**PACING GUIDE - ELA 7**

**COURSE: ELA 7**  **GRADE(S): 7**

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| **MARKING****PERIOD** | **UNIT #** | **STANDARDS** | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| Marking Pd. 145 days | 1 - Narrative | RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.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.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.RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.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.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.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.W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.W.7.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | * Paragraph development
* Parts of speech
* Types of sentences
* Mechanics/usage
* Transitions
* Setting
* Characters
* Plot
* Resolution
* Dialogue Rules
* Revising/Editing
* Figurative language
* Theme
* Mood
* Setting
* Characterization
* Plot
 | * "Rikki-tikki-tavi" by Rudyard Kippling
* "The Most Dangerous Game" by Richard Connell
* "Papa's Parrot" by Cynthia Rylant
* "The Treasure of Lemon Brown" by Walter Dean Myers
* Literary Elements
* Nouns, Verbs
* Google Classroom
* Google Docs
* Google Slide Show
* Google Earth
* <http://video.nationageographic.com/video/combra-vs-mongoose-predation?source=searchvideo>
* <https://www.youtube.com/watch?v=MILIquCiyUw>
* <https://www.youtube.com/watch?v=TK35A5IHB3Q&t=12s>
* Plot Diagram (interactive promethean board activities)
* "MK" by Jean Fritz
* Literary Elements
* Context Clues
* Common and Proper Nouns, Verbs, Adjectives, and Adverbs
* "Rikki-tikki-tavi" by Rudyard Kippling
* "Mongooses" (<http://www.nationalgeographic.com/animals/mammals/group/mongooses/>)
* "King Cobra" (<http://www.nationalgeographic.com/animals/reptiles/k/king-cobra/?source=A-to-Z>)
* "Hunting is the Ultimate Primal Sport" ([https://language-arts-land.wikispaces.com/file/view/Pro+Hunting+Article.pdf](https://language-arts-land.wikispaces.com/file/view/Pro%2BHunting%2BArticle.pdf))
* "Hunting is Cruel and Damaging Recreation" ([http://language-arts-land.wikispaces.com/file/view/Con+Hunting+Article.pdf](http://language-arts-land.wikispaces.com/file/view/Con%2BHunting%2BArticle.pdf))
* "Games People Probably Shouldn't Play" (<http://media-out.vcpusd.net/9-12Resources/LangLit09/Unit1_pgs_020_136.pdf>)
* "Empathy for One's Fellow Chimp" (<http://articles.chicagotribune.com/2007-03-23/news/0703230161_1_chimp-lester-e-fisher-center-empathic-skills>)
* http://teachersites.schoolworld.com/webpages/TeamIOP/files/papa's%20parrot.pdf (online version of "Papa's Parrot")
* Science Connection Document "Papa's Parrot"
* https://archive.org/stream/TheMostDangerousGame\_129/danger.txt (onine version of "The Most Dangerous Game")
* https://www.vma.is/static/files/enska/Bokmenntir/Short%20Stories/RikkiTikkiTavi\_Kipling.pdf (online version of "Rikki tikki tavi")
* Story Board:  "The Most Dangerous Game"

