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| 2019 ELA Pacing Guide, Grade 7 | | |
| Dates | I CAN!s | Unit |
| 8/27-9/7/18  (2 Weeks) | Week of Welcome  Orientation Week, iReady Diagnostic, Beginning of the Year Assessments,  & Learning Styles Identified | |
| 9/10-10/26/18  (7 Weeks) | 7.3 ,7.4  7.5, 7.6  7.7b, 7.9  Ongoing Reading & Language Skills: 7.12 - 7.15 | Reading & Writing Focus: **Informational Text**  In each reading and writing unit, be sure to cover the RACES strategy for answering questions and writing about text: **R**estate the question, **A**nswer the question, **C**ite your evidence, **E**xplain your answer, and **S**um it up. |
| 10/29-11/9/18  (2 Weeks) | Milestone #1 Window: 10/29-11/6/18  Data Day: 11/30/18 (Homeschool), 11/13/18 (Academy)  I CAN!s Tested: 7.3, 7.4, 7.12, 7.15 | |
| 11/14-1/11/19  (4 Weeks) | 7.1, 7.2  7.7c , 7.8  Ongoing Reading & Language Skills: 7.12-7.15 | Reading & Writing Focus: **Literature, Poetry, & Narratives**  Cross-curricular thematic units should be used when practicing reading and writing techniques (e.g. Based on your science readings, describe typical weather conditions for the area during the winter. ngss 3-ESS2-1.) |
| 1/14-1/25/18  (2 Weeks) | Milestone #2 Window: 1/14-1/25/19  Data Day: 2/22/19 (Homeschool), 2/5/19 (Academy)  I CAN!s Tested: 7.1, 7.2, 7.3, 7.4, 7.12, 7.13, 7.14, 7.15 | |
| 1/28-3/15/19  (7 Weeks) | 7.7a  7.10, 7.11  Ongoing Reading & Language Skills: 7.12-7.15 | Reading & Writing Focus: **Opinion**  Students read opinion articles, have discussions, and pre-write using graphic organizers to organize their thoughts or feelings on a topic backed with reasons and evidence. |
| 3/18/19 - 3/29/19  (2 Weeks) | Milestone #3 Window: 3/18-3/29/19  Data Day: 3/29/19 (Homeschool) 4/5/19 (Academy)  I CAN!s Tested: I CAN!s: 7.1, 7.2, 7.3, 7.4, 7.7, 7.12, 7.13, 7.14, 7.15 | |
| 3/25-5/24/19  (8 Weeks) | Ongoing Reading & Language Skills: 7.12-7.15 | Reading & Writing Focus: **Drama, Performance,** **Creative Writing, & Writing for Fun**  Students use their reading, writing, and speaking skills in fun and creative ways and to help or entertain others: participating in a reader’s theater, presenting spoken word, performing a song or speech they wrote, or creating a class newspaper. |
| 5/28-6/13/19  (2 Weeks)  Essential Question: What have I learned? | End of the Year Assessments & Exhibitions/Demonstration of Discovery  I CAN! demonstrate mastery by applying new skills to complex, real-life problems.  Onramp to next grade level. | |

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| acceleration | ally | *able* | adjacent angles |
| amplitude | biodiversity | adjective phrase | box and whisker plot |
| calorie | Black Death | caption | coefficient |
| circuit | capital | comparative adjective | combinations |
| conduction | Congress | conflict resolution | counting principle |
| conservation of energy | conquest | descriptive language | diagonal |
| convection | consumer | *dis* | dilation |
| crest | continental divide | editorial | extreme |
| dependent variable | crusade | *er* | factorial |
| electromagnetic radiation | dictatorship | *est* | hypotenuse |
| electron | embargo | fact vs opinion | interest |
| entropy | emperor | *foreshadowing* | irrational |
| experimental control | empire | interjection | like terms |
| force | ethnicity | interview | midpoint |
| frequency | feudalism | italics | percent of change |
| hypothesis | generation | *less* | permutations |
| independent variable | genocide | *ly* | powers |
| inertia | hemisphere | *mis* | principal |
| law | interdependence | *non* | Pythagorean theorem |
| magnetic field | maritime | paraphrase | quartile |
| mass | mission | personification | radical |
| neutron | monarchy | plot development | rational numbers |
| pressure | navigable | predicate adjective | real numbers |
| proton | parliament | relevant supporting details | scatter plot |
| scientific method | philosophy | salutation | scientific notation |
| speed | president | sentence combining | square root |
| theory | renaissance | stereotype | surface area |
| thermal energy | theocracy | superlative adjective | terminating |
| trough | trial | synonym | tetrahedron |
| variable | tributary | verb phrase | trapezoid |
| velocity |  |  |  |
| volume |  |  |  |
| wavelength |  |  |  |
| weight |  |  |  |

