>rules for collegial discussions</p> <p>track progress toward specific goals and deadlines</p> <p>individual roles</p>	<p>Students know:</p> <p>techniques to prepare for discussions (reading, researching, investigating, and reflecting)</p> <p>how to incorporate evidence about the topic into the discussion</p> <p>rules for collegial discussions</p> <p>techniques to pose and respond to questions to increase information and add details</p> <p>strategies to respond with relevant observations and ideas</p> <p>strategies to bring the discussion back to the topic</p> <p>techniques to elaborate on the remarks of others</p> <p>how to recognize new</p>	<p>Students understand that/are able to:</p> <p>prepare for collaborative discussions by reading, researching, investigating, and reflecting</p> <p>use evidence gained during preparation to explore ideas during the discussion</p> <p>listen attentively to discussions about grade 7 topics, texts, and issues</p> <p>contribute to discussions about grade 7 topics, texts, and issues</p> <p>follow rules for collegial discussions</p> <p>contribute to collegial discussions</p> <p>discuss topics, text, or issues one-on-one or in groups</p> <p>participate in teacher-led discussions</p>	<p>Level IV Students will: EESL.7.1.a. Come to discussions with self-created materials or supports to use in sharing information. Ex. Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins. Ex. Prepare note cards with pictures and words to use during a discussion. EESL.7.1.b. N/A EESL.7.1.c. N/A EESL.7.1.d. N/A</p> <p>Level III Students will: EESL.7.1.a. Come to discussions prepared to share information. Ex. Practice preprogrammed messages in a multiple message voice output device for use in discussion. Ex. Preview a discussion study guide prior to the discussion. EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. Ex. After being assigned a role for a literature circle discussion, fulfill the role with support from peers in the group. Ex. Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object. EESL.7.1.c. Remain on the topic of the discussion when asking or answering questions or making other contributions. Ex. During a discussion with peers about a text, add a comment to the discussion that is on topic (e.g., “It said to ____.”). Ex. During a discussion after a presentation, add a comment to the discussion about the presentation (e.g., “He said to ____.”). EESL.7.1.d. Accept when others involved in the discussion agree or disagree with own perspective. Ex. After making a statement in a discussion when teacher asks, “What do you think?,” if others disagree, indicate the comment was understood.</p> <p>Level II Students will: EESL.7.1.a. Prepare for discussions. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . .).</p>

<p>modify own views, if necessary</p>		<p>information expressed by others</p> <p>new information expressed during the discussion may warrant modification of their own views</p>	<p>ask and answer questions to increase information and add details</p> <p>contribute relevant observations and ideas</p> <p>bring the discussion back to the topic</p> <p>elaborate on the remarks of others</p> <p>acknowledge new information expressed by others</p> <p>modify their views based on new information expressed during the discussion</p> <p>Students understand that engaging in effective collaborative discussions involve preparation, following rules for collegial discussions, posing and responding to questions, elaborating details, understanding multiple perspectives, and possibly modifying their own views.</p>	<p>Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.</p> <p>EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions.</p> <p>Ex. Use a multiple message voice output device to add comments during a discussion offered spontaneously without attention to rules.</p> <p>Ex. Add to the discussion when directly prompted to (e.g., “Tell us what you think.”).</p> <p>EESL.7.1.c. Ask and answer questions specific to the topic, text, or issue under discussion.</p> <p>Ex. During a discussion with peers about a text, ask specific questions about the content (e.g., “Why did she do that?”) and answer questions when asked by peers (e.g., “What do you think?”).</p> <p>Ex. During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions (e.g., “Have you ever been there?”).</p> <p>EESL.7.1.d. Indicate agreement with others during group discussions.</p> <p>Ex. Using preprogrammed messages, communicate agreement with points others state.</p> <p>Ex. During a discussion about a science experiment in which the group participated or observed, use a multiple message voice output device to indicate agreement with a peer when he or she comments on the experiment.</p> <p>Level I Students will:</p> <p>EESL.7.1.a. Participate in discussions.</p> <p>Ex. Respond to others when addressed.</p> <p>Ex. Comment to others during a group discussion.</p> <p>EESL.7.1.b. Participate in discussions with adults and peers.</p> <p>Ex. Respond to others when addressed.</p> <p>Ex. Comment to others during a group discussion.</p> <p>EESL.7.1.c. Participate in discussions.</p> <p>Ex. Respond to others when addressed.</p> <p>Ex. Comment to others during a group discussion.</p> <p>EESL.7.1.d. Participate in discussions.</p> <p>Ex. Respond to others when addressed.</p> <p>Ex. Comment to others during a group discussion.</p>
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College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 7	Standard 2 (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	Quarter 1:	<p>Quarter 2: Identify main details and supporting details that contribute to the:</p> <ul style="list-style-type: none"> • topic • text or • issue of study of various media formats	<p>Quarter 3: Identify main details and supporting details that contribute to the:</p> <ul style="list-style-type: none"> • topic • text or • issue of study of various media formats	<p>Quarter 4: Identify main details and supporting details that contribute to the:</p> <ul style="list-style-type: none"> • topic • text or • issue of study of various media formats
		<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)</p> <p>Explain how the ideas clarify the:</p> <ul style="list-style-type: none"> • topic • text • issue under study	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)</p> <p>Explain how the ideas clarify the:</p> <ul style="list-style-type: none"> • topic • text • issue under study	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)</p> <p>Explain how the ideas clarify the:</p> <ul style="list-style-type: none"> • topic • text • issue under study

