

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

Cluster one addresses why people take risks through a short story, poem and autobiographies. The main thinking skills are conflict, character functions, emotional subtext, text structure, tone, narratives 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
1-2	<p>“Done With” by Ann Stanford pg. 4</p> <p>“To Fall In The Dark Void: Lessons of Survival” pgs. 8-9</p>	<p>RI2 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.</p>	<ul style="list-style-type: none"> <li>● What is the process for and value of Close Analytical Reading?</li> </ul>
3-6	<p>“Wilding” by Jane Yolen pgs. 12-22</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>RL3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).</p>	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> <li>● Identifying conflict?</li> <li>● Analyzing character functions?</li> <li>● Writing a constructed response?</li> <li>● Writing a narrative?</li> </ul>

2-4	<p>“Allen Greshner” by Mel Glenn pg. 23</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. RL5 Analyze how a drama’s or poem’s form or structure (e.g. soliloquy, sonnet) contributes to its meaning.</p>	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Analyzing emotional subtext?</li> <li>● Writing a poem?</li> </ul>
3-6	<p>“Search and Rescue” by Tim Cahill pgs. 24-31</p>	<p>RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.</p>	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Note Taking?</li> <li>● Identifying text structure?</li> <li>● Writing a constructed response?</li> </ul>
2-4	<p>“The Fine Madness of Iditarod” by Gary Paulsen pgs. 33-37</p>	<p>RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on</p>	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Previewing text?</li> <li>● Identifying tone?</li> <li>● Analyzing text with supporting evidence?</li> </ul>

		meaning and tone. RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of the facts.	
1-2		Cluster One Summative Assessment	● Selected Response and Constructed Response questions