



Grade 7 ELA Curriculum Map

UNIT 1: Generations
TERM 1: 44 days

Days of Instruction	Big Ideas	Standards Covered	Resources <i>myPerspectives ELA</i>	Vocabulary
1	How ready am I for the 7 th grade?	Prerequisite Standards	ELA Diagnostic Test	Prerequisite vocabulary
3 <i>Introduce Whole-Class Learning Day 3</i>	Essential Question What can one generation learn from another?	<p>Reading Literary Text RL.7.1, RL.7.6</p> <p>Reading Informational Text RI.7.9</p> <p>Language L.7.1, L.7.2, L.7.2.a, L.7.4, L.7.4.b, L.7.5, L.7.5.b</p> <p>Writing W.7.2, W.7.2.b, W.7.2.c, W.7.3, W.7.3.a, W.7.3.b, W.7.3.d, W.7.9</p> <p><i>*Standards listed in the order they appear during instruction.</i></p>	<p>MDE ELA Scaffolding Document</p> <p><i>myPerspectives ELA</i></p> <p>Unit Video: Grizzly Bear Teaches Her Cubs Discuss It: What can one generation learn from another?</p> <p>Anchor/Supporting Texts: Anchor Text (Novel Excerpt): Literary Text, <i>Two Kinds from The Joy Luck Club</i> by Amy Tan Anchor Text (News Blog): <i>A Simple Act</i> by Tyler Jackson Anchor Text (Memoir): from <i>An Invisible Thread</i> by Laura Scroff & Alex Tresniowski</p> <p>Performance-Based Assessment Task Narrative Task: Write A Nonfiction Narrative Prompt: What unexpected event shows how a person can influence someone from a different generation? Language Development: Finding Your Voice</p>	
4	Character Character Traits Character's motives	Reading Literary Text RL.7.1, RL.7.6	<i>from Two Kinds:</i> TG p. 13-31	Concept Vocabulary and Word Study

	<p>Point of View First-person point of view Third-person point of view</p> <p>Making inferences</p>	<p>Language L.7.2, L.7.4.b</p> <p>Writing W.7.3, W.7.3.a, W.7.3.b, W.7.3.d</p>	<p>First Read Notice: Who the story is about, what happens, where and when it happens and why those involved react Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a storyboard of the selection</p> <p>Close Read TG p. 14-15: Mark italicized words TG p. 15: Mark words that reveal narrator’s feelings TG p. 17: Notice punctuation in the dialogue TG p. 19: Mark examples of repetition TG p. 20: Mark descriptive words TG p. 22: Look for words the show the mother’s reaction</p> <p>Analyze the Text TG p. 26</p> <ul style="list-style-type: none"> • Compare and Contrast • Analyze Cause and Effect • Draw Conclusion • Make a judgment • Answer the Essential Question <p>Analyze Craft and Structure TG p. 27</p> <p>Writing to Sources TG p. 30 Retelling a Scene</p>	<p>TG p. 28</p> <p>Words that relate to the idea of conflict: Lamented Indignity Reproach Discordant Squabbling Devastated</p> <p>Latin Prefix: in-</p>
3	<p>Draw Conclusions Identify supporting details</p>	<p>Reading Literary Text RL.7.1, RL.7.6</p> <p>Language L.7.1, L.7.4</p>	<p>A Simple Act: TG p. 32-41 First Read Notice: Details in the text that present and support a claim Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a storyboard of the selection</p> <p>Close Read</p>	<p>Academic Vocabulary Draw conclusions</p> <p>Concept Vocabulary and Word Study TG p. 40</p> <p>Words that help to show relationships</p>