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>During or after listening or viewing, students:</p> <p>analyze main ideas and supporting details presented in diverse media formats</p> <p>explain how the ideas clarify a topic, text, or issue under study.</p>	<p>analyze</p> <p>main ideas</p> <p>supporting details</p> <p>diverse media and formats (e.g., visually, quantitatively, orally)</p> <p>explain how the ideas clarify</p>	<p>Students know:</p> <p>techniques to analyze information seen or heard in diverse media and formats</p> <p>techniques for considering how ideas clarify a topic, text or issue under study</p> <p>vocabulary words: analyze, main ideas, supporting details, clarify</p>	<p>Students understand that/are able to:</p> <p>analyze information seen or heard in diverse media formats</p> <p>consider how ideas clarify the topic, text, or issue under study</p> <p>Students understand that listeners or viewers form a thorough understanding of a topic, text, or issue by evaluating the credibility and accuracy of information presented in diverse media and formats.</p>	<p>Level IV Students will: EESL.7.2. Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. Ex. State the main idea, purpose, or message of an informational video and explain how that representation relates to the topic being studied.</p> <p>Level III Students will: EESL.7.2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study. Ex. State the main idea, purpose, or message of an informational video. Ex. State the main idea of a graph showing students’ preferences during free time (e.g., “Tells you what most kids like to do.”).</p> <p>Level II Students will: EESL.7.2. Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. Ex. Identify the topic of a video from an array of choices. Ex. Identify the topic of several different illustrations in a science textbook.</p> <p>Level I Students will: EESL.7.2. With support, identify graphic, visual, tactual, or other information that represents a particular topic. Ex. Given an array of visual and/or tactual representations of lunch items, identify the pictures of our choices for lunch today.</p>

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College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 7	Standard 3 (SL.7.3)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence				Define and identify: <ul style="list-style-type: none"> • sound reasoning • arguments • reasons • relevant evidence • sufficient evidence • claims Delineate a speaker's argument and specific claims Evaluate the: <ul style="list-style-type: none"> • soundness of the speaker's reasoning • relevance and sufficiency of the speaker's evidence

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>During or after listening or viewing, students:</p> <p>delineate a speaker's argument and specific claims</p> <p>evaluate soundness of the reasoning</p> <p>evaluate relevance and sufficiency of evidence</p>	<p>delineate</p> <p>argument</p> <p>specific claims</p> <p>evaluate the soundness</p> <p>reasoning</p> <p>relevance and sufficiency</p> <p>evidence</p>	<p>Students know:</p> <p>techniques for attentive listening</p> <p>the relationship between an argument and specific claims</p> <p>techniques for recording a speaker's arguments, specific claims, supporting reasons, and evidence</p> <p>signal words included in speeches to indicate transitions or relationships between ideas</p> <p>techniques for evaluating the soundness of reasoning</p>	<p>Students understand that/are able to listen attentively to a speaker to delineate and evaluate:</p> <p>main argument(s)</p> <p>specific claims</p> <p>claims supported by evidence</p> <p>claims not supported by evidence</p> <p>reasoning and use of supporting evidence</p> <p>Students understand that discerning listening involves critiquing and evaluating.</p>	<p>Level IV Students will: EESL.7.3. After listening to a speaker, recall the speaker's claims and determine whether they are fact or opinion. Ex. After listening to the school's morning news program, recall what was on the news and determine whether the claims were fact (e.g., The boys' soccer team won.) or opinion (e.g., The dance is going to be really fun.). Ex. After watching a short documentary, discuss the claims made by the narrator and determine whether each is fact or opinion.</p> <p>Level III Students will: EESL.7.3. Determine whether the claims made by a speaker are fact or opinion. Ex. Identify fact versus opinion using key words such as <i>all, never, I think, I believe, I feel</i> (e.g., The Earth is a planet versus I think that people should take better care of the earth.). Ex. Given a list of statements recorded while a speaker was talking, sort the statement based on those that are fact and those that are opinion. Ex. After watching a short documentary, review a list of claims made by the narrator (recorded by a peer or adult) and determine whether each is fact or opinion.</p> <p>Level II Students will: EESL.7.3. Determine whether one specific claim made by a speaker is fact or opinion. Ex. Given a statement written by a peer or adult while a speaker was talking, determine if it is fact or opinion. Ex. After listening to a speaker make a single claim (e.g., "I think we have to try."), determine if the claim is fact or opinion.</p> <p>Level I Students will: EESL.7.3. Communicate own opinion about a claim made by a speaker. Ex. After listening to the school's morning news program, indicate whether the items in the news are <i>good</i> or <i>bad</i> (e.g., The teacher asks, "Is it good or bad that the boys' soccer team won?"). Ex. After watching a short documentary, indicate whether the main claim made by the narrator (e.g., "We must save the environment.") is <i>right</i> or <i>wrong</i>.</p>

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College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 7	Standard 4 (SL.7.4)	
<p>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>	<p>Quarter 1: Identify claims/findings</p> <p>Identify</p> <ul style="list-style-type: none"> • salient points <p>Identify:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear • pronunciation <p>Determine salient points And pertinent:</p> <ul style="list-style-type: none"> • descriptions • facts • details • examples <p>Sequence the following in a focused, coherent manner:</p> <ul style="list-style-type: none"> • claims • findings • salient points • pertinent descriptions • facts • details and examples 	<p>Quarter 2: Identify claims/findings</p> <p>Identify</p> <ul style="list-style-type: none"> • salient points <p>Identify:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear • pronunciation <p>Determine salient points And pertinent:</p> <ul style="list-style-type: none"> • descriptions • facts • details • examples <p>Sequence the following in a focused, coherent manner:</p> <ul style="list-style-type: none"> • claims • findings • salient points • pertinent descriptions • facts • details and examples 	<p>Quarter 3: Identify claims/findings</p> <p>Identify</p> <ul style="list-style-type: none"> • salient points <p>Identify:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear • pronunciation <p>Determine salient points And pertinent:</p> <ul style="list-style-type: none"> • descriptions • facts • details • examples <p>Sequence the following in a focused, coherent manner:</p> <ul style="list-style-type: none"> • claims • findings • salient points • pertinent descriptions • facts • details and examples 	<p>Quarter 4: Identify claims/findings</p> <p>Identify</p> <ul style="list-style-type: none"> • salient points <p>Identify:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear • pronunciation <p>Determine salient points And pertinent:</p> <ul style="list-style-type: none"> • descriptions • facts • details • examples <p>Sequence the following in a focused, coherent manner:</p> <ul style="list-style-type: none"> • claims • findings • salient points • pertinent descriptions • facts • details and examples

