

# Grade 7 ELA Pacing Guide 2019-2020

## Quarter 3 Focus Standards

<p><b>Unit:</b></p> <p><b>Perception and Reality &amp; The Stuff of Consumer Culture</b></p> <p><b><i>HMH Collections 2 &amp; 5</i></b></p>	<p><b>Reading:</b></p> <p><b><i>Literature-</i></b> LAFS.7.RL.1.3 LAFS.7.RL.2.5 LAFS.7.RL.3.7</p> <p><b><i>Informational-</i></b> LAFS.7.RI.2.5 LAFS.7.RI.3.7</p> <p><b><u>Writing:</u></b></p> <p><b><i>Argument</i></b> LAFS.7.W.1.1 LAFS.7.W.1.2 LAFS.7.W.2.5 LAFS.7.W.3.7 LAFS.7.W.3.8</p>	<p><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>
Skills (Verbs)	Concepts (Nouns)	Assessment Limits
<b>LAFS.7.RL.1.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
<ul style="list-style-type: none"> <li>• Analyze</li> </ul>	<ul style="list-style-type: none"> <li>• how elements of a story interact</li> </ul>	Items should not use general or overarching questions about the elements of the story. Items may focus on the interaction of two or more story/drama elements. Items may address characterization, including character traits, emotions, and motivations.
<b>LAFS.7.RL.2.5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		
<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Analyze</li> </ul>	<ul style="list-style-type: none"> <li>• how form contributes to meaning</li> <li>• how structure contributes to meaning</li> </ul>	Items should not simply ask students to describe the structure of the text, but should focus on the way structure influences meaning. Items may refer to the structure of an entire piece or the structure of a particular section. Items may ask about varying form or structure within a text or to determine where a shift in structure occurs. Items may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration.
<b>LAFS.7.RL.3.7:</b> Compare and contrast a written story, drama, or poem to its audio, film, 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).		
<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Analyze</li> </ul>	<ul style="list-style-type: none"> <li>• written story, drama, or poem to its audio, filmed, staged, or multimedia version</li> <li>• written story, drama, or poem to its audio, filmed, staged, or multimedia version</li> <li>• effects of techniques unique to each medium</li> </ul>	Items must ask about the text version and its multimedia counterpart. Items should focus on the unique techniques of a medium. Items may focus on one or more techniques and their effects. Items may focus on the effectiveness of the adaptation. Items may ask students to explain how the ideas in the alternative media clarify a topic or text. Written transcripts, excerpts and/or direct quotations from an audio clip should not be provided in item stems or answer options.
<b>LAFS.7.RI.2.5:</b> 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.		

<ul style="list-style-type: none"> <li>Analyze</li> <li>Analyze</li> <li>Analyze</li> </ul>	<ul style="list-style-type: none"> <li>structure author uses to organize text</li> <li>how major sections contribute to the whole</li> <li>how major sections contribute to the development of ideas</li> </ul>	Items should focus on the way that structure develops ideas or influences meaning. Items may refer to the structure of an entire piece or the structure of a particular section. Items may ask about varying form or structure within a text or may ask the student to determine where a shift in structure occurs.
<b>LAFS.7.RI.3.7:</b> 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).		
<ul style="list-style-type: none"> <li>Compare</li> <li>Contrast</li> <li>Analyze</li> </ul>	<ul style="list-style-type: none"> <li>text to audio, video, or multimedia versions of the text</li> <li>text to audio, video, or multimedia versions of the text</li> <li>each medium's portrayal of the subject</li> </ul>	Items must ask about the text version and its multimedia counterpart. Items should focus on the unique techniques of each medium. The multimedia source does not have to be a "version" of the text but can simply involve similar subject matter. Items may focus on the effectiveness of the adaptation. Items may ask students to explain how the ideas in the alternative media clarify a topic or text. Written transcripts, excerpts and/or direct quotations from an audio clip should not be provided in item stems or answer options.
<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.1.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (a-f).		
<ul style="list-style-type: none"> <li>Write</li> <li>Examine</li> <li>Convey</li> <li>Select/organize/analyze</li> </ul>	<ul style="list-style-type: none"> <li>informative/explanatory essay</li> <li>a topic</li> <li>ideas, concepts, and information</li> <li>relevant content</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 controlling idea and effective organizational structure creating coherence and completeness. Items may ask the student to create a response that provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.
<b>LAFS.7.W.2.5:</b> 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.		
<b>LAFS.7.W.3.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
<b>LAFS.7.W.3.8:</b> 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.		
<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) <ul style="list-style-type: none"> <li>-The Pinellas Schools Gateway site also contains Middle School ELA Curriculum Resources</li> </ul> </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> </ul>		

- Achieve the Core has lesson plans for each standard- <http://achievethecore.org/>