

<p align="center"><b><u>Jones County School District Pacing Guide</u></b>  <b><u>Seventh Grade English Language Arts (ELA)</u></b>  <b><u>First Nine Weeks</u></b></p>	Date Introduced	Date Assessed
<p align="center"><b>Reading Literature</b></p>		
<p><b>Key Ideas and Details</b></p>		
<p><b>RL.7.1</b> 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><b>RL.7.2.</b> Determine a theme or central idea of text and analyze its development over the course of the text; provide an objective summary of the text.</p>		
<p><b>RL.7.3</b> Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).</p>		
<p><b>Craft and Structure</b></p>		
<p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone.</p>		
<p><b>Range of Reading and Level of Text Complexity</b></p>		
<p><b>RL.7.10.</b> 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 align="center"><b>Reading Informational Text</b></p>		
<p><b>Key Ideas and Details</b></p>		
<p><b>RI.7.1.</b> 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><b>RI.7.2</b> Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</p>		
<p><b>Range of Reading and Level of Complexity</b></p>		
<p><b>RI.7.10</b> 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 align="center"><b>Writing</b></p>		
<p><b>Text Types and Purposes</b></p>		
<p><b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>		

<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.		
<b>W. 7.3b</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
<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.		
<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.		
<b>W.7.3e</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.		
<b>Production and Distribution of Writing</b>		
<b>W.7.4</b> 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 standards 1–3 above.)		
<b>W.7.5</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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)		
<b>Range of Writing</b>		
<b>W.7.10</b> 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.		
<b>Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
<b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.		
<b>SL.7.1a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
<b>SL.7.1b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
<b>SL.7.1c</b> 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.		
<b>SL.7.1d</b> Acknowledge new information expressed by others and, when warranted, modify their own views.		
<b>SL.7.2</b> 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.		
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)		
<b>Language</b>		
<b>Conventions of Standard English</b>		

<b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.		
<b>L.7.1a</b> Explain the function of phrases and clauses in general and their function in specific sentences.		
<b>L.7.1b</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
<b>L.7.1c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*		
<b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>L.7.2a</b> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
<b>L.7.2b</b> Spell correctly.		
<b>Knowledge of Language</b>		
<b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
<b>L.7.3a</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		
<b>Vocabulary Acquisition and Use</b>		
<b>L.7.4</b> 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.		
<b>L.7.4a</b> 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>L.7.4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
<b>L.7.6</b> 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.		

**Accessed:**

- **RL. 7.2, 7.3, 7.10**
- **RI. 7.10**
- **W. 7.3a-e, 7.4, 7.5, 7.10**
- **SL. 7.6**
- **L 7.1b, 7.2a-b, 7.3, 7.3a, 7.4a, 7.6**