



# 2020 – 2021 ELA Pacing Guide

## Grade 7

### First 2-3 Weeks Guidance

- Classroom Procedures and Expectations
- Perform a Baseline Assessment (Reading, Writing, and Grammar-optional) & FAIR – first two weeks!
- Introduce FSA Writing Rubric (Teacher and Student Copy)
- Familiarize students with how to choose a text (book tastings) and how to interact with words
- Introduce Reading and Writing Workshop
- ELA – Introduce a light plan for narrative writing (within First 20 Lessons), then transition into Argumentative
- Reading – Review skills from previous year (foundational skills with interacting with text, asking questions, identifying key details and unknown “word problems,” etc.)
- Orient students to Teams, Savvas Online, classroom texts, and provide an overview of the curriculum (Savvas/Pearson)
- Active Listening and Respectful Speaking
- Make Connections to text (both verbally and written)
- Plan, share, and discuss (with team teacher) both Writing, Reading (and ELA/grammar) Assessment data from BOY
- Review/Dig into the Baseline Data (conferences with students to create – both writing and reading – goals)
- Discuss how to implement data in weekly planning to create a cohesive ELA/Reading cohort.
- Prepare and begin: Close Reading/ Annotating guides (for texts used in writing), text-based writing strategies

**\*\* Please refer to the First 20 Lessons as a guide to start the school year out on a strong foundation. Reach out to your coaches for support with planning, digging into data, and/or using data to drive instruction.**

#### **Rubric/Assessment:**

The following link contains assessments, text-based evidence essays, and writing rubrics assignments associated with this course:

<https://www.savvasrealize.com/index.html#/>



Quarter 1	
Benchmark Standard (Rdng Info/Lit)	Benchmark Standard (Speaking & Listening)
<ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.1</a></li> <li>▪ <a href="#">RI.7.2</a></li> <li>▪ <a href="#">RI.1.3</a></li> <li>▪ <a href="#">RI.7.4</a></li> <li>▪ <a href="#">RI.2.5</a></li> <li>▪ <a href="#">RI.2.6</a></li> <li>▪ <a href="#">RI.7.8</a></li> <li>▪ <a href="#">RL.1.3</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SL.7.1</a></li> <li>▪ <a href="#">SL.7.2</a></li> <li>▪ <a href="#">SL.7.5</a></li> <li>▪ <a href="#">SL.7.4</a></li> </ul>
<p><b><u>myP Unit: 4</u></b> People and the Planet</p> <p><a href="#">Invasive Species</a></p> <p><a href="#">Interactive Persuasion Map</a></p>	<p><b><u>myP Unit Text Sets</u></b></p> <p><b>Academic Vocabulary:</b> ethical, dissent, interject, discord, accuracy  <b>Anchor Text (Essay):</b> <i>from Silent Spring</i> by Rachel Carson  <b>Anchor Text (Speech):</b> <i>Nobel Speech</i> by Al Gore  <b>Media Video:</b> <i>Nobel Speech</i> by Al Gore  <b>Poetry Collection:</b> <i>Turtle Watchers</i> by Linda Hogan  <i>Nature is What We See</i> by Emily Dickinson  <i>The Sparrow</i> by Paul Laurence Dunbar  <b>Media: Photo Gallery:</b> <i>Eagle Tracking at Follensby Pond</i> by The Nature Conservancy  <b>Short Story:</b> <i>He—y, Come On Ou—t!</i> by Shinichi Hoshi translated by Stanleigh Jones</p>



