Secondary ELA Pacing Guide: 7th Grade

	UNIT 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Theme/ Topic	Middle Ages: Narrative writing and Citing with Evidence	Perseverance: Writing Informational Text/Understanding Author's Purpose	Summer of the Monkeys: Understanding theme/analytical writing, and Informational Text Structures.	Survival in the Wild: Understanding main idea of a text	Poetry: Reading Closely and Writing Analytically	Science or Fiction: Argumentative Writing
Dates	5-6 weeks	4-5 weeks	5-6 weeks	4-5 weeks	4 weeks	8-9 weeks
Essential Question	What makes characters in historical fiction believable? How can citing evidence help me understand a text better? How does the author's point of view impact text?	How do individuals, real and fictional, use words and actions to demonstrate perseverance? How does understanding author's purpose in nonfiction text help us learn new information?	Can literature teach us important life lessons? How do we use various text features and structures to better comprehend a text.	What similarities and differences exist among characters who survive in the wild? How can finding the main idea of a text help us better understand it?	How does figurative language affect a piece of literature? How does poetic elements contribute to a poem's structure?	How can two societies be alike but also different? Why is it important to form an argument and be able to support it?
Standards	SL.7.1, RL.7.1, RI.7.1, RL.7.6, RL.7.4, W.7.4, W.7.5, L.7.2, L.7.3, L.7.1, RL.7.10, W.7.6	RI.7.6, RI.7.3, RI.7.7, W.7.2, W.7.7, W.7.8, L.7.4, L7.5, RL.7.10, RI.7.10, W.7.6, W.7.7, W.7.8, SL.7.1, SL.7.2	RL.7.2, RL.7.7, RL, 7.9, SL.7.2, W.7.2, L.7.6, RI.7.5, L.7.4 RL.7.10, RI.7.10, SL.7.1	RI.7.2, SL.7.4, L.7.5, RL.7.1, RL.7.2, RI.7.3, RL.7.10, RI.7.10, W.7.6, SL.7.1	RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.10, RI.7.10, SL.7.1	RI.7.8, W.7.1, RI.7.3, W.7.6, SL.7.1, SL.7.2, SL.7.3
Extended Text(s)	A Single Shard		Summer of the Monkeys	Hatchet		Among the Hidden Hunger Games
Short Text	Joan of Arc How would you Survive in the Middle Ages	Jackie Robinson MLK Jr. (I Have a Dream Speech)	The Squeaky Wheelbarrow The Pool Party	Living In the Bottom of the World	Cloony the Clown Sarah Cynthia Sylvia Stout Messy Room Casey at the Bat	China's One Child Policy

	The Horrible, Miserable Middle Ages	Robert F. Kennedy (The Death of MLK Jr.) Rosa Parks Anne Sullivan Hellen Keller Abraham Lincoln	*Music lyrics to Am I Wrong and Words Daily Press: School Days Were Harder on Children of Late 1800s. 11 Ways School Was Different in the 1800s. Newsela: New Book tells of Scientist lifelong love for Chimpanzees, Old West Cattle Traditions live on in the 21st Century.	Could Your Child Survive Alone in the Woods 10 Wildressness Survival lessons from Hatchet	Song Lyrics: Boy Named Sue	One Child Law Revised for Some Chinese Couples Pro/Con: Are our School Lunches Healthy Enough Pro/Con: How Can We Improve U.S. History and Civics Classes.
Short Writings	Interactive writing notebook	Interactive writing notebook	Interactive writing notebook	Interactive writing notebook Letter's to Brian's Dad before and after	Interactive writing notebook	Interactive writing notebook
Extended Writing (Usually a culminating activity)	Narrative writing	Informative writing: Research paper	Analytical writing over short stories/novel.	Narrative writing: Surviving in the Wild	Writing in response to literature.	Argumentative writing piece.
Out of the Box Teaching Method(s)	Interactive notebook lessons: Google Classroom	Interactive notebook lessons: Google classroom	Interactive notebook lessons: Google classroom Close Read	Interactive notebook lessons: Google classroom	Interactive notebook lessons: Google classroom	Interactive notebook lessons: Google classroom Argument Table
Learning Targets	I can refer to the text to find several examples to support my thoughts and inferences about a story and informational text. I can think and talk about how an author develops and contrast the points of views of	I can determine the author's purpose in a text. I can analyze the interactions between individuals, events and ideas in a text. I can identify similarities and differences between	I can use details from the text to determine the theme of a story. I can explain the similarities and differences between historic and fictional accounts of an event.	I can refer to the text several times to support my thoughts and inferences about a piece of informational text. I can explain and discuss how individuals, events and ideas interact	I can identify several types of figurative language. I can determine how rhymes and sounds and repetitions influence a text.	I can locate and judge argument claims in a text and can determine whether or not there is enough relevant evidence to support the argument. I can write arguments and use clear reasons and

	the different characters or narrators in a text. I can write narrative stories with good technique.	a written text and audio version.	I can compare and contrast the written version of a story to its multimedia version.	with each other in a text. I can find the central idea in a text and explain how the idea develops throughout the text.	I can explain how the structure of a drama or poem helps to understand its meaning.	relevant evidence to support my claim. I can support my written claims with logical reasoning.