

ELA Grade 7 Scope and Sequence - On The Edge of Survival: Cluster Two

Cluster two addresses what happens to those who survive through short stories and a poem. The main thinking skills are theme, conflict, dialogue, author’s purpose, tone, summarizing, paraphrasing and constructed response.

(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	“Contents of the Dead Man’s Pockets” by Jack Finney pgs. 40-56	RL2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).	<ul style="list-style-type: none"> ● How do I effectively demonstrate the following: ● Close analytical reading? ● Extracting theme? ● Identifying conflict? ● Using dialogue? ● Writing a narrative?
4-6	“Appetizer” by Robert Abel pgs. 57-67	RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and	<ul style="list-style-type: none"> ● How do I effectively demonstrate the following: ● Close analytical reading? ● Identifying author’s purpose? ● Identifying tone? ● Writing a constructed response

		connotative meanings; analyze the impact of specific word choice on meaning and tone.	
2-3	“Staying Alive” by David Wagoner pgs. 68-71	<p>RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of 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 of events).</p>	<ul style="list-style-type: none"> ● How do I effectively demonstrate the following: ● Summarizing and paraphrasing? ● Analyzing effective evidence?
1-2		Cluster Two Summative Assessment	<ul style="list-style-type: none"> ● Selected Response and Constructed Response questions