<p><b><u>Performance Task (PT): Writing Focus (Whole Group)</u></b></p> <ul style="list-style-type: none"> <li>- Argument</li> <li>- <b>Prompt:</b> What is the most significant effect that people have on the environment?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Language Development:</b> style, structure, supporting evidence, transitions</li> </ul>	<p><b><u>Performance Based Assessment (PBA) (1 of 2)</u></b></p> <ul style="list-style-type: none"> <li>- Argumentative Essay</li> <li>- <b>Prompt:</b> Are the needs of people ever more important than the needs of animals and the planet?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Rubric:</b> Refer to the FSA Style Writing <a href="#">Rubric Grade 7</a></li> </ul>
<p><b><u>PT: Writing Standards Focus</u></b></p> <p>W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c</p>	<p><b><u>PBA: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>
<p><b><u>Performance Task (PT): Speaking &amp; Listening (2 of 2)</u></b></p> <ul style="list-style-type: none"> <li>▪ Multimedia Presentation: Do people always have a negative impact on the environment?</li> </ul>	<p><b><u>PT: Speaking &amp; Listening Standards Focus</u></b></p> <p><a href="#">SL.7.1</a>, <a href="#">SL.7.1.a</a>, <a href="#">SL.7.1.b</a>, <a href="#">SL.7.2</a>, <a href="#">SL.7.3</a>, <a href="#">SL.7.4</a>, <a href="#">SL.7.5</a>, <a href="#">SL.7.6</a></p>
<p><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Alaska Accelerates Indoor Agriculture (Informational Text)</li> <li>▪ What do Zoos Do (Non-Fiction)</li> <li>▪ Food Choices Affect Earth’s Climate (Informational Text)</li> <li>▪ Raindrops Break the Speed Limit (Informational Text)</li> <li>▪ This World (Poem)</li> </ul>	<p><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ People and Invasive Species (Science &amp; Math)</li> <li>▪ NASA &amp; Lego “Build a Planet” Challenge (Arts)</li> </ul>



## Quarter 2

### Benchmark Standard (Rdng Info/Lit)

- [RL.1.1](#)
- [RL.1.2](#)
- [RL.2.4](#)
- [RL.2.5](#)
- [RL.3.7](#)

### Benchmark Standard (Speaking & Listening)

- [SL.1.1](#)
- [SL.2.6](#)

### **myP Unit: 1** Generations

[A Picture's Worth a Thousand Words](#)

[The Power of Simple Words](#)

### **myP Unit Text Sets**

**Academic Vocabulary:** dialogue, consequence, perspective, notable, contradict

**Anchor/Supporting Texts:**

**Anchor Text (Novel Excerpt):** Literary Text, *Two Kinds from The Joy Luck Club* by Amy Tan

**Anchor Text (News Blog):** *A Simple Act* by Tyler Jackson

**Anchor Text (Memoir):** from *An Invisible Thread* by Laura Scroff & Alex Tresniowski

**Anchor/Supporting Texts:**

**New Article:** *Tutors Teach Seniors New High-Tech Tricks* by Jennifer Ludden

**Compare (Memoir):** from *Mom & Me & Mom* by Maya Angelou

**Compare (Media Video):** *Learning to Love my Mother* by Maya Angelou

**Media: Image Gallery**

*Mother-Daughter Drawings* by Mica and Myla Hendricks

**Poetry:**

*Mother to Son* by Langston Hughes

*To James* by Frank Home



<p><b><u>Performance Task (PT): Writing Focus (Whole Group)</u></b></p> <ul style="list-style-type: none"> <li>- Nonfiction Narrative</li> <li>- <b>Prompt:</b> What unexpected event shows how a person can influence someone from a different generation?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Language Development:</b> style, structure, finding your voice</li> </ul>	<p><b><u>Performance Based Assessment (PBA) (1 of 2)</u></b></p> <p>Writing to Sources: Nonfiction Narrative</p> <ul style="list-style-type: none"> <li>- <b>Prompt:</b> In what situations can one generation learn from another?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting <ul style="list-style-type: none"> <li>▪ <b>Rubric:</b> Refer to the FSA Style Writing <a href="#">Rubric Grade 7</a></li> </ul> </li> </ul>
<p><b><u>PT: Writing Standards Focus</u></b></p> <p>W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c</p>	<p><b><u>PBA: Writing Standards Focus</u></b></p> <p>W.7.2, SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6</p>
<p><b><u>Performance Task (PT): Speaking &amp; Listening (2 of 2)</u></b></p> <ul style="list-style-type: none"> <li>▪ Multimedia Presentation: Do people always have a negative impact on the environment?</li> </ul>	<p><b><u>PT: Speaking &amp; Listening Standards Focus</u></b></p> <p><a href="#">SL.7.1</a>, <a href="#">SL.7.1.a</a>, <a href="#">SL.7.1.b</a>, <a href="#">SL.7.2</a>, <a href="#">SL.7.3</a>, <a href="#">SL.7.4</a>, <a href="#">SL.7.5</a>, <a href="#">SL.7.6</a></p>
<p><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ What Past Generations Teach us about our Future (Informational Text)</li> <li>▪ Cinderella (Folk Tale)</li> </ul>	<p><b><u>News ELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Royal Society's Lost Women get their Recognition (Science &amp; Math)</li> <li>▪ Kimchi-Important Part of Family Bonding &amp; Culture for Koreans (Arts &amp; Culture)</li> <li>▪ Play station 5: Might be the last of this Generation</li> </ul>