	<p>Present claims and findings</p> <p>Emphasize salient points</p> <p>Present information in a focused, coherent manner, including:</p> <ul style="list-style-type: none"> • pertinent descriptions • facts • details • examples <p>Demonstrate:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear pronunciation 	<p>Present claims and findings</p> <p>Emphasize salient points</p> <p>Present information in a focused, coherent manner, including:</p> <ul style="list-style-type: none"> • pertinent descriptions • facts • details • examples <p>Demonstrate:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear pronunciation 	<p>Present claims and findings</p> <p>Emphasize salient points</p> <p>Present information in a focused, coherent manner, including:</p> <ul style="list-style-type: none"> • pertinent descriptions • facts • details • examples <p>Demonstrate:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear pronunciation 	<p>Present claims and findings</p> <p>Emphasize salient points</p> <p>Present information in a focused, coherent manner, including:</p> <ul style="list-style-type: none"> • pertinent descriptions • facts • details • examples <p>Demonstrate:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear pronunciation
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use appropriate eye contact, adequate volume, and clear pronunciation to convey focused, coherent ideas including:</p> <p>presenting claims and findings</p> <p>emphasizing main points</p> <p>using key details and examples</p>	<p>claims and findings</p> <p>emphasizing salient points</p> <p>focused, coherent manner</p> <p>pertinent descriptions, facts, details, and examples</p> <p>appropriate eye contact</p> <p>adequate volume</p> <p>clear pronunciation</p>	<p>Students know:</p> <p>techniques for presenting claims and findings</p> <p>common words and gestures used by speakers to emphasize main points</p> <p>techniques for organizing and clarifying the relationship between main points and details</p> <p>importance of appropriate eye contact</p> <p>importance of adequate volume</p> <p>importance of clear pronunciation</p>	<p>Students understand that/are able to:</p> <p>use speaking to present claims and findings</p> <p>use verbal and non-verbal techniques to emphasize key points</p> <p>select details and examples to compliment main ideas</p> <p>use appropriate eye contact</p> <p>use adequate volume</p> <p>use clear pronunciation</p> <p>Students understand that the technique, ideas, and organization of a speaker impact the engagement and understanding of the audience.</p>	<p>Level IV Students will: EESL.7.4. Present own findings including descriptions, facts, or details related to a main idea or theme. Ex. State the main idea of one’s own presentation (e.g., <i>Animal shelters fit their needs.</i>) and share specific descriptions of facts and details related to the topic. Ex. Using a multimedia presentation on an interactive whiteboard, present the theme of the presentation (e.g., <i>Rocks and minerals are all around us.</i>), and present facts or details about them.</p> <p>Level III Students will: EESL.7.4. Present findings including descriptions, facts, or details related to a main idea or theme. Ex. After working with a group to create a presentation on <i>Rocks and minerals are all around us.</i>, present the findings including details regarding the rocks and mineral samples that are being passed around the class. Ex. After working with an adult to create a report on a book, present the report including a clear statement of the main idea of the book and details related to the main idea.</p> <p>Level II Students will: EESL.7.4. Present findings including details related to a main idea or theme. Ex. Having worked with a group to create a presentation on <i>Rocks and minerals are all around us.</i>, present one or two details. Ex. After reading a book and discussing the theme, present two details related to the theme.</p> <p>Level I Students will: EESL.7.4. Indicate a detail related to a selected topic. Ex. Point to a detail in a media presentation. Ex. Vocalize in response to a specific part of a media presentation.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.					
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 7	Standard 5 (SL.7.5)	
<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p>	<p>Quarter 1: Recognize:</p> <ul style="list-style-type: none"> • claims • findings • salient points 	<p>Quarter 2: Recognize:</p> <ul style="list-style-type: none"> • claims • findings • salient points 	<p>Quarter 3: Recognize:</p> <ul style="list-style-type: none"> • claims • findings • salient points 	<p>Quarter 4: Recognize:</p> <ul style="list-style-type: none"> • claims • findings • salient points 	
	<p>Determine which multimedia components/visual display options best emphasize and clarify the information</p>	<p>Determine which multimedia components/visual display options best emphasize and clarify the information</p>	<p>Determine which multimedia components/visual display options best emphasize and clarify the information</p>	<p>Determine which multimedia components/visual display options best emphasize and clarify the information</p>	
	<p>Use multimedia components/visual displays in a presentation to:</p> <ul style="list-style-type: none"> • clarify claims and findings • emphasize salient points 	<p>Use multimedia components/visual displays in a presentation to:</p> <ul style="list-style-type: none"> • clarify claims and findings • emphasize salient points 	<p>Use multimedia components/visual displays in a presentation to:</p> <ul style="list-style-type: none"> • clarify claims and findings • emphasize salient points 	<p>Use multimedia components/visual displays in a presentation to:</p> <ul style="list-style-type: none"> • clarify claims and findings • emphasize salient points 	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students include multimedia components and visual displays to:</p> <p>clarify claims and findings</p> <p>emphasize main points in presentations.</p>	<p>multimedia components</p> <p>visual displays</p> <p>presentations</p> <p>clarify claims</p> <p>emphasize salient points</p>	<p>Students understand that/are able to:</p> <p>varied multimedia components</p> <p>when multimedia components and visual displays could be used for clarification and emphasis</p> <p>techniques for creating multimedia components or visual displays for clarification and emphasis</p>	<p>Students are able to:</p> <p>clarify claims and findings and emphasize salient points in a presentation through the use of multimedia components and visual displays.</p> <p>Students understand that a speaker can clarify and emphasize information through multimedia components and visual displays.</p>	<p>Level IV Students will: EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations. Ex. Select audio recordings of different weather (e.g., light rain, thunder storm, hail, tornado) to enhance a presentation on the weather and emphasize the increasing intensity of the storm types from beginning to end. Ex. Select pictures or clipart to explain how to feed a dog.</p> <p>Level III Students will: EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations. Ex. Make a drawing to emphasize an important point in a presentation. Ex. Select an array of images from a media source to support points in a presentation.</p> <p>Level II Students will: EESL.7.5. Select items, images, or photographs to create a visual or tactual display. Ex. Select photographs for the group to use in creating a montage about the class project. Ex. Select objects from the set of objects collected by classmates to place in a visual display for curriculum night.</p> <p>Level I Students will: EESL.7.5. Select items for a visual or tactual display for the group to use in a presentation. Ex. Choose pictures to emphasize a point in the group’s presentation given a choice of two or more acceptable photos. Ex. Choose tactual displays to emphasize a point in the group’s presentation given a choice of two or more acceptable options.</p>