			<p>TG p. 34-35: Mark words that refer to Laura’s new friend TG p. 38: Notice why author repeats the word “amazed” and what is being emphasized</p> <p>Analyze the Text TG p. 38</p> <p>Analyze Craft and Structure TG p. 39 Author’s Point of View: Weighted Words Omniscient third-person Limited third-person</p> <p>Conventions TG p. 41 Adverbs</p>	<p>between people:</p> <p>Connects Influence Encouraged Bond</p> <p>Multiple Meaning words</p>
4	Making Inferences	<p>Reading Literary Text RL.7.6</p> <p>Reading Informational Text RI.7.9</p> <p>Language L.7.1, L.7.2, L.7.2.a, L.7.4, L.7.4.b, L.7.5, L.7.5.b</p> <p>Writing W.7.2, W.7.2.b, W.7.2.c, W.7.9</p>	<p>from An Invisible Thread: TG p. 43-51</p> <p>First Read Notice: Who the memoir is about, what happens, where and when it happen, and why those involved react as they do Annotate: By marking vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a storyboard of the selection</p> <p>Close Read TG p. 43, 46: Mark the punctuation that helps you know how the speaker sounded TG p. 46: Notice the vivid language used by the author and why</p> <p>Analyze the Text TG p. 46</p> <ul style="list-style-type: none"> • Make inferences and support • Compare and contrast/assess • Interpret 	<p>Academic Vocabulary Inference Narrative Point of view</p> <p>Concept Vocabulary and Word Study TG p. 48</p> <p>Words that show positive qualities of personality traits:</p> <p>Resilience Perseverance Generosity</p> <p>Latin Suffix: -ity</p>

			<p>Analyze Craft and Structure TG p. 47 Narrative Point of View: First-person point of view Direct Quotations</p> <p>Conventions TG p. 49 Conventions: Adjectives</p> <p>Writing to Compare TG p. 50-51 Explanatory Essay</p>	
2	Narrative mode writing	<p>Writing W.7.3, W.7.3.a-e, W.7.4, W.7.5, W.7.10</p>	<p>Narrative Mode Instruction</p> <p>TG p. 52-57 Write a Nonfiction Narrative Prompt: What unexpected event shows how a person can influence someone from a different generation? Language Development: Finding Your Voice</p>	
2	Development of Central Ideas	<p>Reading Literary Text RL.7.1, RL.7.2</p> <p>Language L.7.1, L.7.3, L.7.3.a, L.7.4.b</p>	<p><i>Tutors Teach Seniors New High-Tech Tricks</i> TG p. 62-69</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is it about? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p> <p>Close Read TG p. 63: Mark details in paragraphs that demonstrate the author’s tone</p> <p>Analyze the Text TG p. 66</p> <p>Analyze Craft and Structure</p>	<p>Academic Vocabulary Central idea Tone</p> <p>Concept Vocabulary and Word Study TG p. 66 Context Clues</p> <p>TG p. 66 Words that are associated with feelings and issues one might need to overcome when learning something new:</p>

			<p>TG p. 67 Development of Central Ideas: Main or Central idea Skim Read Closely Scan</p> <p>Conventions TG p. 68 Conjunctions Coordinating Subordinating</p>	<p>Struggling Impairments Frustrated</p> <p>Suffix: -ment</p>
2	<p>Characterization Making inferencing</p>	<p>Reading Informational Text RI.7.3</p> <p>Language L.7.1, L.7.1.a, L.7.4, L.7.4.b</p>	<p>from Mom & Me & Mom: TG p. 70-79</p> <p>First Read Notice: Details in the text that analyze the connections between individuals, ideas, or events Annotate: Mark vocabulary and key passages to revisit Connect: ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Read TG p. 72: Mark details that contrast the different ways the two generations of women in Maya’s life express affection TG p. 74: Mark details that show the author’s attitude to the past as she remembers and reports this conversation to her grandmother</p> <p>Analyze the Text TG p. 77</p> <p>Analyze Craft and Structure TG p. 78 Characterization</p> <p>Conventions TG p. 79 Independent and Dependent Clauses Subordinate</p>	<p>Academic Vocabulary Character traits Characterization Direct characterization Indirect characterization Make inferences</p> <p>Concept Vocabulary and Word Study TG p. 77</p> <p>Words that involve someone giving to fill the need of someone else:</p> <p>Charitable Philanthropist Supervision</p> <p>Latin Prefix: super-</p>

			clause	
2	Analyzing poetry Figurative language	<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.4, RL.7.5</p> <p>Reading Informational Text RI.7.9</p> <p>Language L.7.4, L.7.4.a, L.7.5, L.7.5.c</p>	<p>Mother to Son, To James: TG p. 96-103</p> <p>First Read Notice: The speaker in the poem and whether the poem tells a story or describes something Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of each poem</p> <p>Close Read TG p. 96: Analyze symbolism by marking details in the poem that describe the staircase TG p. 98: Analyze tone by marking details in the poem that signify a change of tone</p> <p>Analyze the Text TG p. 100</p> <p>Analyze Craft and Structure TG p. 101 Figurative Language</p> <p>Author's Style TG p. 102 Rhythm and Repetition</p>	<p>Concept Vocabulary TG p. 94, 100</p> <p>Context Clues</p> <p>Words that express fast, forceful, or sudden movement and create an overall sense of momentum:</p> <p>flung catapulted lurched</p> <p>Word Study: TG p. 100 Connotations and Denotation</p>
3	END-of-UNIT Assessment	<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.6</p> <p>Reading Informational Text RI.7.9</p> <p>Language</p>	<p>Review, remediate, enrich ALL standards</p> <p>Small group instruction</p> <p>Narrative Writing</p>	

