

Semester One**Quarter One**

Grade 7 ELA Curriculum Map
Collection One: Bold Actions

Quarter One Pacing Guide

August, Part 1	Diagnostic, Lesson 1
August, Part 2	Lesson 2
September, Part 1	Writing Workshop (give this a specific week date/due date- Interim Writing Assessment, part 3, PA) Lesson 3
September, Part 2	Mid-quarter, Lesson 4
October, Part 1 (to 13th)	Lesson 5, Collection Performance Task, and End of Quarter
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. The links to these modified tasks are located in the "Collection Performance Task" section. This map is complete through Q1 only. You will be given updated versions as these are completed further.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Text	"Rogue Wave," p. 3A Close Reader: Big Things Come in Small Packages (p. 3)	"Parents of Rescued Sailor Abbey Sutherland Accused of Risking her Life," p. 19A	"The Flight of Icarus," p. 31a Close Reader:* Greek Myth "Arachne"	Poem, "Icarus's Flight," p. 39A	Informational Text "Women in Aviation," p. 43A
Learning Objective/ Standard	The students will be able to identify, analyze, and make inferences about the elements of a short story. RL.1.1 RL.1.3	The students will determine two or more central ideas from a text. The students will provide an objective summary of a text. RI.1.2 RI.1.3 RI.3.8	The student will be able to analyze the elements of a myth and determine two or more themes. RL.1.2 Supp- RL.1.3	The student will be able to understand how elements of form and the use of alliteration emphasize ideas and meaning in a poem. RL.2.4 RL.2.5 Supp- RL.1.2	The student will be able to identify, analyze, and draw conclusions about an author's purpose for writing informational texts RI.2.6 RI.1.1
Vocabulary Strategy	Latin Roots	x	Noun Suffixes	x	Connotations and

Focus			-ty and -ity		Denotations
Language & Style Focus	Sentence Structure		Commas and Adjectives	Poetry	Subordinate Clauses
Close Reading and Annotation Strategies	Make Inferences pg 7 Analyze story elements: Plot and setting pg 12, 15 Latin roots pg 17	Analyze structure pg 21, 23	Determine Theme Analyze Story Elements: Myth Noun Suffixes -ty, and ity	Determine the meaning of words and phrases: Alliteration pg 41	Cite evidence and draw conclusions pg 46 Determine author's purpose pg 49 Connotations and denotations pg 51
iReady Focus <i>*Small group instruction</i>	Lesson 6: Analyzing Interactions in a Text (p. 27) Lesson 5: Citing Evidence to Support Inferences (p. 45)	Lesson 1: Analyzing the Development of Central Ideas (p. 3)	Lesson 7: Determining Theme (p. 61)	Lesson 13: Analyzing Rhyme and Repetition (p. 129).	Lesson 3: Citing Evidence to Support Inferences (p. 19)
Assessments	Mid-Quarter: Part A: RL.1.3, RI.1.2		End of Quarter: RI.1.1, RL.1.1, RI.2.6		
Selection Performance Task	Writing Activity: Movie Outline	x	Writing Activity: Graphic Comic	Speaking Activity: Oral Response	Writing Activity: Report
Collection Performance Task	Collection 1, Performance Task B: *Modified, Write an Argumentative Essay Collection One Performance Task				
Novel	<p><i>The Cay</i>, (Fiction) Lexile 860</p> <p>Guidelines for Novel Study:</p> <ul style="list-style-type: none"> • Takes place in small groups/stations • Students do reading independently • Activities should include short responses, discussions, and other standards-based activities • Teacher-led group for central discussions, to check in <p>PRE-READING ACTIVITY</p> <p>Display a map of the West Indies and point out the island of Curaçao. Ask students to use books from the library or sites on the Internet to research Curaçao. What is the primary culture on the island? How do the people make their living? What do they do for entertainment? What are special customs? Have students share their findings in class.</p> <p>Discussion/Writing Activities:</p> <p>Survival—The skills necessary for Phillip and Timothy to survive on the raft are very different from the skills they need on the cay. How does Timothy instinctively know what they must do? Discuss why Timothy feels so strongly about teaching Phillip survival skills once they are on the cay. At what point does Phillip feel that he has graduated from Timothy's survival course? How will Phillip's experiences on the cay and his relationship with Timothy help him survive in life?</p> <p>Fear—Discuss the many fearful scenes in the novel. At the beginning, Phillip's mother tries to protect him from fear, while his father tries to help him face it. Discuss how his mother's protective nature actually creates more fear in him. How does Timothy help Phillip deal with this emotion? Does Timothy have his own fears? How does Phillip's fear sometimes turn to loneliness? What does Phillip mean when he says, "It was as if my blindness were protecting me from fear"? (p. 114)</p>				

