

## ELA Grade 7 Scope and Sequence

### Free At Last: Cluster Three

Cluster three addresses the resistance the Civil Rights Movement met through several speeches and poems, a short story and autobiography. The main thinking skills are tone, central idea, summarizing and paraphrasing, emotional subtext, inferences, author’s purpose, narrative 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
2-4	“Inaugural Address” by Governor George C. Wallace pgs. 76-80	RI6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI8 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.	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> <li>● Identifying tone?</li> <li>● Identifying central idea?</li> <li>● Supporting a claim and connecting the evidence?</li> </ul>
3-5	“Birmingham , June 11, 1963” by	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	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> </ul>

	President John F. Kennedy pgs. 81-83	the text. RI6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI8 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.	<ul style="list-style-type: none"> <li>● Identifying a central idea?</li> <li>● Identifying tone?</li> <li>● How do I effectively demonstrate the following: <ul style="list-style-type: none"> <li>● Writing a constructed response?</li> <li>● Paraphrasing and summarizing?</li> </ul> </li> </ul>
3-5	"I Have a Dream, August 28, 1963" by Martin Luther King Jr. pgs. 84-88	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 meaning and tone. RI7 Compare and contrast text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following: <ul style="list-style-type: none"> <li>● Close analytical reading?</li> <li>● Identifying a central idea?</li> <li>● Identifying tone?</li> <li>● Writing a constructed response?</li> </ul> </li> </ul>
2-4	"Birmingham 1963" by Raymond R. Patterson pg. 89	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 connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following: <ul style="list-style-type: none"> <li>● Close analytical reading?</li> <li>● Analyzing emotional subtext?</li> <li>● Inferencing?</li> <li>● Identifying tone?</li> </ul> </li> </ul>

		of a poem or section of a story or drama.	
4-6	“Liars Don’t Qualify” by Junius Edwards pgs. 90-101	RL1 Cite several pieces of text evidence to support textual analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> <li>● Analyzing emotional subtext?</li> <li>● Analyzing characters through dialogue?</li> <li>● Writing a narrative?</li> </ul>
2-4	“Address to a Meeting in New York, 1964” by Malcolm X pgs. 114-118	<p>RI6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> <li>● Identifying author’s purpose?</li> <li>● Paraphrasing?</li> <li>● Writing a constructed response?</li> </ul>
		RL1 Cite several pieces of textual	

		evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
2-3	“Revolutionary Dreams” by Nikki Giovanni pg. 119	RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> <li>● Inferencing?</li> </ul>
1-2		Cluster Three Summative Assessment	<ul style="list-style-type: none"> <li>● Selected Response and Constructed Response questions</li> </ul>