		L.7.1, L.7.2, L.7.2.a, L.7.3, L.7.4, L.7.4.b, L.7.5, L.7.5.b Writing W.7.2, W.7.2.b, W.7.2.c, W.7.3, W.7.3.a, W.7.3.b, W.7.3.d, W.7.9		
UNIT 2: A Starry Home				
3	Essential Question Should We Make a Home in Space?	Reading Literary Text RL.7.1, RL.7.4, RL.7.7, RL.7.10 Language L.7.1, L.7.4, L.7.4.a, L.7.4.b, L.7.5, L.7.5.a Writing W.7.1, W.7.1.a-e, W.7.10	Introduction Unit Video: Earth Views Discuss It: Why are people curious about our galaxy and beyond? Launch Text: Leaving Main Street (Lexile 1060) Anchor/Supporting Texts: Anchor Text (Short Story): <i>Dark They Were and Golden Eyed</i> by Ray Bradbury Media: Radio Play: <i>Dark They Were and Golden Eyed</i> by Ray Bradbury Anchor Text (News Article): <i>Danger! This Mission to Mars Could Bore You to Death</i> by Maggie Koerth-Baker Performance-Based Assessment Task Write an Argument Prompt: Do the benefits of exploring Mars outweigh the risks? Language Development: Conventions	Academic Vocabulary Argument
6	Analyze Characters Analyze Plot Figurative Language	Reading Literary Text RL.7.3, RL.7.4 Language L.7.1, L.7.4, L.7.5, L.7.5.a Writing W.7.1, W.7.1.a-e, W.7.10	Dark They Were, and Golden-eyed: TG p. 126-145 First Read Notice: Who the story is about, what happens, where and when it happens and why those involved react Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Academic Vocabulary Simile Metaphor Personification Concept Vocabulary and Word Study TG p. 144

			<p>Close Read TG p. 127: Look for similes and metaphors TG p. 128: Analyze character. Mark details that reveal how Harry feels about being on Mars TG p. 129: Look for examples of foreshadowing TG p. 130: Highlight text that appeals to the senses and paints a picture TG p. 131: Mark details that describe the changes that are starting to happen TG p. 132: Highlight text that tells what people are thinking or feeling TG p. 134: Notice and highlight text that isn't English TG p. 136: Analyze plot TG p. 137: Highlight text that creates an image TG p. 138: Highlight text that indicates ways characters have changed TG p. 140: Analyze Plot</p> <p>Analyze the Text TG p. 142:</p> <p>Analyze Craft and Structure TG p. 143 Figurative Language</p> <p>Conventions TG p. 145 Conventions: Comparisons Using Adjectives and Adverbs</p> <p>Positive Comparative Superlative</p>	<p>Gives the reader a sense of what people from Earth are seeing, feeling, and experiencing on Mars:</p> <p>submerged forlorn canals immense atmosphere mosaic</p> <p>Synonyms and nuance</p>
3	Draw Conclusions Text Structure	<p>Reading Informational Text RI.7.5</p> <p>Language L.7.1, L.7.4, L.7.4.b, L.7.4.c, L.7.6</p>	<p><i>Danger! This Mission to Mars Could Bore You to Death!</i> TG p. 152-163</p> <p>First Read Notice: The general ideas about the text Annotate: By marking vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read</p>	<p>Academic Vocabulary Text structure</p> <p>Concept Vocabulary and Word Study TG p. 160</p>