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College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 7	Standard 6 (SL.7.6)	
<p>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 on page 52 for specific expectations.)</p>	<p>Quarter 1: Describe:</p> <ul style="list-style-type: none"> • formal and informal • settings • qualities of formal speech • qualities of informal speech <p>Determine if formal or informal speech is appropriate in the context of a given situation</p> <p>Adapt speech to a given context or task when speaking</p> <p>Demonstrate correct use of formal, standard English when speaking</p>	<p>Quarter 2: Describe:</p> <ul style="list-style-type: none"> • formal and informal • settings • qualities of formal speech • qualities of informal speech <p>Determine if formal or informal speech is appropriate in the context of a given situation</p> <p>Adapt speech to a given context or task when speaking</p> <p>Demonstrate correct use of formal, standard English when speaking</p>	<p>Quarter 3: Describe:</p> <ul style="list-style-type: none"> • formal and informal • settings • qualities of formal speech • qualities of informal speech <p>Determine if formal or informal speech is appropriate in the context of a given situation</p> <p>Adapt speech to a given context or task when speaking</p> <p>Demonstrate correct use of formal, standard English when speaking</p>	<p>Quarter 4: Describe:</p> <ul style="list-style-type: none"> • formal and informal • settings • qualities of formal speech • qualities of informal speech <p>Determine if formal or informal speech is appropriate in the context of a given situation</p> <p>Adapt speech to a given context or task when speaking</p> <p>Demonstrate correct use of formal, standard English when speaking</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>adapt speech to a variety of contexts and tasks.</p> <p>demonstrate command of speaking in formal English when indicated or appropriate</p>	<p>adapt speech</p> <p>variety of contexts and tasks</p> <p>demonstrating command of formal English</p> <p>when indicated or appropriate</p>	<p>Students knows:</p> <p>what types of contexts call for formal English</p> <p>techniques for evaluating whether formal English is appropriate to a task and situation</p> <p>vocabulary: formal English</p>	<p>Students understand that/are able to:</p> <p>adapt their speech appropriately to task and situation</p> <p>demonstrate command of formal English when appropriate to task and situation</p> <p>Students understand that a speaker is flexible in his/her use of language and technique based on task and situation.</p>	<p>Level IV Students will: EESL.7.6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner demonstrating understanding of formal English. Ex. Communicate an event from different perspectives for different audiences (e.g., Tell about a personal experience in class and adjust the language to tell about the same event to peers.).</p> <p>Level III Students will: EESL.7.6. Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. Ex. Provide specific details when relating an event in which they participated differently for different contexts and audiences (e.g., “He did . . .” “I did . . .”). Ex. Provide a complete account of an event in which they participated differently for different audiences (e.g., “First, we Next, we Then, we . . . , and . . .”).</p> <p>Level II Students will: EESL.7.6. Participate in communication activities with a partner. Ex. Initiate communication with a partner. Ex. Respond meaningfully by gesturing, nodding, or using other devices to indicate understanding to communications from others.</p> <p>Level I Students will: EESL.7.6. Communicate with multiple communication partners. Ex. Use eye gaze to communicate with more than one communication partner. Ex. Use a single message voice output device programmed with a greeting to communicate with adults and peers in hallway.</p>

