

# Grade 7 ELA Novel Unit Pacing Guide

## 2024-2025

Trimester	Est. Time Frame *All dates are approximate	Unit Title/ Unit Texts Unit 1: Generations and Unit 3 Turning Points ( <i>A Christmas Carol: Scrooge and Marley</i> -1 Act I & Portion of Act II)	Writing Tasks/ Writing Focus
1	60 days September 4th, 2024 to December 6th, 2024	<p style="text-align: center;"><b><u>UNIT 1 “Generations”</u></b></p> <p><b><u>Launch Text</u></b></p> <ul style="list-style-type: none"> <li>• “Grounded”</li> </ul> <p style="padding-left: 40px;">Literary Focus:</p> <ul style="list-style-type: none"> <li>• Definition of nonfiction narrative</li> <li>• Annotations</li> <li>• Summary</li> <li>• Quickwrite</li> </ul> <p><b><u>Whole-Class Learning</u></b></p> <ul style="list-style-type: none"> <li>• Anchor text - “A Simple Act”</li> </ul> <p style="padding-left: 40px;"><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Author POV p. 39 (RACE #3)</li> <li>• Concept vocabulary</li> <li>• Word study: multiple-meaning words</li> <li>• Adverbs p. 41</li> </ul> <ul style="list-style-type: none"> <li>• from “An Invisible Thread”</li> </ul> <p style="padding-left: 40px;"><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions</li> <li>• Analyze craft and structure: RACECE for pg 47 #3. Focus on thesis sentence, MLA format, quality of explanation.</li> <li>• Concept vocabulary</li> <li>• Word study: -ity</li> <li>• Adjectives p. 49</li> </ul>	<p><b>Textbook:</b> <b>RACE review/scaffold for 7<sup>th</sup> Grade (Formative Assessments)</b> <b>Simple Act p. 39 #3</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structure</li> <li>• Heavily use Writer’s Workshop</li> <li>• Thesis Statement</li> <li>• Proper quotation MLA format for literary analysis and informational text evidence</li> <li>• Focus on extending explanation to not have it repeat the evidence</li> </ul> <p><b>Writing to Compare: Compare and Contrast RACECE: “A Simple Act” and “An Invisible Thread”.</b> Students will write an explanatory RACECE analyzing the way the two authors Schroff and Jackson present information about the same topic. “How are the two texts <b>different</b> in their presentation of the benefits of friendship?” (Utilize NJSLA Literary Analysis Task Essay examples and focus on proper MLA quoting format. Use p. 84 and p. 85 for reference)</p> <ul style="list-style-type: none"> <li>• Quoting- Format/Citations</li> <li>• Strong Thesis/Claim</li> <li>• Justify with three pieces of concise and specific evidence</li> <li>• Elaborate and reason on evidence in an academic fashion</li> <li>• Varied transitions for evidence</li> <li>• Task-specific Vocabulary</li> </ul>

**Small-Group Learning**

• **“Tutors Teach Seniors New High-Tech Tricks”**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Development of central ideas p. 67- Quickwrite. #3 find the quote
- Concept vocabulary
- Word study: -ment
- Conjunctions p. 68

• **“...from Mom & Me & Mom”**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions (Just complete Question 1 p.77)
- Narrative Nonfiction: Characterization p. 78 (important prep for essay)
- Concept vocabulary
- Word study: super-
- Independent/Dependent Clauses p. 79

• **“Learning to Love My Mother”**

*Literary Focus:*

- Closer review: supporting claims p.81
- Comprehension check
- Media vocabulary

• **“Mother to Son” and “To James”**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Figurative Language: Symbolism p.101
- Concept vocabulary
- Word study: Connotation/Denotation
- Author’s Style: Rhythm and Repetition

- Conclude with a paraphrased version of thesis

**Writing to Compare Essay:** “*Learning to Love My Mother*” and “*...from Mom & Me & Mom*” Analyze the similarities in the way each medium portrays the relationship between Maya Angelou and her relationship with her mother. (P. 84-85)

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**Novel: “Milkweed” by Jerry Spinelli**

**Narrative Writing: Milkweed**

Choose a Chapter in *Milkweed* and write the chapter from another character’s point of view. EX. Janina, Uri, Mr. Milgrom. (Use NJSLA Format and make it a timed write. Review elements of a narrative piece using pgs 54-57 in Savvas.)