			<p>Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Read TG p. 154: Notice and highlight text that indicates the behavior of living things TG p. 155: Track cause and effect noting how serious the problem of boredom can be TG p. 156: Note language used with friends</p> <p>Analyze the Text TG p. 158</p> <p>Analyze Craft and Structure TG p. 159 Text Structure: Informative writing</p> <p>Conventions TG p. 161 Conventions: Action Verbs and Linking Verbs</p>	<p>Words related to boredom: chronic stimulus subconsciously excruciatingly monotony catastrophic</p> <p>Latin prefix: -sub</p>
2	Text structure	<p>Reading Literary Text RL.7.5</p> <p>Language L.7.1, L.7.4, L.7.4.b</p>	<p>Future of Space Exploration Could See Humans on Mars, Alien Planets: TG p. 174-181</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p> <p>Close Read TG p. 178: Revisit sections marked during first read</p> <p>Analyze the Text TG p. 178</p> <p>Analyze Craft and Structure TG p. 179 Development of Ideas: Text Structure</p>	<p>Concept Vocabulary and Word Study TG p. 178 Words that relate to space exploration and travel:</p> <p>Colonize Planetary Interstellar</p> <p>Latin suffix: -ary</p>

			<p>Conventions TG p. 180 Conventions: Principal Parts of Verbs-Present, Present Participle, Past, Past Participle</p>	
5	Conflict and Resolution	<p>Reading Literary Text RL.7.1, RL.7.3</p> <p>Language L.7.1, L.7.3, L.7.3.a, L.7.4, L.7.4.b</p> <p>Writing W.7.3, W.7.3.b, W.7.3.e, W.7.10</p>	<p>The Last Dog: TG p. 182-199</p> <p>First Read Notice: Details in the text that analyze the connections between individuals, ideas, or events Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Read TG p. 183: Mark details that provide clues about the setting TG p. 185: mark details that describe the internal conflict TG p. 191: mark passages that relate to Brock’s feelings and state of mind TG p. 193: Analyze plot</p> <p>Analyze the Text TG p. 196</p> <p>Analyze Craft and Structure TG p. 197 Conflict and Resolution: External conflict, Internal conflict</p> <p>Conventions TG p. 198 Simple and Compound Subjects and Predicates</p> <p>Writing to Sources TG p. 199 Revised Ending</p>	<p>Academic Vocabulary Conflict Resolution</p> <p>Concept Vocabulary and Word Study TG p. 196 Words that all relate to life outside the dome:</p> <p>Threatening Extinct Mutation</p> <p>Latin suffix: -tion</p>

2	Evaluate argument and claim	<p>Reading Informational Text RI.7.4, RI.7.6, RI.7.8</p> <p>Language L.7.1, L.7.2, L.7.4, L.7.4.c</p> <p>Writing W.7.2, W.7.7</p>	<p>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: TG p. 204-211</p> <p>First Read Notice: The general ideas of the interview. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a comparison using a Venn diagram</p> <p>Close Read TG p. 206: Mark details that identify the speaker's claim</p> <p>Analyze the Text TG p. 208</p> <p>Analyze Craft and Structure TG p. 209 Evaluate Argument and Claims</p> <p>Conventions TG p. 210 Sentence Functions and End Marks</p>	<p>Academic Vocabulary Claim</p> <p>Concept Vocabulary and Word Study TG p. 208</p> <p>Words having to do with business ventures: Cede Enterprise Capitalistic</p> <p>TG p. 208 Multiple-meaning words</p>
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1st Nine Weeks Assessment/Benchmark

UNIT 3: TURNING POINTS

TERM 2: 45 DAYS

Days of Instruction	Big Ideas	Standards Covered	Resources <i>myPerspectives ELA</i>	Vocabulary
3	<p>Essential Question What can cause a sudden change in someone's life? someone's life?</p> <p>Informative Writing Mode</p>	<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.3, RL.7.5, RL.7.7</p> <p>Language L.7.1.a, L.7.1.b, L.7.3, L.7.3.a, L.7.4.b, L.7.4.c, L.7.6</p> <p>Writing</p>	<p>Introduction</p> <p>Unit Video: A Transformation Discuss It: What sorts of turning points occur in nature and in the human experience?</p> <p>Anchor/Supporting Texts: Anchor Text (Drama): <i>A Christmas Carol: Scrooge and Marley, Act I</i> by Israel Horovitz</p>	<p>Academic Vocabulary Explanatory</p>

