

## ELA Grade 7 Scope and Sequence - Free At Last: Cluster One

Cluster one addresses the roots of the Civil Rights Movement through poems and a short story. The main thinking skills are tone, point of view, conflict, character functions and summarizing.

(Note: ELA utilizes multiple texts during instructional time, including extended texts which are planned separately from the anthology unit clusters represented below. Since there is an extensive list of approved fiction and nonfiction texts at grade level for the teacher to select for classroom use, they are not represented on this chart.)

Estimated Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
4-6	<p>“Alabama Centennial” by Naomi Madgett pgs. 4-5</p> <p>“Until Justice Rolls Down Like Waters” pg. 9</p> <p>“The Faces of Civil Rights” pgs. 10-11</p> <p>“Chronology of the Civil Rights Movement” pgs. 12-13</p>	<p>RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI3 Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events)</p>	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> </ul>
1-2	“We Wear the	RL4 Determine the meaning	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate</li> </ul>

	<p>Mask” by Paul Laurence Dunbar pg. 17</p>	<p>of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>the following:</p> <ul style="list-style-type: none"> <li>● Identifying tone?</li> </ul>
<p>2-3</p>	<p>“Booker T. and W.E.B.” by Dudley Randall pgs. 18-19</p>	<p>RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. R18 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</p>	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Analyzing point of view?</li> <li>● Connecting evidence to a claim?</li> </ul>
<p>3-6</p>	<p>“The Revolt of the Evil Fairies” by Ted Poston pgs. 28-33</p>	<p>RL3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot) RL3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot) RL2 Determine a theme or</p>	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> <li>● Analyzing conflicts?</li> <li>● Analyzing character functions?</li> <li>● Summarizing?</li> </ul>

		central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
1-2		Cluster One Summative Assessment	<ul style="list-style-type: none"><li>● Selected Response and Constructed Response questions</li></ul>