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College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
Strand: Language		Cluster: Conventions of Standard English	Grade: 7	Standard 1 (L.7.1)	
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>Quarter 1: Recognize:</p> <ul style="list-style-type: none"> phrases clauses <p>Identify:</p> <ul style="list-style-type: none"> compound-complex sentences misplaced modifiers dangling modifiers 	<p>Quarter 2: Recognize:</p> <ul style="list-style-type: none"> phrases clauses <p>Identify:</p> <ul style="list-style-type: none"> compound-complex sentences misplaced modifiers dangling modifiers 	<p>Quarter 3: Recognize:</p> <ul style="list-style-type: none"> phrases clauses <p>Identify:</p> <ul style="list-style-type: none"> compound-complex sentences misplaced modifiers dangling modifiers 	<p>Quarter 4: Recognize:</p> <ul style="list-style-type: none"> phrases clauses <p>Identify:</p> <ul style="list-style-type: none"> compound-complex sentences misplaced modifiers dangling modifiers 	
	Demonstrate command of the conventions of standard English grammar and usage when writing	Demonstrate command of the conventions of standard English grammar and usage when writing	Demonstrate command of the conventions of standard English grammar and usage when writing	Demonstrate command of the conventions of standard English grammar and usage when writing	Demonstrate command of the conventions of standard English grammar and usage when writing
	Explain the function of phrases and clauses in general and in specific Sentences	Explain the function of phrases and clauses in general and in specific Sentences	Explain the function of phrases and clauses in general and in specific Sentences	Explain the function of phrases and clauses in general and in specific Sentences	Explain the function of phrases and clauses in general and in specific Sentences
	Choose the best type of sentence for signaling relationships among ideas	Choose the best type of sentence for signaling relationships among ideas	Choose the best type of sentence for signaling relationships among ideas	Choose the best type of sentence for signaling relationships among ideas	Choose the best type of sentence for signaling relationships among ideas
	Correct misplaced and dangling modifiers	Correct misplaced and dangling modifiers	Correct misplaced and dangling modifiers	Correct misplaced and dangling modifiers	Correct misplaced and dangling modifiers
Demonstrate command of the conventions of standard English	Demonstrate command of the conventions of standard English	Demonstrate command of the conventions of standard English	Demonstrate command of the conventions of standard English	Demonstrate command of the conventions of standard English	

	<p>grammar and usage when speaking</p> <p>Choose phrases and clauses correctly in speaking</p> <p>Select and combine sentences to show relationships between/among speaking</p> <p>Correct misplaced and dangling modifiers</p>	<p>Choose phrases and clauses correctly in speaking</p> <p>Select and combine sentences to show relationships between/among speaking</p> <p>Correct misplaced and dangling modifiers</p>	<p>Select and combine sentences to show relationships between/among speaking</p> <p>Correct misplaced and dangling modifiers</p>	<p>Select and combine sentences to show relationships between/among speaking</p> <p>Correct misplaced and dangling modifiers</p>
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students, when writing and/or speaking, apply standard grammar and usage including:</p> <p>understanding parts of speech (phrases, clauses)</p> <p>varying sentence structures to convey relationships between ideas</p> <p>using phrases and clauses correctly</p>	<p>demonstrate command conventions of standard English</p> <p>grammar</p> <p>usage</p> <p>phrases</p> <p>clauses</p> <p>simple sentences</p> <p>compound sentences</p> <p>complex sentences</p> <p>compound-complex sentences</p> <p>misplaced modifiers</p> <p>dangling modifiers</p>	<p>Students know:</p> <p>correct grammar and usage impacts how well a message is understood</p> <p>vocabulary: phrase, clause, simple sentence, compound sentence, complex sentence, compound-complex sentence, modifiers</p>	<p>Students understand that/are able to:</p> <p>apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience</p> <p>explain the function of phrases and clauses in specific sentences</p> <p>vary sentence structures to convey relationships between ideas</p> <p>use phrases and clauses correctly</p> <p>Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p>	<p>Level IV Students will: EEL.7.1.a. Produce a combination of simple and complex complete sentences when writing and communicating. Ex. Writes about personal experiences using simple sentences (e.g., <i>I went to the mall.</i>) and complex sentences (e.g., <i>I got a CD, a shirt, and a game.</i>). EEL.7.1.b-c. N/A</p> <p>Level III Students will: EEL.7.1.a. Produce simple complete sentences when writing or communicating. Ex. Respond to questions using standard grammar. Ex. Request help using a complete simple sentence. EEL.7.1.b-c. N/A</p> <p>Level II Students will: EEL.7.1.a. Use multiple word utterances when writing or communicating. Ex. Say, “I want that one” when asked to make a choice. EEL.7.1.b-c. N/A</p> <p>Level I Students will: EEL.7.1.a. Respond to standard English grammar and usage when communicating. Ex. Follow simple commands delivered verbally or by gesture, sign, or other form of communication. Ex. Indicate understanding of a statement by the teacher or a peer by responding to the statement (e.g., nod in agreement, answer question). EEL.7.1.b-c. N/A</p>

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College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 7	Standard 2 (L.7.2)
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>	<p>Quarter 1: Apply correct:</p> <ul style="list-style-type: none"> • capitalization • punctuation • spelling <p>when writing</p> <p>Use a comma to separate coordinate adjectives</p> <p>Know that coordinate adjectives describe the same word or term</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p>	<p>Quarter 2: Apply correct:</p> <ul style="list-style-type: none"> • capitalization • punctuation • spelling <p>when writing</p> <p>Use a comma to separate coordinate adjectives</p> <p>Know that coordinate adjectives describe the same word or term</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p>	<p>Quarter 3: Apply correct:</p> <ul style="list-style-type: none"> • capitalization • punctuation • spelling <p>when writing</p> <p>Use a comma to separate coordinate adjectives</p> <p>Know that coordinate adjectives describe the same word or term</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p>	<p>Quarter 4: Apply correct:</p> <ul style="list-style-type: none"> • capitalization • punctuation • spelling <p>when writing</p> <p>Use a comma to separate coordinate adjectives</p> <p>Know that coordinate adjectives describe the same word or term</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p>