	<p>Anger—Phillip says, “At one point my fear turned to anger.” (p. 46) Discuss the relationship between fear and anger. Why is Phillip angry with his mother? Phillip pushes Timothy to a fit of anger, and Timothy strikes him. Phillip says, “Something happened to me that day on the cay. I’m not quite sure what it was even now, but I had begun to change.” (p. 72) Discuss what causes Phillip’s outburst of anger. Ask students to discuss what they think happened to Phillip that day.</p> <p>Courage—Ask students to define courage. Debate whether courage can be taught, or whether it is something innate. How does it take courage for Phillip to accept his blindness and learn to contribute to his own survival on the island?</p> <p>Racial Prejudice—Ask students to identify direct quotes from the novel that indicate that Phillip is prejudiced. Explain what Timothy means when he says to Phillip, “[Your mother] started dis terrible wahr, eh, young bahss?” (p. 38) How are prejudices learned? Discuss how Timothy deals with Phillip’s racial remarks.</p> <p>After Phillip is rescued, he tries to tell his parents about Timothy, and says, “I had the feeling that neither of them really understood what had happened on our cay.” (p. 136) Ask students to brainstorm the words that Philip might have used to explain what had happened. Discuss whether he can change his mother’s attitude.</p> <p>Friendship—Ask students to describe Philip’s friendship with Henrik van Boven. How are their lives different? Explain what Phillip means at the end of the novel when he says, “I saw Henrik van Boven occasionally, but it wasn’t the same as when we’d played the Dutch or the British. He seemed very young.” (p. 136) Discuss Phillip’s relationship with Timothy. At what point in the novel does Phillip begin to accept Timothy’s friendship?</p>
Collection Academic Vocabulary	Aspect, cultural, evaluate, resource, text, latin roots
Writing Instructional Focus	Argumentative Writing (Digital interactive writing lesson) Writing Workshop: Performance Assessment Booklet: Unit 1

Quarter Two

Grade 7 ELA Curriculum Map
Collection Two: Perception and Reality
Pacing: 9+ Weeks?

	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson
Text	<i>The People Could Fly</i> , by Virginia Hamilton, p. 63A Close Reader: Heartbeat	Poems: “The Song of Wandering Aengus” and “Sonnet,” p. 71A Suggested (not in Collections): “Jabberwocky,” by Lewis Carroll “I Wander Lonely as a Cloud,” by William Wordsworth	“The Magic of the Brain” by Susana Martinez-Conde and Stephen L. Macknik, p. 77A Close Reader: “Saving the Lost”	<i>Pavement Chalk Art</i> by Julian Beever, p. 89A	“Another Place, Another Time” by Cory Doctorow, p. 93A	Drama: <i>Sorry, Wrong Number</i> by Lucille Fletcher, p. 111A Close Reader: A Christmas Carol (3 texts)
Learning Objective/ Standard	The student will be able to analyze the elements of a folktale and write an objective summary of the text. RL.1.2 (part 2) RL.1.3	The student will be able to learn how to analyze a poem’s form as well as the use of figurative language and sound devices to understand effects on meaning. RL.2.4 RL.2.5 L.3.4 (support)	The student will be able to analyze how text features contribute to a text and to summarize text objectively. RI.2.4 RI.2.5 RI.1.2	The student will be able to analyze the purposes of public art and techniques the techniques Beever uses to create the illusion of 3-dimensionality SL.1.2 SL.2.5 (support)	The student will be able to identify and analyze how setting affects characters’ traits, motivations, and actions. RL.1.3 RL.2.4	The student will be able to analyze the elements of a drama and make comparisons between a script and performance. RL.2.5 RL.3.7 (126a, book, online video resources)
Vocabulary Strategy Focus	Latin Suffixes	x	The Greek prefix neuro	x	Reference Aids	x
Language & Style Focus	x	x	x	x	Spell Correctly	x
Close Reading Strategy and Strategies for Annotation	Analyze story elements: Folk tale pg 67 Summarize text pg 68 Latin suffixes pg 70		Analyze structure: text features pg 79 pg 85 Summarize text pg 82 Vocabulary strategy: The Greek prefix neuro pg 87		Determine meaning of words and phrases pg 95 Analyze story elements: Character pg 97, 105, 107 Critical vocabulary pg 109	Analyze form: Drama pg 117, 118, 122, 125
iReady Focus	Lesson 8:	Lesson 12:	Lesson 2:	x	x	Lesson 15:

<i>*Small group instruction</i>	Summarizing Literary Texts (p. 69)	Determining Word Meaning (p. 121) Lesson 14: Analyzing the Structure of a Poem (p. 137)	Summarizing Informational Texts (p. 11)			Analyzing the Structure of a Drama (p. 145)
Assessments	Mid-Quarter: RL.1.2, RL.2.4, RI.2.5			End of Quarter: RI.2.4, RL.2.5, RL.3.7		
Selection Performance Task					Writing Activity: Character Profile	
Collection Performance Task:	Write an Expository Essay, p. 131					
Novel:	Continue from Q1 if needed					
Collection Academic Vocabulary:	Abnormal, feature, focus, perceive, task					
Writing Instructional Focus	Informational Writing (Digital Interactive Writing Lesson) Writing Workshop: Performance Assessment, Unit 2, p.					

Semester Two
Quarter Three

Grade 7 ELA Curriculum Map
Collection Four: Risk and Exploration
Pacing of Collections Text: 1 Weeks
Writing Workshop Pacing: 2+ Weeks?

	Lesson	Lesson
Text	Speech by John F. Kennedy “Remarks at the Dedication of the Aerospace Medical Health Center,” p. 185A Close Reader: “Is Space Exploration Worth the Cost?”	Commentary by Philippe Cousteau “Why Exploring the Ocean is Mankind’s Next Giant Leap,” p. 193A
Learning Objective/ Standard	The student will be able to trace and evaluate an argument The student will be able to compare and contrast two versions of a speech. RI.3.8 RI.3.7, p. 192 A	The student will be able to evaluate the reasoning used to support a claim. RI.3.8
Vocabulary Strategy Focus	Context Clues	Capitalization
Language & Style Focus	Prefixes	Adjective Clauses
Close Reading Strategy	Trace and Evaluate an Argument, p. 189 Using Context Clues, p. 191	Determine Meanings, p. 195 Analyze Structure: Sound Reasoning, p. 197 Vocabulary Strategy: Prefixes, p. 199
iReady Focus <i>*Small group instruction</i>	*Media Feature 1: Comparing Media Techniques, p. 219	Lesson 17: Evaluating an Argument , p. 171
Assessments	Mid-Quarter: RI.3.7, RI.3.8	
Selection Performance Task	Focus on “Analyzing the Text” questions 2, 5, and 6. Have students write “meaty” responses.	Performance Task: Speaking Activity, Informal Debate
Collection Academic Vocabulary:	Complex, potential, rely, stress, valid	
Quarter Three Writing Instructional	Writing Workshop: Performance Assessment Booklet: Unit 4 Mixed Practice- Tasks 1&2 Argumentative Writing/Informative Writing (Digital Interactive Writing Lesson)	

Focus	<p>*Spend this time working on review for FSA writing. Utilize FSA Portal resources for writing</p> <ul style="list-style-type: none">• Review student samplers• Review rubrics
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Grade 7 ELA Curriculum Map
Collection Three: Nature at Work
Pacing: 4 Weeks