		W.7.1.a-c, W.7.2.a-f, W.7.5, W.7.6, W.7.7, W.7.10	<p>Anchor Text (Drama): <i>Christmas Carol: Scrooge and Marley, Act II</i> by Israel Horovitz</p> <p>Media Film: <i>from Scrooge</i> directed by Henry Edwards</p> <p>Write an Informative Essay Prompt: How does Scrooge’s character transform over the course of the play?</p>	
6	Characterization Dialogue	<p>Reading Literary Text RL.7.1, RL.7.3, RL.7.4, RL.7.5</p> <p>Language L.7.1, L.7.4.a, L.7.4.b</p>	<p>A Christmas Carol: Scrooge and Marley, Act I: TG p. 234-263</p> <p>First Read Notice: Who the play is about, what happens, where and when it happens and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Read TG p. 236: Look for words that describe someone TG p. 238: Look for dialogue where Scrooge says one thing but means another TG p. 241: Look for words not used when talking to friends TG p. 242: Read stage directions TG p. 245: Highlight text that creates an image of Marley TG p. 247: Analyze Characterization TG p. 248: Notice text that creates image of eyes TG p. 251: Note ellipses TG p. 252: Analyze character TG p. 254: Notice words that are not standard English TG p. 257: Words that indirectly refer to the past TG p. 258: Analyze character</p> <p>Analyze the Text TG p. 260</p> <p>Analyze Craft and Structure TG p. 261 Dialogue in Drama</p> <p>Conventions TG p. 263 Subject-Verb Agreement</p>	<p>Concept Vocabulary and Word Study TG p. 262 Words relate to Scrooge’s character and personality:</p> <p>covetous morose resolute impossible malcontent miser</p> <p>Latin prefix: mal-</p>

			Compound Subject	
6	Characterization Figurative Language Stage Directions	<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.3, RL.7.5</p> <p>Language L.7.1.b, L.7.4.b, L.7.4.c</p> <p>Writing W.7.2.a–f</p>	<p>A Christmas Carol: Scrooge and Marley, Act II: TG p. 264-297</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Read TG p. 267: Highlight a word that’s no longer used the same way TG p. 269: Analyze characterization TG p. 270: Notice unrecognizable phrases TG p. 272: Find 3 adjectives that describe Scrooge TG p. 274: Notice words spelled differently TG p. 277: Read stage directions TG p. 279: Look for word printed differently from others TG p. 281: Recognize text as sounds TG p. 283: Look for words in italics and brackets TG p. 285: Analyze Characterization TG p. 286: analyze Figurative Language TG p. 288-289: Look for words in italics and brackets TG p. 290: Analyze Conflict</p> <p>Analyze the Text TG p. 292</p> <p>Analyze Craft and Structure TG p. 293 Stage Directions: Script Dialogue Stage direction</p> <p>Conventions TG p. 295</p>	<p>Academic Vocabulary Figurative language Stage directions</p> <p>Concept Vocabulary and Word Study TG p. 294 Words relate to Scrooge’s transforming character and personality:</p> <p>Parallel Altered Strive Dispelled Earnest Infinitely</p> <p>TG p. 294 Greek prefix: -para-</p>

			<p>Sentence Structures:</p> <p>Simple sentence Compound sentence Complex sentence Compound-complex Independent clauses</p> <p>Writing to Sources TG p. 296</p> <p>Explanatory Essay</p>	
5	<p>Analyze plot Analyze Character development Infer Point of View</p>	<p>Reading Literary Text RL.7.1, RL.7.4</p> <p>Reading Informational Text RI.7.3</p> <p>Language L.7.1a</p> <p>Writing W.7.3, W.7.3.b, W.7.3.d</p>	<p>Thank You, M'am: TG p. 314-323</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p> <p>Close Read TG p. 315: Analyze plot TG p. 317: Analyze Character development TG p. 318: Infer Point of View</p> <p>Analyze the Text TG p. 320</p> <p>Analyze Craft and Structure TG p. 321 Plot</p> <p>Conventions TG p. 322 Prepositions and Prepositional Phrases</p> <p>Preposition Prepositional phrase Object of the preposition</p>	<p>Academic Vocabulary</p> <p>Plot Exposition Rising Action Conflict Climax Falling Action Resolution Point of view</p> <p>Concept Vocabulary and Word Study TG p. 320 Words that are related to the initial meeting between the two characters</p> <p>Permit Release Contact</p>

