

## PCI Pacing Guide: 7<sup>th</sup> Grade English

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

### UNIT ONE

#### CONTENT AREA SKILLS (tested on Benchmark Exam)

\*All must be supported with textual evidence\*

Identify central idea	Use context to analyze figurative language	Identify theme
Analyze key details to make inferences and draw conclusions	Analyze interaction between events in a text	Word meaning in context
Analyze character motivation	Compare story elements across texts	Analyze informational text structure
Analyze information within and among sources		Informative/Explanatory writing (compare/contrast)

Launch Week	Fall Writing Sample MAP Test		<ul style="list-style-type: none"> <li>•Determine baseline performance levels</li> <li>•Student goal setting</li> </ul>	Argumentative	<a href="http://elaessentials.weebly.com/baseline-writing-prompts.html">http://elaessentials.weebly.com/baseline-writing-prompts.html</a>
1	ERWC Module: “Tap vs. Bottled Water” Activities 1-10		<ul style="list-style-type: none"> <li>•Cite implicit and explicit evidence from text</li> <li>•Determine central idea and analyze its development over the course of a text</li> <li>•Determine meaning of words and phrases</li> <li>•Annotate text in purposeful manner</li> </ul>	N/A	
2	ERWC Module: “Tap vs. Bottled Water” Activities 11-18		<ul style="list-style-type: none"> <li>•Provide objective and accurate summary of text</li> <li>•Analyze how two authors writing about the same topic shape their presentation by emphasizing different evidence</li> <li>•Determine author’s purpose</li> </ul>	Informative (Summary)	
3	ERWC Module: “Tap vs. Bottled Water”		<ul style="list-style-type: none"> <li>•Formulate a response to the question</li> <li>•Gather evidence to support claim</li> <li>•Revise writing with a focus on</li> </ul>	Argumentative	Write a letter to the City Council stating and explaining your choice for drinking water in your

## PCI Pacing Guide: 7<sup>th</sup> Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
	Activities 19-30		clarifying and strengthening writing position		community.
4	<i>Study Sync Start Unit – Grade 7</i>		<b>Blast</b> <b>Skills:</b> Annotation, Context Clues, Reading Comprehension <b>First Read:</b> “Rikki Tikki Tavi”		
5	<i>Study Sync Start Unit – Grade 7</i>		<b>Skills:</b> Collaborative Conversations, Text Dependent Responses, Textual Evidence, Theme <b>Close Read:</b> “Rikki Tikki Tavi” <b>Skills:</b> Short Constructed Response, Peer Review	Argumentative	I. & II. See Study Sync III. Do you think Rikki Tikki Tavi is a hero? Why or why not? Cite evidence from the story to support your claim.
Study Sync Unit 1: IN PURSUIT					
6	“Barrio Boy”	<b>Grade Level:</b> <u>The Hobbit</u> <b>Alternate:</b> <u>A Wrinkle in Time</u>	<ul style="list-style-type: none"> <li>•Determine how two central ideas are developed over the course of the text</li> <li>•Write an objective summary</li> <li>•Make inferences to analyze author’s experiences</li> <li>•Determine meaning of words based on context</li> </ul>	Informative/ Explanatory	I. See Study Sync II. Explain how Ernesto changes from the beginning of the excerpt to the end. Support your summary of his changes with textual evidence and precise language. III. In a well-developed paragraph, explain how an experience that you had as a young child changed you in two important ways. Provide specific details from your experience to help the reader understand your thoughts, feelings, and reactions relating to this experience.

## PCI Pacing Guide: 7<sup>th</sup> Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
7	“The Other Side of the Sky”	<b>Grade Level:</b> <u>The Hobbit</u> <b>Alternate:</b> <u>A Wrinkle in Time</u>	<ul style="list-style-type: none"> <li>•Make inferences regarding author’s mission/goal and her motivation for achieving it</li> <li>•Conduct outside research to strengthen understanding of text</li> <li>•Draw conclusions about characters from author’s descriptions</li> <li>•Cite textual evidence in support of inferences about the main ideas</li> <li>•Distinguish between explicit and implicit evidence</li> <li>• Determine meaning of words based on context</li> </ul>	Informative/ Explanatory	I. & II. See Study Sync III. Write a well-developed paragraph that explains two positive things about survival and helping others that the author learned from her experience. Provide specific details about the author’s experience from the text to support your ideas.
8	“The King of Mazy May”	<b>Grade Level:</b> <u>The Hobbit</u> <b>Alternate:</b> <u>A Wrinkle in Time</u>	<ul style="list-style-type: none"> <li>•Make inferences to support analysis of theme</li> <li>•Identify main elements of a story (plot, setting, character, theme) and how they are interrelated</li> <li>•Compare and contrast fiction with historical account of the same time period</li> <li>• Determine meaning of words based on context</li> </ul>	Informative/ Explanatory	ALL: What is the theme of the story “The King of Mazy May”? Write a response that identifies the theme and analyzes its development over the course of the text. Cite specific evidence from the story to support your interpretation of the text’s theme.
9	Extended Writing Project	<b>Grade Level:</b> <u>The Hobbit</u> <b>Alternate:</b> <u>A Wrinkle in Time</u>	<ul style="list-style-type: none"> <li>•Read, annotate, and analyze student sample of an informative/explanatory essay</li> <li>•Analyze and critique a thesis statement; then practice writing</li> </ul>	Informative	Extended Writing Project Prompt and Directions: Think about what motivates the people or characters in the selections you have read. Now consider this question:

## PCI Pacing Guide: 7<sup>th</sup> Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
			one <ul style="list-style-type: none"> <li>•Consider different organizational structures for the essay</li> <li>•Identify relevant supporting details</li> <li>•Craft an effective introduction</li> <li>•Use effective transitions within and between body paragraphs</li> <li>•Develop a strong conclusion</li> <li>•PREWRITE, PLAN, &amp; DRAFT NARRATIVE WRITING PROJECT</li> </ul>		What drives us as people to undertake a mission? Write an informative/explanatory essay that answers this question. Use evidence from one or more of the texts from this unit to support your ideas. <p>Your essay should include:</p> <ul style="list-style-type: none"> <li>• An introduction with a clear thesis statement, or central idea</li> <li>• Body paragraphs with relevant supporting details and a through analysis to support your thesis statement</li> <li>• A conclusion that restates your thesis and summarizes your information</li> </ul>
10	Extended Writing Project	<b>Extended/Challenge Reading:</b> <ul style="list-style-type: none"> <li>•<a href="#">Lord of the Rings</a></li> <li>•<a href="#">Chronicles of Narnia</a></li> <li>•<a href="#">The Other Side of the Sky</a></li> </ul>	<ul style="list-style-type: none"> <li>•Revise to maintain a formal style suited to audience and purpose</li> <li>•Incorporate quotations and cite sources correctly</li> <li>•REVISE, EDIT &amp; PUBLISH NARRATIVE WRITING PROJECT</li> </ul>	Narrative	N/A
11	Assessment Benchmark #1	<b>Extended/Challenge</b>	<ul style="list-style-type: none"> <li>•Assess outcome of student learning</li> </ul>	Narrative	N/A

## PCI Pacing Guide: 7<sup>th</sup> Grade English

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

	Unit 1 Performance Task	<b>Reading, continued</b>	<ul style="list-style-type: none"> <li>•Students demonstrate understanding of key instructional content</li> <li>•Students write to sources/stimuli</li> </ul>		
--	-------------------------	---------------------------	--	--	--

\* = Full Text Study associated with unit; Reading guide available on Study Sync.