Suggested Assessments:

* DIBELS
* [Reading a-z Running Records](https://www.readinga-z.com/helpful-tools/about-running-records/)
* Writing Prompt
* i-Ready

Grade 7 I CAN!s and CAN I?s

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|  | **Standards** | **I CAN!s** | **Can I?s** |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | | |
| **Reading Literature** | | | |
| 7.1 | Key Ideas & Details  RL 7.1  RL 7.2  RL 7.3  Integration of Knowledge & Ideas  RL 7.7  RL 7.8  RL 7.9  RL 7.10 | **I CAN! read and comprehend literature, including stories, dramas, and poetry.** | a) *CAN I?* Cite several pieces of **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text.  b) *CAN I?* 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.  c) *CAN I?* Analyze how particular elements of a story or drama interact (e.g., how **setting** shapes the **characters** or **plot**).  d) *CAN I?* **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).  e) *CAN I?* 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. |
| 7.2 | Craft & Structure  RL 7.4  RL 7.5  RL 7.6 | **I CAN! use literature text features to understand grade level literature.** | a) *CAN I?* 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.  b) *CAN I?* Analyze how a drama's or poem's form or structure (e.g., **soliloquy**, **sonnet**) contributes to its meaning.  c) *CAN I?* Analyze how an author develops and contrasts the **points of view** of different **characters** or **narrators** in a text. |
| **Reading Informational Text** | | | |
| 7.3 | Key Ideas & Details  RI 7.1  RI 7.2  RI 7.3  Integration of Knowledge & Ideas  RI 7.7  RI 7.8  RI 7.9  RI 7.10 | **I CAN! read and comprehend seventh grade nonfiction text.** | a) *CAN I?* Cite several pieces of **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text.  b) *CAN I?* 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.  c) *CAN I?* 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).  d) *CAN I?* 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).  e) *CAN I?* **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.  f) *CAN I?* 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. |
| 7.4 | Craft & Structure  RI 7.4  RI 7.5  RI 7.6 | **I CAN! use text features to read nonfiction text, including text books, online articles, websites, and reference books.** | a) *CAN I?* 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**.  b) *CAN I?* 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.  c) *CAN I?* 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. |
| **Literacy in History, Science, & Technical Subjects** | | | |
| 7.5 | History/SS & Writing  H/SS 6-8  W 6-8 | **I CAN! read and comprehend 7th grade history/social studies texts independently and proficiently.** | a) *CAN I?* Cite specific **textual evidence** to support analysis of **primary** and **secondary** **sources**.  b) *CAN I?* Determine the **central ideas** or information of a primary or secondary source; provide an accurate **summary** of the source distinct from prior knowledge or opinions.  c) *CAN I?*Identify **key steps** in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  d) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  e) *CAN I?* Describe how a text presents information (e.g., sequentially, comparatively, causally).  f) *CAN I?*Identify aspects of a text that reveal an **author's point of view** or **purpose** (e.g., loaded language, inclusion or avoidance of particular facts).  g) *CAN I?* Integrate **visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  h) *CAN I?* Distinguish among **fact**, **opinion**, and **reasoned judgment** in a text.  i) *CAN I?*Analyze the relationship between a primary and secondary source on the same topic. |
| 7.6 | Science/ Technology & Writing  S/T 6-8  W 6-8 | **I CAN! read and comprehend Science and Technical texts independently and proficiently.** | a) *CAN I***?** Cite specific **textual evidence** to support analysis of science and technical texts.  b) *CAN I?* Determine the **central ideas** or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  c) *CAN I?*Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  d) *CAN I?* Determine the meaning of **symbols**, **key terms**, and other **domain-specific words** and **phrases** as they are used in a specific scientific or technical context.  e) *CAN I?* Analyze the **structure** an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  f) *CAN I?* Analyze the **author's purpose** in providing an explanation, describing a procedure, or discussing an experiment in a text.  g) *CAN I?* Integrate **quantitative** or **technical information** expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  h) *CAN I?*Distinguish among **facts**, **reasoned judgment** based on research findings, and speculation in a text.  i) *CAN I?* **Compare and contrast** the information gained from **experiments**, **simulations**, **video**, or **multimedia sources** with that gained from reading a text on the same topic. |