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	From <i>Mississippi Solo</i> (memoir), p. 137A	Polar Dream (memoir) *Close Reader	Soliloquy by William Shakespeare, from <i>The Tempest</i> , p.145A	"Big Rocks' Balancing Acts," Expository Essay, p. 157A Close Reader: "The Hidden Southwest: The Arch Hunter"	Close Reader: Poems About Nature, Problems With Hurricanes (3 poems)
Learning Objective/ Standard	The student will be able to identify features of a memoir and analyze the author's style (through use of figurative language) RI. 1.3 (events within memoir) RI.2.4 (figurative language used to shape author' style)	The student will be able to determine how the author's use of words and phrases, including figurative language, shape the writing style. RI.2.4	The student will be able to identify elements of Shakespearean language, interpret meaning, and analyze a soliloquy. RL.2.4 RL.2.5	The student will be able to analyze the elements of expository essay and its structure. RI.2.5	The student will be able to analyze poetic form and learn how poets use figurative language to express feelings and ideas. RL.2.4, 2.5 intensive review with poetry*
Vocabulary Strategy Focus	Figures of Speech	x	Using a glossary	Latin Roots	x
Language & Style Focus	Precise Language	x	Sentence Structure	Prepositional Phrases	x
Close Reading Strategy	Analyze meanings of words and phrases pg 141 Precise language pg 144	X	Determine meanings pg 147	Analyze structure: Essay pg 162, 165 Language conventions: Prepositional phrases pg 168	X
iReady Focus <i>*Small group instruction</i>	Lesson 4: Analyzing Interactions in a Text (p. 35)	Lesson 9: Analyzing Word Meanings (p. 87)			
Assessments	End of Quarter: RI.1.3				
Selection Performance Task	Writing Activity: Analysis	Speaking Activity: Dramatic Reading	Writing Activity: Essay	Speaking Activity: Oral Report	Writing Activity: Poem
Collection	None suggested this quarter				

Performance Task:	
Novel:	None
Collection Academic Vocabulary:	Affect, element, ensure, participate, specify

Grade 7 ELA Curriculum Map
Collection Six: Guided by a Cause
Pacing: 9 Weeks
Includes time for FSA and diagnostic testing

	Lesson	Lesson	Lesson	Lesson
Text	<i>Flesh and Blood So Cheap: The Triangle Fire and its Legacy</i> , p. 265A <i>The Story of the Triangle Factory Fire</i> , p. 265A Close Reader: "The Most Daring of [Our] Leaders" Close Reader: "Speech from the Democratic National Convention"	From <i>Uprising</i> , p. 283A Close Reader: "Doris is Coming"	"Craig Kielburger Reflects on Working Toward Peace," p. 307A Close Reader: "Difference Maker: John Bergmann and Popcorn Park"	<i>"It Takes a Child"</i> (Documentary), p. 317A <i>"Train Time,"</i> p. 327A
Learning Objective/ Standard	The student will be able to analyze points of view in text and compare and contrast different genres. <i>RI.3.9</i>	The student will be able to analyze points of view in text and compare and contrast different genres. <i>RL.3.9</i> <i>RL.2.6</i>	The student will be able to identify and analyze elements of a personal essay and determine an author's point of view. <i>RI.2.5</i>	The student will be able to analyze the purpose of a documentary. The student will be able to analyze methods of characterization and flashback in a short story. <i>SL.1.2</i> <i>RL.1.1</i>
Vocabulary Strategy Focus	Latin Roots	Analogies	Multiple Meanings	Using a Dictionary
Language & Style Focus	Capitalization	Phrases	Dangling Modifiers	Misplaced Modifiers
Close Reading Strategy with Strategies for Annotation	Determine Central Idea and Details pg 273, 274 Analyze Structure: Chronological Order pg 278 Analyze Presentations of Information pg 279 Vocabulary Strategy: Latin Roots pg 281	Analyze Point of View pg 287, 299, 303 Compare and Contrast: Genres pg 290, 296 Vocabulary Strategy: Analogies pg 305	Analyze Text: Personal Essay pg 313 Multiple Meanings pg 315	Determine Meaning pg 324 Analyze Stories: Character Development pg 333 Using a Dictionary pg 335
iReady Focus	Lesson 18: Comparing and	Lesson 19: Comparing and		

<i>*Small group instruction</i>	Contrasting page 179	Contrasting Genres page 201		
Assessments	Mid-Quarter: RL.3.9, RI.3.9, RL.2.6		End of Quarter: FSA	
Selection Performance Task	Performance Task A: Write an Expository Essay, pg 337			
Novel:	<i>I Am Malala</i> , (nonfiction) Lexile 1000			
Collection Academic Vocabulary:	Contrast, despite, error, inadequate, interact			
Writing Instructional Focus	Writing Workshop: <ul style="list-style-type: none"> • Narrative writing (Digital Interactive Writing Lesson) 			