***May identify focus skills per quarter**

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students, when writing, apply standard capitalization, punctuation, and spelling including:</p> <p>using commas to separate adjectives</p> <p>spelling words correctly</p>	<p>demonstrate command conventions of standard English</p> <p>capitalization</p> <p>punctuation</p> <p>spelling</p> <p>comma</p> <p>coordinate adjectives</p> <p>spell correctly</p>	<p>Students know:</p> <p>commas are used to separate coordinate adjectives</p> <p>techniques for correct spelling</p> <p>vocabulary: comma, adjective</p>	<p>Students understand that/are able to:</p> <p>apply conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience</p> <p>use commas to separate adjectives</p> <p>spell words correctly</p> <p>Students understand that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling.</p>	<p>Level IV Students will:</p> <p>EEL.7.2.a. Use end punctuation when writing text with multiple sentences. Ex. When writing a journal entry, ends each sentence appropriately with a period. Ex. When writing about an observation in science class that includes two or more sentences and ends each with a period appropriately. Ex. When writing a short note or e-mail to a friend, include a question and two or three short sentences and correct ending punctuation.</p> <p>EEL.7.2.b. Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p> <p>Level III Students will:</p> <p>EEL.7.2.a. Use end punctuation when writing a sentence or question. Ex. Writes a single sentence about an observation during science class and uses a period correctly at the end of the sentence. Ex. Writes a note to a friend including the question, “Will you go?”</p> <p>EEL.7.2.b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Spell words phonetically when writing simple sentences.</p> <p>Level II Students will:</p> <p>EEL.7.2.a. Use a period to end a sentence. Ex. When participating in shared writing, reminds teacher to end the sentence with a period.</p> <p>EEL.7.2.b. Spell common sight words correctly. Ex. During shared writing the teacher asks that a word be spelled, spell the word (e.g., The teacher asks, “Who can help me spell <i>can</i>?” and the student replies, c-a-n.). Ex. In own writing, spell common sight words correctly (e.g., <i>is, the, in, at, can, on</i>).</p> <p>Level I Students will:</p> <p>EEL.7.2.a. Participate in shared writing of sentences. Ex. Make a choice from two items to complete a sentence during shared writing.</p> <p>EEL.7.2.b. Demonstrate awareness of letters and words. Ex. Point to letters on a bulletin board in the hallway when asked, “Where are the letters?” Ex. Point to text when asked to show me the words to read in a book.</p>

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College and Career Readiness (CCR) Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Strand: Language	Cluster: Knowledge of Language	Grade: 7	Standard 3 (L.7.3)	
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>Quarter 1: Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Recognize</p> <ul style="list-style-type: none"> • precise language • concise language <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Use precise and concise language in order to eliminate wordiness and redundancy when writing</p> <p>Use knowledge of language when</p>	<p>Quarter 2: Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Recognize</p> <ul style="list-style-type: none"> • precise language • concise language <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Use precise and concise language in order to eliminate wordiness and redundancy when writing</p> <p>Use knowledge of language when</p>	<p>Quarter 3: Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Recognize</p> <ul style="list-style-type: none"> • precise language • concise language <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Use precise and concise language in order to eliminate wordiness and redundancy when writing</p> <p>Use knowledge of language when</p>	<p>Quarter 4: Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Recognize</p> <ul style="list-style-type: none"> • precise language • concise language <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Use precise and concise language in order to eliminate wordiness and redundancy when writing</p> <p>Use knowledge of language when</p>

	<p>speaking</p> <p>Use knowledge of language conventions when speaking</p> <p>Use precise and concise language in order to eliminate wordiness and redundancy when speaking</p>	<p>speaking</p> <p>Use knowledge of language conventions when speaking</p> <p>Use precise and concise language in order to eliminate wordiness and redundancy when speaking</p>	<p>Use knowledge of language conventions when speaking</p> <p>Use precise and concise language in order to eliminate wordiness and redundancy when speaking</p>	<p>Use knowledge of language conventions when speaking</p> <p>Use precise and concise language in order to eliminate wordiness and redundancy when speaking</p>
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students, in writing and/or speaking:</p> <p>express ideas precisely and concisely</p>	<p>conventions</p> <p>expresses ideas precisely and concisely</p> <p>wordiness and redundancy</p>	<p>Students know:</p> <p>precise and concise language eliminates wordiness and redundancy</p> <p>vocabulary: conventions, precisely, concisely, redundancy</p>	<p>Students understand that/are able to:</p> <p>reduce wordiness and eliminate redundancy by choosing precise and concise language</p> <p>Students understand that ideas are effectively communicated through concise and precise language.</p>	<p>Level IV Students will: EEL.7.3. N/A</p> <p>Level III Students will: EEL.7.3. Use precise language as required to achieve desired meaning. Ex. Select language to match appropriate wants and needs. Ex. After saying, “I want some.” and not getting desired item, repeats self-saying, “I want some water.”</p> <p>Level II Students will: EEL.7.3. Use language to communicate. Ex. Use a consistent, language-based approach to communicating a variety of communicative functions (e.g., To make a request, the student says “want more,” “more [desired item>]” or “Can I?”; to refuse, the student says “no way” or “stop it”; to comment, the student says, “That’s cool,” “I like it,” or “gross.”).</p> <p>Level I Students will: EEL.7.3. Acknowledge and respond to communication. Ex. Change affect appropriately in response to others’ communication with them – smile, eye gaze, or some form of communication. Ex. Respond to others’ communication using own form of communication (e.g., sign, communication device, single word or speech).</p>

