

Colquitt County 7th Grade ELA Pacing Guide 22-23

Grading Timeline	1st -9 Wks 8/3/22 - 10/5/22	2nd- 9 Wks 10/6/22 -12/16/22	3rd-9 Wks 1/4/23-3/9/23	4th- 9 Wks 3/10/23-5/19/23
Progress Report Window Open	9/1-9/7	11/8-11/14	2/2-2/9	4/14-4/19
Progress Reports Home	9/7	11/14	2/9	4/19
Report Card Window Open	10/10-10/5	12/9-12/17	3/8-3/10	5/17-5/19
Report Card Home	10/05	1/6	3/14	5/19

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Fall Semester					Spring Semester				
First 9 Weeks (45 days)		Second 9 Weeks (45 days)			Third 9 Weeks (45 days)		Fourth 9 Weeks (45 days)		
Theme: Generations Common Texts: RI1-4, 6, RL1-2, 4-6 <i>"Grounded"</i> <i>"Two Kinds"</i> <i>"A Simple Act"</i> <i>"An Invisible Thread"</i> <i>"Tutors Teach Seniors New High-Tech Tricks"</i> <i>"From Mom and Me and Mom"</i> Novel: <i>Stand Tall</i> PX novel: ? Writing: W3d,W8 Narrative Essay Language: L4a,L4b.,L1a,L2a, 5c coordinate adjectives, independent and dependent clauses, connotations, denotations, possessive pronouns, conjunctions, common nouns, proper nouns, adverbs, punctuation		Theme: A Starry Home Common Texts: RL.3, RL.4 RI 4,5,6, 8 <i>"Leaving Main Street!"</i> <i>"Dark They Were, and Golden-Eyed"</i> <i>"Danger! This Mission to Mars Could BORE You to Death!"</i> <i>"Future of Space Exploration Could See Humans on Mars, Alien Planets"</i> <i>"The Last Dog"</i> <i>"Ellen Ochoa:Director, Johnson Space Center"</i> <i>"Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity."</i> Teacher/Student Choice: Science-Fiction Cradlesong UFO Sightings and News from Packing for Mars Trip to Mars Could Damage Astronauts' Brain Novel: Writing: W.1, W.1.C , W.8, W.1.b, Argumentative Essay			Theme: Turning Points Common Texts: RL2-3,5 RI2-3,10 <i>"At the Crossroads"</i> <i>"A Christmas Carol" Acts 1&2</i> Media: <i>from Scrooge</i> Novels : ? PX novel: ? Writing: W2,W8,9 Explanatory/Informative (cause and effect) Essay Language: L1b, L4 multiple meaning words, prefixes,compound subjects,complex,compound, compound-complex sentences,prepositional phrase, object of preposition, appositive phrases Common Assessments: Unit 3 My Perspectives test Explanatory/Informative Essay		Theme: People and the Planet, GMAS Prep Common Text: RI4, 8,RL 2-6 <i>"from Silent Spring"</i> <i>"Nobel Speech"</i> Media: Nobel Speech <i>"Turtle Watchers"</i> Media: Eagle tracking at Follensby Pond" GMAS prep materials Novel: PX novel: ? Focus Writing: W1, W8 Mixed Review of Narrative, Informative, and Argument Language: L1-2, L4-5 Mixed Review of Language standards Common Assessments: Unit 4 My Perspectives test		

<p>Common Assessments: Reading Inventor(MAP) Unit 1 My Perspectives test Narrative Essay</p>	<p>Language: L1, L2, L.4, L.4.b Conventions (Action verbs, linking verbs, & Principal parts of verbs), Simple and Compound Subjects, Simple and Compound Predicates,End marks, Sentence Functions, figurative language(Simile &Personification), Multiple meaning words, base words, and suffix (tion) & prefix (sub)</p> <p>Common Assessments: Unit 2 My Perspectives test Argumentative Essay Reading Inventory (MAP)</p>		<p>Argumentative Essay Georgia Milestones Reading Inventory(MAP)</p>
<p>Standards ELAGSE7RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary..</p> <p>ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p> <p>ELAGSE7RL4: Determine the meaning of phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of rhymes and other repetitions of sound on a specific verse of stanza of a poem or section of a story or drama.</p> <p>ELAGSE7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Standards <i>*see RL1-4, 10 from the 1st semester</i></p> <p>ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p> <p>ELAGSE7RL4: 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.</p> <p>ELAGSE7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of word choice on meaning and tone.</p> <p>ELAGSE7RI5: 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.</p> <p>RI6: Determine an author's point of</p>	<p>Standards ELAGSE7RI2: 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.</p> <p>ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p> <p>ELAGSE7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>ELAGSE7RI2: 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</p> <p>ELAGSE7RI3: 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> <p>ELAGSE7RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text</p>	<p>Standards <i>*See RL1-6 and RI 1-6, W1-3, and L1-6 standards from the previous units.</i></p>

<p>ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7RI2: 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</p> <p>ELAGSE7RI3: 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> <p>ELAGSE7RI4: 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.</p> <p>ELAGSE7RI5: 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.</p> <p>ELAGSE7RI6: 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.</p> <p>ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<p>view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI8: 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>RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p> <p>ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>WRITING (W)</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W8: Gather relevant information from multiple print and digital sources, using search terms, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while</p>	<p>complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>ELAGSE7W8: 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.</p> <p>ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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</p>	
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<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>ELAGSE7W8: 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.</p> <p>ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>ELAGSE7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives(e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>ELAGSE7L4: 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>a. 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>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</p>	<p>avoiding plagiarism and following a standard format for citation</p> <p>ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4: 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>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)</p>	<p>use or alter history”).</p> <p>ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L4: 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>	
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<p>Resources:</p> <p>State Standards https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7-Standards.pdf</p> <p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7-Curriculum-Map.pdf</p> <p>SLDS-TRL Tab</p> <p>State Units, Lessons, and Resources</p>	<p>Resources:</p> <p>State Standards https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7-Standards.pdf</p> <p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7-Curriculum-Map.pdf</p> <p>SLDS-TRL Tab</p> <p>State Units, Lessons, and Resources</p>	<p>Resources:</p> <p>State Standards https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7-Standards.pdf</p> <p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7-Curriculum-Map.pdf</p> <p>SLDS-TRL Tab</p> <p>State Units, Lessons, and Resources</p>	<p>Resources:</p> <p>State Standards https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7-Standards.pdf</p> <p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7-Curriculum-Map.pdf</p> <p>SLDS-TRL Tab</p> <p>State Units, Lessons, and Resources</p>
<p>GMAS Study/Resource Guide: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf</p> <p>Content Weights for EOG https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</p>	<p>GMAS Study/Resource Guide: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf</p> <p>Content Weights for EOG https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</p>	<p>GMAS Study/Resource Guide: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf</p> <p>Content Weights for EOG https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</p>	<p>GMAS Study/Resource Guide: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf</p> <p>Content Weights for EOG https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</p>