## Quarter 3

<u>Benchmark Standard (Rdng Info/Lit)</u> <ul style="list-style-type: none"> <li>▪ <a href="#">RL.1.1</a></li> <li>▪ <a href="#">RL.1.2</a></li> <li>▪ <a href="#">RL.1.3</a></li> <li>▪ <a href="#">RL.2.5</a></li> <li>▪ <a href="#">RL.2.6</a></li> <li>▪ <a href="#">RI.7.2</a></li> <li>▪ <a href="#">RI.1.3</a></li> </ul>	<u>Benchmark Standard (Speaking &amp; Listening)</u> <ul style="list-style-type: none"> <li>▪ <a href="#">SL.7.1</a></li> <li>▪ <a href="#">SL.7.2</a></li> <li>▪ <a href="#">SL.2.4</a></li> <li>▪ <a href="#">SL.2.6</a></li> </ul>
<p style="text-align: center;"><b><u>myP Unit: 3</u></b> Turning Points</p> <p><a href="#">Using a Before-Reading Organizer with Informational Text</a></p> <p><a href="#">Imagine That! Playing with Genre through Newspapers and Short Stories</a> – this lesson ties together <i>Thank You, M'am</i> and informative essays</p>	<p style="text-align: center;"><b><u>myP Unit Text Sets</u></b></p> <p><b>Academic Vocabulary:</b></p> <p>Contribute, consistent, maintain, observation, sufficient</p> <p><b>Anchor/Supporting Texts:</b></p> <p><b>Anchor Text (Drama):</b> <i>A Christmas Carol: Scrooge and Marley, Act I</i> by Israel Horovitz</p> <p><b>Anchor Text (Drama):</b> <i>Christmas Carol: Scrooge and Marley, Act II</i> by Israel Horovitz</p> <p><b>Media Film:</b> <i>from Scrooge</i> directed by Henry Edwards</p> <p><b>Short Story:</b> <i>Thank You, M'am</i> by Langston Hughes</p> <p><b>Memoir:</b> <i>from An American Childhood</i> by Annie Dillard</p> <p><b>Media: Photo Gallery:</b> <i>Urban Farming Is Growing a Greener Future</i> by Hillary Schwei</p>



<p><b><u>Performance Task (PT): Writing Focus (Whole Group)</u></b></p> <ul style="list-style-type: none"> <li>- Explanatory Essay</li> <li>- <b>Prompt:</b> How does Scrooge’s character transform over the course of the play? *(Adapt topic if needed to a more general – IE – Explain what you would do in Scrooge’s place/if you were this character?, etc.)</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Language Development:</b> style, structure, finding your voice</li> </ul>	<p><b><u>Performance Based Assessment (PBA) (1 of 2)</u></b></p> <p>Writing to Sources: Explanatory Essay</p> <ul style="list-style-type: none"> <li>- <b>Prompt:</b> What can cause a significant change in someone’s life? *(Again, make adjustments towards argumentative and/or what selections they refer based off of selections used-can use NewsELA and/or Common Lit as well for support)</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> </ul> <p><b>Rubric:</b> Refer to the FSA Style Writing <a href="#">Rubric Grade 7</a></p>
<p><b><u>PT: Writing Standards Focus</u></b></p> <p>W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c</p>	<p><b><u>PBA: Writing Standards Focus</u></b></p> <p>W.7.2, SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6</p>
<p><b><u>Performance Task (PT): Speaking &amp; Listening (2 of 2)</u></b></p> <ul style="list-style-type: none"> <li>▪ Multimedia Presentation: Do people always have a negative impact on the environment?</li> </ul>	<p><b><u>PT: Speaking &amp; Listening Standards Focus</u></b></p> <p><a href="#">SL.7.1, SL.7.1.a, SL.7.1.b, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6</a></p>
<p><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Elephant’s Child (Fable)</li> <li>▪ Math Isn’t just for Boys (Social Change and Revolution)</li> <li>▪ Freedom Summer (Social Change and Revolution)</li> </ul>	<p><b><u>News ELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Spiderman Comic from Mexico (Arts)</li> <li>▪ Going, Going, Gone-1.4 million Painting Sold &amp; Destroyed (Arts)</li> </ul>