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College and Career Readiness (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 7	Standard 4 (L.7.4)
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its</p>	<p>Quarter 1: Identify:</p> <ul style="list-style-type: none"> multiple-meaning words and phrases grade appropriate roots and affixes <p>Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to:</p> <ul style="list-style-type: none"> find pronunciation, determine or clarify precise meaning identify a word’s part of speech <p>Recognize strategies for finding meanings of unknown words</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by:</p> <ul style="list-style-type: none"> using context (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a 	<p>Quarter 2: Identify:</p> <ul style="list-style-type: none"> multiple-meaning words and phrases grade appropriate roots and affixes <p>Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to:</p> <ul style="list-style-type: none"> find pronunciation, determine or clarify precise meaning identify a word’s part of speech <p>Recognize strategies for finding meanings of unknown words</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by:</p> <ul style="list-style-type: none"> using context (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a sentence) as a 	<p>Quarter 3: Identify:</p> <ul style="list-style-type: none"> multiple-meaning words and phrases grade appropriate roots and affixes <p>Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to:</p> <ul style="list-style-type: none"> find pronunciation, determine or clarify precise meaning identify a word’s part of speech <p>Recognize strategies for finding meanings of unknown words</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by:</p> <ul style="list-style-type: none"> using context (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a sentence) as a clue to word meaning using Greek and Latin affixes and roots as clues to word meaning <p>Choose flexibly from a range of</p>	<p>Quarter 4: Identify:</p> <ul style="list-style-type: none"> multiple-meaning words and phrases grade appropriate roots and affixes <p>Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to:</p> <ul style="list-style-type: none"> find pronunciation, determine or clarify precise meaning identify a word’s part of speech <p>Recognize strategies for finding meanings of unknown words</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by:</p> <ul style="list-style-type: none"> using context (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a sentence) as a clue to word meaning using Greek and Latin affixes and roots as clues to word meaning

<p>precise meaning or its part of speech. 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>	<p>sentence) as a clue to word meaning</p> <ul style="list-style-type: none"> • using Greek and Latin affixes and roots as clues to word meaning <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p>	<p>clue to word meaning</p> <ul style="list-style-type: none"> • using Greek and Latin affixes and roots as clues to word meaning <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p>	<p>vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p>	<p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p>
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students employ a variety of strategies in writing and/or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content by:</p> <p>using context clues to determine meaning (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence)</p> <p>using Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>checking reference materials (glossaries, dictionaries, thesauruses) in print or digital format, for the pronunciation, precise meaning of a word, or its part of speech</p> <p>verifying the determination of the meaning of a word or</p>	<p>grade 7 reading and content</p> <p>common, grade-appropriate Greek and Latin affixes and roots</p>	<p>Students know:</p> <p>context (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence) is a clue to the meaning of the word</p> <p>many words or parts of words come from the ancient Greek and Latin languages</p> <p>Greek and Latin roots provide clues to meanings of unknown words</p> <p>reference materials (e.g. glossaries, dictionaries, thesauruses) provide information about words</p> <p>reference materials are in print and digital formats</p> <p>techniques to verify their preliminary</p>	<p>Students understand that/are able to:</p> <p>determine the meaning of unknown words or phrases by drawing upon context clues (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence)</p> <p>identify and use Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain or verify a word's pronunciation, precise meaning, or part of speech</p> <p>Students understand that they will determine meaning of unknown words or phrases by using context, knowledge of word parts, and consulting</p>	<p>Level IV Students will:</p> <p>EEL.7.4.a. Use context to determine the meaning of a new word. Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p>EEL.7.4.b. N/A</p> <p>EEL.7.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p>EEL.7.4.d. N/A</p> <p>Level III Students will:</p> <p>EEL.7.4.a. Use context to identify which word in an array of content-related words is missing from a sentence. Ex. Complete a maze task by using context to fill in missing words.</p> <p>EEL.7.4.b. N/A</p> <p>EEL.7.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Ex. While reading, the student points to an unfamiliar word and asks, "What's that?" Ex. Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading.</p> <p>EEL.7.4.d. N/A</p> <p>Level II Students will:</p> <p>EEL.7.4.a. Match vocabulary to meaning. Ex. Match a word to its meaning. Ex. Match a picture to a word.</p> <p>EEL.7.4.b. N/A</p> <p>EEL.7.4.c. Recognize a new word when encountered while reading or communicating. Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p>EEL.7.4.d. N/A</p>

