

Gadsden City Schools 7th Grade ELA Pacing Guide

First Nine Weeks

AL Standards [CCS Referenced]	Dates Taught/Assessed	Textbook/Resources/Notes
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Language

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

[L.7.2a]

b. Spell correctly. [L.7.2b]

Adopted Text:
Writing With Power by Perfection
Learning

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

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

[L.7.4b]

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 precise meaning or its part of speech. [L.7.4c]

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]

41. 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. [L.7.6]

Speaking and Listening

30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.7.1]

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.7.1a]

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]

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. [SL.7.1c]

d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]

33. 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. [SL.7.4]

34. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]

Writing

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

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]

e. Establish and maintain a formal style. [W.7.2e]

f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]

23. 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 20-22 above.) [W.7.4]

24. 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 the first three standards in the Language strand in Grades K-7.) [W.7.5]

25. 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. [W.7.6]

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

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

a. Apply Grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). [W.7.9a]

b. Apply Grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). [W.7.9b]

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]

Gadsden City Schools 7th Grade ELA Pacing Guide

2nd Nine Weeks

AL Standards [CCS Referenced]	Dates Taught/Assessed	Textbook/Resources
Language		
36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]		
a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. AL ELA Standard		
b. Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a]		
c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b]		
d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]		
38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3] a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]		
39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. [L.7.4]		

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). [L.7.4b]

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 precise meaning or its part of speech. [L.7.4c]

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]

Speaking and Listening

31. 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. [SL.7.2]

32. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [SL.7.3]

30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.7.1]

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.7.1a]

Craft and Structure

(4) and (13) 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 or a poem or section of a story or drama [RL 7.4].

1. Define figurative language and elements of poetry.
2. Compare figurative word choice with its literal meaning. Example: John is a rotten tomato. Why not just call him a bad boy?
3. Identify similes and metaphors within a text.
4. Identify denotation (literal) and connotation (nonliteral) meanings of terms in the text.
5. Determine and interpret the meaning of unfamiliar words using context clues

Integration of Knowledge and Ideas

(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). RL 7.7

1. Differentiate between two different forms of media using a tool such as a graphic organizer, Map, or outline.
2. Identify the techniques that help make film and audio entertaining and meaningful.