			Writing to Sources TG p. 323 Journal Entry	
4	Make inference Central idea Characterization	Reading Literary Text RL.7.3 Reading Informational Text RI.7.3 Language L.7.1.a, L.7.2, L.7.4, L.7.4.b	from An American Childhood: TG p. 324-331 First Read Notice: General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection Close Read TG p. 326: Analyze Characterization Analyze the Text TG p. 328 Analyze Craft and Structure TG p. 329 Analyze Interactions: Reflective Writing Central Ideas Make Inferences Conventions TG p. 322 Prepositions and Prepositional Phrases Preposition Prepositional phrase Object of the preposition	Technical Vocabulary and Word Study TG p. 328 Tissue Enlarged Amoeba Prefix: en-

6	Informative Writing Mode	Writing W.7.2.a-e	<p>TG p. 340-341 Present an Explanatory Essay Prompt: How are the turning points in the selections similar to and different from each other?</p> <p>TG p. 347-351 Writing to Sources: Explanatory Essay Writing Prompt: What can cause a significant change in someone's life?</p>	
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2nd Nine Weeks Assessment/Benchmark

UNIT 4: PEOPLE AND THE PLANET

TERM 3: 44 days

Days of Instruction	Big Ideas	Standards Covered	Resources <i>myPerspectives ELA</i>	Vocabulary
3	Essential Question What effects do people have on the environment?	<p>Reading Literary Text RI.7.6, RL.7.3, RI.7.4, RL.7.5</p> <p>Reading Informational Text RI.7.1, RI.7.2, RI.7.4, RI.7.7, RI.7.8</p> <p>Language L.7.1, L.7.1.a, L.7.3, L.7.4, L.7.4.b, L.7.5.a, L.7.5.b</p> <p>Writing W.7.1, W.7.1.a-e, W.7.7, W.7.8, W.7.9.b, W.7.10</p>	<p>Introduction Unit Video: Arctic Ice Discuss It: In what way are people and animals dependent on our planet? Launch Text: Rethinking the Wild (Lexile 1040)</p> <p>Anchor Text (Essay): <i>from Silent Spring</i> by Rachel Carson Anchor Text (Speech): <i>Nobel Speech</i> by Al Gore Media Video: <i>Nobel Speech</i> by Al Gore</p>	<p>Academic Vocabulary</p> <p>Argument</p>
2	Make inference Author's word choice	<p>Reading Literary Text RL.7.3, RL.7.5</p> <p>Reading Informational Text RI.7.1, RI.7.2, RI.7.4, RI.7.6</p> <p>Language L.7.1, L.7.3, L.7.4, L.7.5.b</p>	<p>from Silent Spring: TG p. 362-371</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read</p>	<p>Academic Vocabulary</p> <p>Imagery Images Mood Connotations Figurative Meanings</p>

		<p>Writing W.7.1, W.7.1.a-e, W.7.9.b</p>	<p>Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Read TG p. 363: Look for words that describe someone TG p. 238: Look for details that describe the town and the area around it TG p. 364: Analyze author viewpoint</p> <p>Analyze the Text TG p. 366</p> <p>Analyze Craft and Structure TG p. 367 Author’s Word Choice: Imagery, Images, Mood, Connotations, Figurative Meanings</p> <p>Conventions TG p. 369 The Subjunctive, Indicative mood, Subjunctive mood</p> <p>Writing to Sources TG p. 370 Write an Argument</p>	<p>Concept Vocabulary and Word Study TG p. 368 Words related to unwelcome change—in this case, to a town’s landscape: Blight Maladies Puzzled Stricken Stillness Deserted Old English suffix: -ness</p>
5		<p>Reading Informational Text RI.7.1, RI.7.4, RI.7.7, RI.7.8</p> <p>Language L.7.1b, L.7.4, L.7.4b</p>	<p>Nobel Speech: TG p. 372-385</p> <p>First Read Notice: The general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Read TG p. 374: Highlight choices about the future TG p. 375: Look for the phrase “web of life” TG p. 376: Analyze word choice TG p. 378: Look for four ways to emphasize text</p>	<p>Concept Vocabulary and Word Study TG p. 384 Words that describe situations or settings: Crisis Pollution Urgency Universal Illusion Environment Latin prefix: uni-</p>