<p>phrase by using context or by using a dictionary</p>		<p>determination of the meaning of a word</p> <p>vocabulary: context, clue, sentence, affix, root word, glossaries, dictionaries, thesauruses, reference materials, digital, pronunciation, part of speech</p>	<p>reference materials.</p>	<p>Level I Students will: EEL.7.4.a. Demonstrate an understanding of the meaning of common words. Ex. Identify an object named by an adult. EEL.7.4.b. N/A EEL.7.4.c. Asks for help when needed. Ex. Indicate need for help by raising hand, hitting switch, etc. Ex. Use a switch to indicate understanding when asked, “Do you understand?” or need for clarification when asked, “Do you have any questions?” Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc. EEL.7.4.d. N/A</p>
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College and Career Readiness (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 7	Standard 5 (L.7.5)
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>Quarter 1: Interpret figurative language (e.g. literary, biblical, and mythical allusions)</p> <p>Know the different types of relationships of words (e.g. synonym/antonym, analogy)</p> <p>Recognize the meaning of the terms connotation (associations) and denotation (definitions)</p> <p>Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context</p> <p>Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity</p> <p>Distinguish among the connotations of words with similar denotations</p>	<p>Quarter 2: Interpret figurative language (e.g. literary, biblical, and mythical allusions)</p> <p>Know the different types of relationships of words (e.g. synonym/antonym, analogy)</p> <p>Recognize the meaning of the terms connotation (associations) and denotation (definitions)</p> <p>Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context</p> <p>Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity</p> <p>Distinguish among the connotations of words with similar denotations</p>	<p>Quarter 3: Distinguish among the connotations of words with similar denotations</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to demonstrate understanding of figurative language, word relationships and nuances in word meanings including:</p> <p>interpreting literary allusions in context</p> <p>interpreting biblical allusions in context</p> <p>interpreting mythological allusions in context</p> <p>using the relationship between particular words (synonym/antonym) to better understand each of the words</p> <p>using the relationship between particular words (analogy) to better understand each of the words</p> <p>distinguishing among the connotations (associations) of words with similar denotations (definitions)</p>	<p>figurative language</p> <p>word relationships</p> <p>word nuances</p> <p>interpret</p> <p>figures of speech</p> <p>literary allusions</p> <p>biblical allusions</p> <p>mythological allusions</p> <p>synonym / antonym</p> <p>analogy</p> <p>connotations</p> <p>denotations</p>	<p>Students know:</p> <p>relationships between words can be used to understand words</p> <p>differences between connotation and denotation</p> <p>vocabulary: allusion, analogy, figurative language, nuance, synonym, antonym, connotation, denotation</p>	<p>Students understand that/are able to:</p> <p>interpret literary allusions</p> <p>interpret biblical allusions</p> <p>interpret mythological allusions</p> <p>use the relationship between particular words (synonym/antonym) to better understand each of the words</p> <p>use the relationship between particular words (analogy) to better understand each of the words</p> <p>distinguish among the connotations of words with similar denotations</p> <p>Students understand that writers and speakers carefully select and craft words and phrases to convey specific meanings, ideas, and relationships.</p>	<p>Level IV Students will: EEL.7.5. Produce synonyms and antonyms. Ex. Create lists of synonyms and antonyms. Ex. When asked by the teacher, provide a word that is a synonym or antonym for a known word. EEL.7.5.b-c. N/A</p> <p>Level III Students will: EEL.7.5. Demonstrate understanding of synonyms and antonyms. Ex. Given a set of words, match those that are synonyms (angry = mad; begin = start) and antonyms (near ≠ far; light ≠ dark). Ex. Given a word, match it to its synonym from two choices Ex. Given a word, match it to an antonym from two choices. EEL.7.5.b-c. N/A</p> <p>Level II Students will: EEL.7.5. Identify common words that are opposites. Ex. Select <i>cold</i> when asked to find the opposite of <i>hot</i>. Ex. When told he can have a <i>small</i> piece, indicate a desire for a <i>big</i> piece. EEL.7.5.b-c. N/A</p> <p>Level I Students will: EEL.7.5. Sort words into categories. Ex. Given common words, sort them into categories (e.g., <i>hot</i> versus <i>cold</i> items, <i>big</i> versus <i>small</i> items) EEL.7.5.b-c. N/A</p>

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College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 7	Standard 6 (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>Quarter 1: Identify general academic and domain-specific words and phrases that are grade appropriate</p> <p>Gather vocabulary knowledge when considering words and phrases important to comprehension or expression</p> <p>Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words</p> <p>Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge</p>	<p>Quarter 2: Identify general academic and domain-specific words and phrases that are grade appropriate</p> <p>Gather vocabulary knowledge when considering words and phrases important to comprehension or expression</p> <p>Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words</p> <p>Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge</p>	<p>Quarter 3: Identify general academic and domain-specific words and phrases that are grade appropriate</p> <p>Gather vocabulary knowledge when considering words and phrases important to comprehension or expression</p> <p>Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words</p> <p>Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge</p>	<p>Quarter 4: Identify general academic and domain-specific words and phrases that are grade appropriate</p> <p>Gather vocabulary knowledge when considering words and phrases important to comprehension or expression</p> <p>Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words</p> <p>Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Instructional Achievement Level Descriptors
<p>Students:</p> <p>acquire and use grade-appropriate vocabulary accurately</p> <p>utilize general academic words and phrases</p> <p>utilize domain-specific words and phrases</p> <p>identify and learn about vocabulary that is important to comprehension and/or expression.</p>	<p>grade-appropriate general academic and domain-specific words and phrases</p> <p>gather vocabulary knowledge</p>	<p>Students know:</p> <p>techniques for collecting a variety of new words</p> <p>grade-appropriate general academic words and phrases</p> <p>grade-appropriate domain-specific words and phrases</p> <p>techniques for determining whether a word or phrase is important to comprehension</p> <p>techniques for determining whether a word or phrase is important to expression</p> <p>techniques for using context and resources to understand important vocabulary</p>	<p>Students understand that/are able to:</p> <p>acquire and use grade-appropriate general academic words and phrases accurately</p> <p>acquire and use grade-appropriate domain-specific words and phrases accurately</p> <p>identify and investigate vocabulary important to comprehension</p> <p>identify and investigate vocabulary important to expression</p> <p>Students understand that the extensive vocabulary needed for success in and beyond school is built through reading, study, and application.</p>	<p>Level IV Students will: EEL.7.6. Acquire and use general academic and domain-specific words and phrases. Ex. Match meaning of content word or phrase to its use in a sentence (e.g., sentence strip to sentence strip). Ex. Answer questions about an informational text that uses new specific content vocabulary.</p> <p>Level III Students will: EEL.7.6. Use general academic and domain-specific words and phrases. Ex. Fill in the blank with a content word choice from options. Ex. Use assigned content word or phrase in speaking or writing such as in a one or two sentence content report.</p> <p>Level II Students will: EEL.7.6. Identify general academic and domain-specific words. Ex. Match new content words to pictures. Ex. Use graphic organizers to generalize and sort old versus new words.</p> <p>Level I Students will: EEL.7.6. Identify pictures and other symbols that represent general academic and domain-specific words. Ex. After the teacher uses photographs to teach new vocabulary to the class, point to picture when asked.</p>