

PCI Pacing Guide: 7th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
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UNIT 3

CONTENT AREA SKILLS (tested on Benchmark Exam)

All must be supported with textual evidence

Understand and analyze poetic elements (figurative language and sound devices such as rhyme, meter, and alliteration) <i>Interpret words and phrases as they are used in poetry</i>	Distinguish among connotations of words with similar denotations <i>Analyze key details of text</i> Identify and analyze main idea <i>Identify theme</i>	Use context to determine meaning of words and phrases <i>Compare and contrast across texts with similar topics</i> Analyze sources of information <i>Argumentative writing</i>
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Launch Week	Winter MAP Test Writing Sample				See http://elaessentials.weebly.com/beginning-of-year-writing-prompts.html
1	ERWC Module: The Impact of Celebrities Activities 1-10		<ul style="list-style-type: none"> •Identify author’s main argument/claim •Understand and use new content-specific vocabulary •Annotate text purposefully 		
2	ERWC Module: The Impact of Celebrities Activities 11-21		<ul style="list-style-type: none"> •Evaluate credibility of overall text •Summarize text in a concise and accurate manner 	Summary (Informative)	
3	ERWC Module: The Impact of Celebrities		<ul style="list-style-type: none"> •Formulate essay in response to text, based on personal 	Argumentative	Explain high school sophomore Collin Palmer’s argument and

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	Activities 22-24•		experience as it relates to text •Generate and use data as evidence in making argument •Use examples as support for argument •Revise and edit essay with focus on support		discuss <u>the extent to which you agree or disagree</u> with his analysis and conclusion. Support your position by referring to the passage and providing reasons and examples from your own experience, observations, and/or outside reading. Refer to Deborah King’s article as part of the evidence for your position.
Study Sync Unit 3: “Justice Served”					
4	Mother Jones: Fierce Fighter for Workers’ Rights	Grade Level: <u>Harriet Tubman:</u> <u>Conductor on the Underground Railroad</u> Alternate: <u>The House of Dies Drear</u>	•Analyze interaction between the informational text elements of individuals, events, and ideas •Identify key details in an informational text •Determine meaning of domain-specific vocabulary or technical language	Informative/ Explanatory	ALL: How is Mother Jones like other individuals you have heard of who have worked hard to defend human rights? Think about the ways in which Mother Jones attempted to influence individuals, ideas, and events, especially the ideas of government officials. TIPS: •Begin with a clear thesis statement to introduce this topic. •Organize and cite specific evidence from the text to support your response. •Use transitions within your body paragraphs to show the relationships among your ideas. •Choose specific vocabulary from the text and use precise language to deliver your ideas.

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					•Summarize your ideas in a concluding statement that leads logically from the information you have presented.
5	About Cesar (First Read & Skill Lesson only) AND Elegy on the Death of Cesar Chavez	Grade Level: Harriet Tubman: Conductor on the Underground Railroad Alternate: The House of Dies Drear	<ul style="list-style-type: none"> •Determine how ideas, individuals, and events influence one another •Identify, analyze, and interpret figurative language in poetry •Recognize use and purpose of allusions in poetry •Analyze how the connotation of certain words helps create a theme or a tone 	Informative/ Explanatory	I. See StudySync II. & III. The poem uses comparisons, such as similes and metaphors, to describe Chavez. How do these comparisons help you understand the impact Chavez had on the workers' lives? Write a well-developed paragraph in which you analyze these comparisons.
6	Harriet Tubman: Conductor on the Underground Railroad *If reading full text, sub Eulogy for Mahatma Gandhi	Grade Level: Harriet Tubman: Conductor on the Underground Railroad Alternate: The House of Dies Drear	<ul style="list-style-type: none"> •Make inferences to infer meaning from text •Cite textual evidence to support inferences and conclusions about text •Analyze the impact of the audio delivery of a text over print 	Argumentative	ALL: See StudySync
7	Extended Writing Project	Grade Level: Harriet	<ul style="list-style-type: none"> •Prewrite, Plan & Draft •Do (online) Skill Lessons to 	Literary Analysis (Argumentative)	Write a literary analysis in which you compare and contrast any two

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		<p><u>Tubman: Conductor on the Underground Railroad</u></p> <p>Alternate: <u>The House of Dies Drear</u></p>	<p>review/practice: Thesis Statement, Organize Argumentative Writing, Supporting Details, Conclusions</p>		<p>nonfiction texts you have read about real people who stood up for the rights of others and brought about social change. Analyze the reasons and evidence presented in each text in support of these fighters for fairness and change, as well as the language that is used to describe the individual's words, actions, and accomplishments, to determine which individual is the greater fighter for human rights.</p> <p>Your essay should include:</p> <ul style="list-style-type: none"> •an explicitly stated claim that compares and contrasts the individuals. •a logically organized presentation of sound reasons and textual evidence. •a conclusion that sums up your literary analysis of which text was more persuasive and leaves your readers with an original thought about the topic.
8	Extended Writing Project	Extended/Challenge Reading:	<ul style="list-style-type: none"> •Revise & Publish •Do (online) Skill Lessons to review/practice: Sources and 		

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		<u>Flesh and Blood So Cheap</u>	Citations •Grammar Practice (handout): Combining Sentences to Eliminate Repetition		
9	Assessment 1. Spring Benchmark (Illuminate) 2. Unit 3 Performance Task (StudySync Online Assessment or request PDF)			Argumentative	