			<p>Analyze the Text TG p. 382</p> <p>Analyze Craft and Structure TG p. 383 Evaluate an argument: Persuasive Speech</p> <p>Conventions TG p. 385 Infinitive Phrases and Gerund Phrases</p>	
4	Analyze similes Author's word choice	<p>Reading Literary Text RL.7.3, RL.7.4, RL.7.5</p> <p>Language L.7.4, L.7.4.b, L.7.4.c, L.7.5, L.7.5.a, L.7.5.c, L.7.6</p>	<p><i>Turtle Watchers Nature is What We See</i> <i>The Sparrow</i> TG p. 402-411</p> <p>First Read Notice: Who or what is “speaking” the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p> <p>Close Read: TG p. 404- Analyze similes</p> <p>Analyze the Text: TG p. 408</p> <p>Analyze Craft and Structure: TG p. 409-The speaker in lyric poetry</p> <p>Author's Style: TG p. 410-Author's Style: Word Choice</p> <p>Diction, Tone, Denotations, Connotations, Make inferences, Theme</p>	<p>Academic Vocabulary Diction Tone Denotations Connotations Make inferences Theme</p> <p>Concept Vocabulary and Word Study TG p. 408 Words that all relate to the importance of ancestral knowledge:</p> <p>Ancestors Wisdom Heed</p> <p>Etymology</p>
3	Analyzing setting	<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.3</p> <p>Reading Informational Text RI.7.4</p> <p>Language</p>	<p><i>He—y, Come On Ou—t!</i> TG p. 420-429</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react they do Annotate: Mark vocabulary and key passages to revisit</p>	<p>Academic Vocabulary Irony Theme Dramatic irony Situational irony Verbal irony</p>

		<p>L.7.2, L.7.4.b, L.7.4.c, L.7.5a, L.7.5c</p> <p>Writing W.7.3, W.7.3.d, W.7.3.d, W.7.3.e, W.7.5</p>	<p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check by writing and creating a storyboard of the selection</p> <p>Close Read: TG p. 421-Analyze Setting</p> <p>Analyze the Text: TG p. 426</p> <p>Analyze Craft and Structure: TG p. 427 Elements of a Short Story: Irony, Theme, Dramatic irony, Situational irony, Verbal irony</p> <p>Conventions: TG p. 428 Punctuation Marks: Colon, Semicolon, Hyphen, Dash, Brackets, Parentheses</p> <p>Writing to Sources: TG p. 429 Write Your Own Ending</p>	<p>Concept Vocabulary and Word Study TG p. 426 Words that relate to the outcome of a process: Disposal Consequences Resolved</p> <p>Latin Roots: -sequ-</p>
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End-of-Unit: Small Group Instruction, Writing Instruction, Assessment should be added within the days on the curriculum map.

UNIT 5: FACING ADVERSITY

Days of Instruction	Big Ideas	Standards Covered	Resources <i>myPerspectives ELA</i>	Vocabulary
3	<p>Essential Question How do we overcome obstacles?</p>	<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.3, RL.7.9, RL.7.10</p> <p>Reading Informational Text RI.7.1, RI.7.2, RI.7.4</p> <p>Language L.7.1, L.7.2, L.7.2.a, L.7.3.a, L.7.4, L.7.4.a, L.7.4.b, L.7.5.a, L.7.6</p> <p>Writing W.7.1, W.7.1.a, W.7.1.b, W.7.2, W.7.2.a-e, W.7.7, W.7.9, W.7.9.a, W.7.10</p>	<p>INTRODUCTION Unit Video: Exclusive: Bethany Hamilton Discuss It: How do we overcome obstacles? Launch Text: Against the Odds</p> <p>Media Video: <i>Surviving the Dust Bowl</i> from American Experience Anchor Text (Novel Excerpt): <i>from The Grapes of Wrath</i> by John Steinbeck Anchor Text (Short Story): <i>The Circuit</i> by Francisco Jiménez</p> <p>Write an Informative essay Prompt: How did the individuals in the selections cope with the obstacles they faced? Language Development: Use of commas</p>	<p>Academic Vocabulary Informative text</p>

