

**Seventh Grade ELA Teacher:**

Congratulations on your ELA assignment in Seventh Grade! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

**Things to Remember:**

1. Standards are paced in four quarters within *nine weeks*: **Literature (RL), Information Text (RI), Language (L), & Writing (W)**
2. Cluster each quarter into two-week units to accomplish the instructional pacing of all standards.
3. Design formative and summative assessments to assess the two-week units.
4. Pacing Interpretation: **"X" --not taught this quarter; Numbered --quarter taught; "P" --performed routinely in small teacher-led groups to ensure mastery**
5. Speaking and listening standards are NOT paced as they are on-going in the practice of all other standards.
6. All *"Speaking and Listening" standards are introduced, modeled & discussed during first quarter*, but utilized and monitored throughout each quarter
7. Classroom learning environment must include charted *"listening and speaking" behaviors in quality whole group and collaborative small group tasks*
8. See *"Developing Collaborative Classroom Guide"* for help with the implementation of Speaking & Listening standards within the learning environment.

**Fidelity to Instructional Minutes:**

- The Seventh Grade ELA block consists of a minimum 60-minute reading segment and a minimum 30-minute writing segment.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- Seventh Grade **Language, Vocabulary Acquisition and Usage Standards**, are taught during the reading segment (**Ex. L.7.4a; L7.5a**).
- The writing block is a separate 30-minute segment. Students are instructed in the formal writing process. An Editing Anchor Chart is included in this guide.
- Seventh Grade **Language, Conventions of Standard English Grammar and Usage Standards**, are taught during the separate 30-minute writing segment.
- Spelling tests are given within the writing segment--NOT the reading segment. Emphasis should be placed on phonics instruction to decode & spell words
- Use the DPI Unpacking document and the *Halifax ELA Literacy Framework to assist with selecting & planning: pedagogy, remediation and student engagement*.
- CASE 21 ELA Benchmarks are cumulative; however, follow the District's pacing guide as it is the blueprint for incremental growth towards mastering standards.

. Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

**Halifax County Schools: Common Core ELA Quarterly-Pacing Guide**

**7<sup>th</sup> Grade At-a-Glance**

**Literature Text (RL)**

**Informational Text (RI)**

| Key Ideas and Details  | Quarters     |             |             |             | Key Ideas and Details  | Quarters     |   |   |   |
|--|--------------|-------------|-------------|-------------|--|--------------|---|---|---|
|  | 1            | 2           | 3           | 4           |  | 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.   | 1            | P           | P           | P           | 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.   | 1            | P | P | P |
| 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            | 2           | 3           | P           | 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            | 2 | 3 | 4 |
| RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).   | 1            | X           | P           | 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).                                | 1            | P | P | P |
| Craft and Structure  | Quarters (Q) |             |             |             | Craft and Structure  | Quarters (Q) |   |   |   |
| 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. | 1            | P           | P           | P           | 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.       | 1            | P | P | P |
| RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   | 1            | P           | X           | 4           | 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            | 2 | P | 4 |
| RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   | X            | 2           | 3           | P           | 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            | 2 | P | P |
| Integration of Knowledge and Ideas   | Quarters (Q) |             |             |             | Integration of Knowledge and Ideas   | Quarters (Q) |   |   |   |
| 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           | P           | 4           | 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 | 3 | 4 |
| RL.7.8 - (Not applicable to literature)  | N<br>/<br>A  | N<br>/<br>A | N<br>/<br>A | N<br>/<br>A | 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.                                | 1            | 2 | P | P |
| 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.  | 1            | 2           | P           | P           | 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.              | 1            | 2 | P | P |
| Range of Reading and Level of Text Complexity  | Quarters (Q) |             |             |             | Range of Reading and Level of Text Complexity  | Quarters (Q) |   |   |   |
| 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            | P           | P           | P           | 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.                            | P            | P | P | P |

## Halifax County Schools: Common Core ELA Quarterly-Pacing Guide

7<sup>th</sup> Grade At-a-Glance

| Language (L)  |                     | Language (L) |   |   |  |          |   |   |   |
|---|---------------------|--------------|---|---|--|----------|---|---|---|
| Conventions of Standard English   | Quarters            |              |   |   | Vocabulary Acquisition and Use   | Quarters |   |   |   |
|   | 1                   | 2            | 3 | 4 |  | 1        | 2 | 3 | 4 |
| L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                  | P                   | P            | P | P | L.7.4 - 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.   | P        | P | P | P |
| L.7.1a - Explain the function of phrases and clauses in general and their function in specific sentences.                                       | 1                   | X            | X | X | L.7.4a - 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 | P | P |
| L.7.1b - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                  | 1                   | P            | P | P | L.7.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).   | 1        | 2 | 3 | 4 |
| L.7.1c - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.                              | 1                   | P            | P | P | L.7.4c - 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. | 1        | P | P | P |
| L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      | P                   | P            | P | P | L.7.4d - 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).   | 1        | P | P | P |
| L.7.2a - Use a comma to separate coordinate adjectives (e.g., "It was a fascinating, enjoyable movie" but not "He wore an old[,] green shirt"). | 1                   | P            | P | P | L.7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | 1        | P | P | P |
| L.7.2b - Spell correctly.   | 1                   | P            | P | P | L.7.5a - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  | X        | 2 | P | P |
| <b>Knowledge of Language</b>  | <b>Quarters (Q)</b> |              |   |   | L.7.5b - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  | P        | P | P | P |
| L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | P                   | P            | P | P | L.7.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).   | 1        | P | P | P |
| L.7.3a - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                    | 1                   | P            | P | P | 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        | P | P | P |




