

## Grade 7 ELA Pacing Guide 2019-2020

### Quarter 2 Focus Standards

<p><b>Unit:</b> <b>Nature at Work &amp; Risk and Exploration</b></p> <p><b><i>HMH Collections 3 &amp; 4</i></b></p>	<p><b><u>Reading:</u></b> <b><i>Literature-</i></b> LAFS.7.RL.2.4 LAFS.7.RL.2.6</p> <p><b><i>Informational-</i></b> LAFS.7.RI.1.3 LAFS.7.RI.3.8</p> <p><b><u>Writing:</u></b> <b><i>Argument</i></b> LAFS.7.W.1.1 LAFS.7.W.2.6 LAFS.7.W.3.9</p>	<p style="text-align: center;"><b>*** Please Remember ***</b></p> <ul style="list-style-type: none"> <li>○ Focus standards are just one part of a lesson. You may have to incorporate additional standards around the teaching of a focus standard in order to achieve mastery of the focus standard.</li> <li>○ Reading standards 1 and 10 should be incorporated in every lesson.</li> <li>○ The language standards should be naturally incorporated into writing lessons.</li> </ul>
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Skills (Verbs)	Concepts (Nouns)	Assessment Limits
<p><b>LAFS.7.RL.2.4:</b> 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 specific verse or stanza of a poem or section of a story or drama.</p>		
<ul style="list-style-type: none"> <li>• Determine</li> <li>• Determine</li> <li>• Analyze</li> </ul>	<ul style="list-style-type: none"> <li>• meaning of words and phrases as they are used in a text</li> <li>• figurative and connotative meanings</li> <li>• impact of specific rhymes and other repetitions of sounds in verse or stanza</li> </ul>	<p>Items should focus on grade-appropriate words. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings. Items should not include obscure analogies or allusions.</p>
<p><b>LAFS.7.RL.2.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>		
<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Analyze</li> </ul>	<ul style="list-style-type: none"> <li>• how an author develops the points of view of characters or narrators</li> <li>• how an author contrasts the points of view of different characters or narrators</li> </ul>	<p>Items should not simply ask students to identify points of view, but should focus on how the author develops and contrasts characters' perspectives or viewpoints throughout the text. Items may ask about one or more characters or narrators.</p>
<p><b>LAFS.7.RI.1.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>		
<ul style="list-style-type: none"> <li>• Analyze</li> </ul>	<ul style="list-style-type: none"> <li>• interactions between individuals, events, and ideas in a text</li> </ul>	<p>Items should not use general or overarching questions about individuals, events, or ideas in a text. Items may ask students to analyze individuals, events, or ideas that interact and are central to the meaning of the text. Items may focus on the interaction of two or more individuals, events, or ideas in a text. Items may ask the students to use details from the text to explain how an idea</p>

		influences individuals or events, or how individuals influence ideas or events.
<b>LAFS.7.RI.3.8:</b> 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.		
<ul style="list-style-type: none"> <li>Trace</li> <li>Evaluate</li> <li>Assess</li> <li>Assess</li> </ul>	<ul style="list-style-type: none"> <li>argument and claims in a text</li> <li>argument and claims in a text</li> <li>whether or not reasoning is sound enough to support the claims</li> <li>whether or not evidence is relevant and sufficient enough to support the claims</li> </ul>	Items should not ask the student to simply identify the argument or claims in the text. Items may ask students to trace the argument or specific claims in a section of the text or throughout the whole text. Items may focus on evaluating how effective, persuasive, or biased an argument or claim is. Items may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. Items should not focus on irrelevant or inappropriate evidence.
<b>LAFS.7.W.1.1:</b> Write arguments to support claims with clear reasons and relevant evidence (a-e).		
<ul style="list-style-type: none"> <li>Write</li> <li>Support</li> </ul>	<ul style="list-style-type: none"> <li>arguments</li> <li>claims with clear reasons and relevant evidence</li> </ul>	Items may ask the student to create a response that is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. Items may ask the student to create a response that provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details.
<b>LAFS.7.W.2.6:</b> 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.		
<b>LAFS.7.W.3.9:</b> Draw evidence from literary or informational text to support analysis, reflection, and research. a. compare/contrast b. trace and evaluate.		
<b>Links for extra remediation lessons, practice, and teacher information:</b> <ul style="list-style-type: none"> <li>eLearn site with all district curriculum and resources- <a href="https://elearn.pcsb.org">https://elearn.pcsb.org</a> (click log in and then Secondary Language Arts) -The Pinellas Schools Gateway site also contains Middle School ELA Curriculum Resources</li> <li>FSA practice and information- <a href="http://fsassessments.org/">http://fsassessments.org/</a></li> <li>Florida Department of Education site for information, standards and instructional support- <a href="http://www.fldoe.org/">http://www.fldoe.org/</a></li> <li>CPALMS has standards information and lessons- <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></li> <li>Write Score has lessons specific to each standard- <a href="https://portal.writescore.com/">https://portal.writescore.com/</a></li> <li>Achieve the Core has lesson plans for each standard- <a href="http://achievethecore.org/">http://achievethecore.org/</a></li> </ul>		