4		<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.3</p> <p>Reading Informational Text RI.7.4</p> <p>Language L.7.3.a, L.7.4, L.7.4.b, L.7.5.a</p> <p>Writing W.7.1.a-b, W.7.2.b, W.7.2.d, W.7.9, W.7.9.a</p>	<p>from The Grapes of Wrath: TG p. 456-467</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Read TG p. 459: Notice the repeated use of the word “years” TG p. 460: Look for and highlight italics</p> <p>Analyze the Text: TG p. 462</p> <p>Analyze Craft and Structure: TG p. 463 Setting and Cultural Context</p> <p>Language Development: TG p. 465 Author’s Style: Description, Word choice, Imagery</p> <p>Writing to Compare: TG p. 466-467 Write a Compare-and-Contrast essay</p>	<p>Academic Vocabulary</p> <p>Imagery</p> <p>Concept Vocabulary and Word Study TG p. 464 Words that describe how the characters feel as they leave their farms and start over:</p> <p>Ruthless Bitterness Toil Sorrow Doomed Frantically</p> <p>Old English Suffix: -less</p>
5	Theme	<p>Reading Literary Text RL.7.1, RL.7.2, RL.7.3, RL.7.4</p> <p>Reading Informational Text RI.7.4</p> <p>Language L.7.2, L.7.2.a</p> <p>Writing W.7.2, W.7.2.b, W.7.9, W.7.9.a</p>	<p>The Circuit: TG p. 468-481</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>Close Review TG p. 469: Analyze cultural context TG p. 471: Notice descriptive language TG p. 472: Look for figurative language that relates to the mountains TG p. 474: Analyze author’s style</p> <p>Analyze the Text: TG p. 476</p>	<p>Academic Vocabulary</p> <p>Theme</p> <p>Concept Vocabulary and Word Study TG p. 478 Words that describe ways in which characters act or respond:</p> <p>Thoroughly Wearily Instinctively Enthusiastically</p>

			<p>Analyze Craft and Structure: TG p. 477 Theme: Stated themes and Implied themes</p> <p>Conventions: TG p. 479 Commas</p> <p>Writing to Sources: TG p. 480 Write an explanatory essay</p>	<p>Hesitantly Understandingly</p> <p>Old English Suffix: -ly</p>
4	Author's tone Word choice	<p>Reading Informational Text RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6</p> <p>Language L.7.4, L.7.4b</p> <p>Writing W.7.2, W.7.2.b, W.7.9, W.7.9.a</p>	<p><i>A Work in Progress:</i> TG p. 492-503</p> <p>First Read Notice: The General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p> <p>Close Read TG p. 493: Hyperbole TG p. 494: Mark words that show the author's tone</p> <p>Analyze the Text TG p. 500</p> <p>Analyze Craft and Structure: TG p. 501 Author's Purpose Word Choice and Humor</p> <p>Conventions: TG p. 502 Informal Grammar, Colloquial contractions, Informal transitions, Introductory conjunctions</p>	<p>Academic Vocabulary</p> <p>Tone</p> <p>Concept Vocabulary and Word Study TG p. 500 Words all relate to overcoming obstacles:</p> <p>Accomplishments Extraordinary Celebrate</p>
2	Analyzing figurative language	<p>Reading Informational Text RI.7.1, RI.7.4</p> <p>Language L.7.1, L.7.1.a, L.7.5</p>	<p>from The Story of My Life: TG p. 504-511</p> <p>First Read Notice: The General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Academic Vocabulary</p> <p>Author's purpose</p> <p>Concept Vocabulary and Word Study TG p. 509 Words related to</p>

			<p>Close Read: TG p. 507: Analyze Figurative Language</p> <p>Analyze the Text: TG p. 509</p> <p>Analyze Craft and Structure TG p. 510 Determine Author’s Purpose: Autobiographical Writing: First-person point of view, tone</p> <p>Conventions: TG p. 511: Types of Dependent Clauses</p>	<p>learning new things/struggling to learn new things:</p> <p>Imitate Mystery Barriers</p>
3	Analyze description	<p>Reading Informational Text RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5</p> <p>Language L.7.2, L.7.4, L.7.4b</p>	<p>A Young Tinkerer Builds a Windmill, Electrifying a Nation: TG p. 518-527</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p> <p>Close Read: TG p. 519: Analyze Description</p> <p>Analyze the Text: TG p. 524</p> <p>Analyze Craft and Structure: TG p. 525 Analyze Structure</p> <p>Conventions TG p. 526: Capitalization: Proper Nouns, Proper Adjectives</p>	<p>Concept Vocabulary and Word Study TG p. 524 Words related to poverty, limited technology, and efforts to relieve it</p> <p>Scarcity Desire Attempts</p> <p>Etymology</p>
3rd Nine Weeks Assessment/Benchmark				
TERM 4: 47 days				
MAAP Review of ALL standards.				