  | * Observations
* Questioning
* Discussion
* Entrance/Exit Tickets
* Graphic Organizers
* Self-Peer Assessments
* Think-Pair-Share
* Kahoot
* Journaling
* Classwork/homework
* Quizlet
* Multiple Choice
* Google Slide Show
* Narrative Essay
* Oral presentation
* Open book assessment
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| Marking Pd. 245.5 days | 2 – Literary Analysis | RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.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.RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).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.RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.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.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).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.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.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.RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.W.7.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.W.7.2.E. Establish and maintain a formal style academic style, approach, and form.W.7.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.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.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.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.SL.7.1.C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.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.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.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.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | * Analysis
* Theme
* Characterization
* Mood
* Comparison/contrast
 | Students will read and analyze the following texts and videos:A Night to RememberThe LotteryAlligatorThe Cremation of Sam McGee* A Night to Remember
* "Into the Dark" (<http://commoncore.scholastic.com/sites/default/files/STORYWORKS-100113-Nonfiction.pdf>)
* "Titanic:  103 years later, Passenger Stories Still Continue to Haunt Us" (<https://www.biography.com/news/titanic-passenger-lists-facts-classes>)
* "Exploring the Titanic" ([http://www.xenia.k12.oh.us/userfiles/251/from%20Exploring%20the%20Titanic%20by%20Robert%20Ballard%20(eText).pdf](http://www.xenia.k12.oh.us/userfiles/251/from%20Exploring%20the%20Titanic%20by%20Robert%20Ballard%20%28eText%29.pdf))
* "The Lottery"
* "Obedience" (<https://www.facinghistory.org/resource-library/decision-making-times-injustice/obedience>)
* Literary Elements:  Symbolism, Mood, Irony, Foreshadowing (<https://betterlesson.com/community/document/1342839/the-lottery-worksheets-day-1-and-2>) (<https://betterlesson.com/community/document/1342842/intro-to-irony>) (<https://betterlesson.com/community/document/1342841/the-lottery-with-irony-questions>)
* Alligator
* The Cremation of Sam McGee
* Simple, Compound, Complex Sentence writing
 | * Observations
* Questioning
* Discussion
* Entrance/Exit Tickets
* Graphic Organizers
* Self-Peer Assessments
* Think-Pair-Share
* Kahoot
* Journaling
* Classwork/homework
* Quizlet
* Multiple Choice
* Google Slide Show
* Literary Analysis Essay
* Open book assessment
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| Marking Pd. 342.5 days | 3 – Research-Simulation Task | RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.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.RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.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.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).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.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).RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.W.7.1. Write arguments to support claims with clear reasons and relevant evidence.W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.W.7.1.D. Establish and maintain a formal/academic style, approach, and formW.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.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.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.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.SL.7.1.C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | * Evaluation
* Author’s Purpose
* Effectiveness of an argument
* Bias
* Evidence
 | * Touching Spirit Bear
* Circle Justice
* Juvenile Justice
* "A School's "peace room" aims to end fighting in the halls" (https://newsela.com/articles/students-conflicts/id/301/
* "Los Angeles school suspensions drop as students talk out their problems" (https://newsela.com/articles/suspension-policy/id/6962/)
* "The Power of Restorative Justice in the Classroom" (https://www.usnews.com/opinion/knowledge-bank/articles/2016-04-08/public-charter-school-is-transforming-discipline-with restorative-justice)
* Restorative Justice in Schools video:  https://www.youtube.com/watch?v=NmpGg8Dy-K4
* A Restorative Approach to Discipline video:  https://www.youtube.com/watch?v=5r1yvyP141U
* The Outsiders
* "Youth Gangs" (http://www.livebinders.com/media/get\_centered/MTAyOTY5MDY=)
* "Six Things you Should Know About Growing up in Foster Care" (http://www.huffingtonpost.com/mary-lee/six-things-you-should-kno\_b\_7605666.html)
* The Outsiders video
* Newsela
* *The Outsiders* webquest
 | * Observations
* Questioning
* Discussion
* Entrance/Exit Tickets
* Graphic Organizers
* Self-Peer Assessments
* Think-Pair-Share
* Kahoot
* Journaling
* Classwork/homework
* Quizlet
* Multiple Choice
* Google Slide Show
* Open book assessment
* Multiple choice test on individual literary works
* Argumentative Essay
* Totem Pole Project
* Oral presentation
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| Marking Pd 447 days | 4- Drama and Poetry | RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.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.RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).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.RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.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).RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.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.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).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.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.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.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).RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.W.7.1. Write arguments to support claims with clear reasons and relevant evidence.W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.W.7.1.D. Establish and maintain a formal/academic style, approach, and formW.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.W.7.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.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.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.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.SL.7.1.C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |  | * "A Christmas Carol" (play version)
* *Tuesday's with Morrie*
* "Nothing Gold Can Stay"
* "I Am" poem
* "Ode" poem Textbook
* "History of Christmas" (<http://www.bbc.co.uk/victorianchristmas/history.shtml>)
* "Study:  Experiences Make Us Happier Than Possessions" (<http://www.cn.com/2009/HEALTH/02/10/happiness.possessions/>)
* "Do Experiences or Material Goods Make Us Happier?" (<https://sciencedaily.com/releases/2009/02/090223221532.htm>)
* Using Textual Clues to Understand "A Christmas Carol" (<https://edsitement.neh.gov/curriculum-unit/using-textual-clues-understand-christmas-carol#sect-introduction>)
* "The Eighth Tuesday We Talk About Money" from*Tuesday's with Morrie*(<http://tuesdays-with-morrie.blogspot.com/2006/04/eight-tuesday-we-talk-about-money.html>)
* "Nothing Gold Can Stay" (<http://ed.ted.com/on/hUCHVePR#watch>)
* “To a Mouse” poem
* Metaphor poem lesson
* "Sonnet" poem lesson
 | * Observations
* Questioning
* Discussion
* Entrance/Exit Tickets
* Graphic Organizers
* Self-Peer Assessments
* Think-Pair-Share
* Kahoot
* Journaling
* Classwork/homework
* Quizlet
* Multiple Choice
* Google Slide Show
* Open book assessment
* Multiple choice test on individual literary works
* “I Am” poem
* “Ode” poem
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