

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

Cluster three addresses what would you risk through an article, editorial essay and short stories. The main thinking skills are tone, inferencing, central idea, theme, character functions, emotional subtext, 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
3-6	“Battle by the Breadfruit Tree” by Theodore Waldeck pgs. 74-83	RI1 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, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>● How do I effectively practice the following:</li> <li>● Identifying figurative language?</li> <li>● Inferencing?</li> <li>● Identifying tone?</li> <li>● Writing a constructed response?</li> </ul>
2-4	“The Man in the Water” by Roger	RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as	<ul style="list-style-type: none"> <li>● How do I effectively practice the following:</li> <li>● Identifying a central idea?</li> </ul>

	Rosenblatt pgs. 84-87	inferences drawn from the text. 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.	<ul style="list-style-type: none"> <li>● Supporting a claim with evidence?</li> <li>● Connecting evidence to a claim?</li> </ul>
3-6	“Jared” by David Gifaldi pgs. 88-104	RL2 Determine the theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<ul style="list-style-type: none"> <li>● How do I effectively demonstrate the following:</li> <li>● Close analytical reading?</li> <li>● Identifying plot elements?</li> <li>● Extracting theme?</li> <li>● Analyzing characters through dialogue?</li> <li>● Summarizing?</li> </ul>
3-6	“Plainswoman” by Williams Forrest pgs. 105-117	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>● Analyzing character functions?</li> <li>● Analyzing emotional subtext?</li> <li>● Comparing characters?</li> </ul>
1-2		Cluster Three Summative Assessment	<ul style="list-style-type: none"> <li>● Selected Response and Constructed Response questions</li> </ul>