## Halifax County Schools: Common Core ELA Quarterly-Pacing Guide

7<sup>th</sup> Grade At-a-Glance

| Writing (W)   |          | Writing (W) |   |   |   |          |   |   |   |
|---|----------|-------------|---|---|---|----------|---|---|---|
| Text Types and Purposes   | Quarters |             |   |   | Text Types and Purposes   | Quarters |   |   |   |
|   | 1        | 2           | 3 | 4 |   | 1        | 2 | 3 | 4 |
| <b>W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.</b>  | 1        | 2           | 3 | 4 | <b>W.7.2d</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.   | P        | P | P | P |
| <b>W.7.1a</b> - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  | 1        | X           | X | X | <b>W.7.2e</b> - Establish and maintain a formal style.  | P        | P | P | P |
| <b>W.7.1b</b> - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrating an understanding of the topic or text.   | 1        | X           | X | X | <b>W.7.2f</b> - Provide a concluding statement or section that follows from and supports the information or explanation presented.  | P        | P | P | P |
| <b>W.7.1c</b> - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.   | 1        | X           | X | X | <b>W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                         | Quarters |   |   |   |
|   |          |             |   |   |   | 1        | 2 | 3 | 4 |
| <b>W.7.1d</b> - Establish and maintain a formal style.  | 1        | X           | X | X | <b>W.7.3a</b> - 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. | X        | X | 3 | X |
| <b>W.7.1e</b> - Provide a concluding statement or section that follows from and supports the argument presented.  | 1        | X           | X | X | <b>W.7.3b</b> - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   | X        | X | 3 | X |
| <b>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.</b>  | Quarters |             |   |   | <b>W.7.3c</b> - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.   | X        | X | 3 | X |
|   | 1        | 2           | 3 | 4 |   |          |   |   |   |
| <b>W.7.2a</b> - 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. | X        | 2           | X | X | <b>W.7.3d</b> - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  | X        | X | 3 | X |
| <b>W.7.2b</b> - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  | X        | 2           | X | X | <b>W.7.3e</b> - Provide a conclusion that follows from and reflects on the narrated experiences or events.  | X        | X | 3 | X |
| <b>W.7.2c</b> - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  | X        | 2           | X | X |   |          |   |   |   |
|   |          |             |   |   | (continued)   |          |   |   |   |

| Production and Distribution of Writing   | Quarters |   |   |   | Research to Build and Present Knowledge   | Quarters |   |   |   |
|--|----------|---|---|---|---|----------|---|---|---|
|  | 1        | 2 | 3 | 4 |   | 1        | 2 | 3 | 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 W.7.1-3.)   | 1        | 2 | 3 | 4 | W.7.7 - Conduct <b>short research projects</b> to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  | 1        | 2 | 3 | 4 |
| 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. (Editing for conventions should demonstrate command of L.7.1-3.) <sup>1</sup> | 1        | 2 | 3 | 4 | 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. | 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.   | 1        | 2 | 3 | 4 | W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.   | Quarters |   |   |   |
|  |          |   |   |   |   | 1        | 2 | 3 | 4 |
| Range of Writing   | Quarters |   |   |   | W.7.9a - 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").                                     | 1        | 2 | 3 | 4 |
|  | 1        | 2 | 3 | 4 |   |          |   |   |   |
| 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.   | P        | P | P | P | W.7.9b - 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").  | P        | P | P | P |

Halifax County Schools: Common Core ELA Quarterly-Pacing Guide  
Editing Marks Anchor Chart

| Marks & Meanings   | Examples  |
|--|---|
|  capitalize               | They fished in lake tahoe.<br> |
|  make it lowercase        | Five \$tudents missed the \$us.   |
| sp. spelling mistake   | The day was cloudy and cold.<br><i>sp.</i>  |
|  add a period             | Tomorrow is a holiday.  |
|  delete (remove)          | Kim knew the <del>the</del> answer.   |
|  add a word               | Six <sup>pups</sup> were in the litter.   |
|  add a comma              | He ate peas, corn, and squash.  |
|  reverse words or letters | An otter swam in the <u>bed</u> <u>kelp</u> .   |
|  add an apostrophe       | The child's bike was red.   |
|  add quotation marks    | "Why can't I go?" she cried.  |
| # make a space   | He read two#books.  |
|  close the space        | Her favorite game is soft ball.   |
|  begin a new paragraph  | We had fun. ¶ Next we went to   |