| **Writing** | | | |
| 7.7 | Text Types and Purposes  W 7.1  W 7.2  W 7.3  Content Area Literacy  W 6-8 | **I CAN! write for different tasks, purposes, and audiences.** | 1. *CAN I?* **Write arguments to support claims with clear reasons and relevant evidence.**  * Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. * Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. * Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. * Establish and maintain a formal style. * Provide a concluding statement or section that follows from and supports the argument presented.   **b)** *CAN I?* **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**   * 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. * Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. * Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. * Use precise language and domain-specific vocabulary to inform or explain the topic. * Establish and maintain a formal style. * Provide a concluding statement or section that follows from and supports the information or explanation presented.   **c)** *CAN I?* **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**   * 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. * Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. * Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. * Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. * Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| 7.8 | Production and Distribution of Writing  W 7.4  W 7.5  W 7.6 | **I CAN! use the writing process to develop my writing.**  (item not tested on milestones) | a) *CAN I?* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  b) *CAN I?* 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.  c) *CAN I?* Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 7.9 | Research to Build and Present Ideas  W 7.7  W 7.8  W 7.9 | **I CAN! work with my peers to conduct short research projects.**  (item not tested on Milestone) | a) *CAN I***?** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  b) *CAN I?* Gather relevant information from multiple print and digital sources; 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.  c) *CAN I?* Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Speaking and Listening** | | | |
| 7.10 | Compre-  hension & Collabor-  ation  SL 7.1  SL 7.2  SL 7.3 | **I CAN! participate in small and large group conversations about topics and books we are reading.**  (item not tested on Milestones) | a) *CAN I?* Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b) *CAN I***?** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c) *CAN I?* 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.  d) *CAN I?*Acknowledge new information expressed by others and, when warranted, modify their own views.  e) *CAN I?* 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.  f) *CAN I?* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| 7.11 | Presenta-  tion & Knowledge of Ideas  SL 7.4  SL 7.5  SL 7.6 | **I CAN! communicate ideas and experiences through oral and visual presentations.** | a) *CAN I?* 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.  b) *CAN I?*Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  c) *CAN I?* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| Steps: Student driven mastery learning skills. | | | |
| **Language** | | | |
| 7.12 | Vocabulary Acquisition and Use  L 7.4 | **I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.** | a) *CAN I?* 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.  b) *CAN I?* Use common, grade-appropriate **Greek** or **Latin affixes** and **roots** as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c) *CAN I?*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.  d) *CAN I?* 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). |
| 7.13 | Vocabulary Acquisition and Use  L 7.5  L 7.6 | **I CAN! demonstrate understanding of figurative language, word relationships and nuances in word meanings.** | a)*CAN I?* Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  b)*CAN I?* Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c) *CAN I?* Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| 7.14 | Conven-  tions of Standard English  L 7.1 | **I CAN! use proper grammar when I write and speak.** | a) *CAN I?* Explain the function of **phrases** and **clauses** in general and their function in specific sentences.  b) *CAN I?* Choose among **simple**, **compound**, **complex**, and **compound-complex** **sentences** to signal differing relationships among ideas.  c) *CAN I?* Place **phrases** and **clauses** within a sentence, recognizing and correcting misplaced and **dangling modifiers**. |
| 7.15 | Conven-  tions of Standard English  L 7.2 | **I CAN! correctly use capitalization, punctuation, and spelling when writing.** | a) *CAN I?* Use a **comma** to separate **coordinate adjectives** (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).  b) *CAN I?*Spell grade-appropriate words correctly, consulting references as needed. |