## Quarter 4

<p><b><u>Benchmark Standard (Rdng Info/Lit)</u></b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">RL.1.1</a></li> <li>▪ <a href="#">RL.1.2</a></li> <li>▪ <a href="#">RL.2.4</a></li> <li>▪ <a href="#">RL.2.5</a></li> <li>▪ <a href="#">RL.3.7</a></li> </ul>	<p><b><u>Benchmark Standard (Speaking &amp; Listening)</u></b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">SL.1.1</a></li> <li>▪ <a href="#">SL.2.4</a></li> <li>▪ <a href="#">SL.2.6</a></li> </ul>
<p style="text-align: center;"><b><u>myP Unit: 5</u></b> Facing Adversity</p> <p><a href="#">Poetry from Photos: A Great Depression Activity</a></p> <p><a href="#">Brochures: A Creative Format for the Study of Informational Text</a></p>	<p style="text-align: center;"><b><u>myP Unit Text Sets</u></b></p> <p><b>Academic Vocabulary:</b> deviate, persevere, determination, diversity, tradition</p> <p><b>Media Video:</b> <i>Surviving the Dust Bowl</i> from American Experience</p> <p><b>Anchor Text (Novel Excerpt):</b> <i>from The Grapes of Wrath</i> by John Steinbeck</p> <p><b>Anchor Text (Short Story):</b> <i>The Circuit</i> by Francisco Jiménez</p> <p><b>Personal Narrative:</b> <i>A Work In Progress</i> by Aimee Mullins</p> <p><b>Autobiography Excerpt:</b> <i>from The Story of My Life</i> by Pond by Helen Keller</p> <p><b>Media: Film:</b> <i>from The Miracle Worker</i> from MGM</p> <p><b>News Article:</b> <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> by Sarah Childress</p>





<p><b><u>Performance Task (PT): Writing Focus (Whole Group)</u></b></p> <ul style="list-style-type: none"> <li>- Informative</li> <li>- <b>Prompt:</b> How did individuals in the selections cope with obstacles they faced? *(Again, make adjustments towards argumentative and/or what selections they refer based off of selections used-can use NewsELA and/or Common Lit as well for support)</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Language Development:</b> style, structure, finding your voice</li> </ul>	<p><b><u>Performance Based Assessment (PBA) (1 of 2)</u></b></p> <p>Writing to Sources: Informative Essay</p> <ul style="list-style-type: none"> <li>- <b>Prompt:</b> How can people overcome adversity in the face of overwhelming obstacles?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting <ul style="list-style-type: none"> <li>▪ <b>Rubric:</b> Refer to the FSA Style Writing <a href="#">Rubric Grade 7</a></li> </ul> </li> </ul>
<p><b><u>PT: Writing Standards Focus</u></b></p> <ul style="list-style-type: none"> <li>▪ W.7.1, W.7.1.a-e, W.7.6, W.7.8, W.7.10, L.7.1, b, L.7.1.L.7.1.c, L.7.3, L.7.3.c</li> </ul>	<p><b><u>PBA: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>
<p><b><u>Performance Task (PT): Speaking &amp; Listening (2 of 2)</u></b></p> <ul style="list-style-type: none"> <li>▪ Oral Presentation: Review the essay, create a document of important/key details, practice oral recitation – eye contact, notes, speak clear, enunciate, etc.</li> </ul>	<p><b><u>PT: Speaking &amp; Listening Standards Focus</u></b></p> <p><a href="#">SL.7.1</a>, <a href="#">SL.7.1.a</a>, <a href="#">SL.7.1.b</a>, <a href="#">SL.7.2</a>, <a href="#">SL.7.3</a>, <a href="#">SL.7.4</a>, <a href="#">SL.7.5</a>, <a href="#">SL.7.6</a></p>
<p><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Speech: Steve Jobs</li> <li>▪ Thai Cave Boys: Psychology of Surviving Underground</li> </ul>	<p><b><u>News ELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Katie Sowers becomes 1<sup>st</sup> Woman to coach in Super Bowl (Sports)</li> <li>▪ Books Allow Kids facing Adversity to feel like Superheroes (Arts &amp; Culture)</li> <li>▪ Not Just for the Gold: Paralympic Swimmer wants to help others aim high (Sports)</li> </ul>