- Point of View
- Dialogue
- Tone/Mood
- Setting
- Plot Structure

- Novel Study: *Milkweed* by Jerry Spinelli
- \*\* (Novels should be used every Friday)
- Weekly NJSLA Text

### *UNIT 3 “Turning Points”*

#### Whole-Class Learning

- **Anchor Text: A Christmas Carol: Scrooge and Marley, Act I**

##### *Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions / RACE Strategy: Curriculum Team Created Question- Which life experience has impacted Scrooge to become the man he now is the most? Use textual evidence to support your answer.
- Text Structure: Dialogue in Drama p.261
- Concept vocabulary
- Word study: mal-
- Subject-Verb Agreement p.263

- **Anchor Text: A Christmas Carol: Scrooge and Marley, Act II\***

##### *Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text question (Focus on Question #2 and utilize this for a whole-class discussion).
- Text Structure: Stage Directions p.293
- Concept vocabulary
- Word study: para-
- Sentence Structures p. 295

**\* Act 1 to be completed in Trimester 1. If time permits, Act 2 can be started in Trimester 1 and finished in Trimester 2.\***

#### **Christmas Carol Annotation Focuses:**

- Historical Background
- Plot Structure
- Structure of a play
- Indirect and Direct Characterization
- External and Internal Conflict
- Imagery
- Tone
- Mood
- Foreshadowing
- Setting (Time, Location changes)
- As a driving question- “Why did the author include these details?”

#### **RACE review/scaffold for 7<sup>th</sup> Grade (Formative Assessments)**

- Varied sentence structure
- Heavily use Writer’s Workshop
- Thesis Statement
- Proper quotation MLA format for literary analysis and informational text evidence
- Focus on extending explanation to not have it repeat the evidence

#### **RACE after Act 1:**

#### **Curriculum Team Created Question-**

Which life experience from Act 1 has impacted Scrooge to become the man he now is the most? Use textual evidence to support your answer.

- (Use this RACE to focus on formatting dialogue from a play into a written response.)

Trimester	Est. Time Frame *All dates are approximate	Unit Title/ Unit Texts Unit 3: Turning Points (A Christmas Carol: Scrooge and Marley Act II) and Unit 2: A Starry Home	Writing Tasks/ Writing Focus
2	60 days Dec. 9 2024-March 18, 2025	<p style="text-align: center;"><b><u>UNIT 3 “Turning Points”</u></b></p> <ul style="list-style-type: none"> <li>• <b>Media: Film: from Scrooge Directed by Henry Edwards</b> <i>Literary Focus:</i> <ul style="list-style-type: none"> <li>• Close-review</li> <li>• Comprehension check</li> <li>• Media vocabulary</li> <li>• RACECE- Writing to Compare p. 302-303</li> </ul> </li> <li><b><u>Small-Group Learning</u></b> <ul style="list-style-type: none"> <li>• <b>“Thank You, M’am”</b> <i>Literary Focus:</i> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions: RACECE STRATEGY for #1 on page 321. Students will use the chart to help them identify textual evidence</li> <li>• Elements of a Short Story: Plot p. 321</li> <li>• Concept vocabulary</li> <li>• Word study: multiple-meaning words</li> <li>• Prepositions/prepositional phrases p. 322</li> <li>• Extend the story p.323</li> </ul> </li> <li>• <b>“Urban Farming is Growing a Green Future”</b> <i>Literary Focus:</i> <ul style="list-style-type: none"> <li>• Closer-review: analyze details</li> <li>• Comprehension check</li> <li>• Media vocabulary</li> <li>• Digital Multimedia Presentation p.339</li> </ul> </li> </ul> </li> </ul>	<p><b>Textbook:</b> <b>RACE review/scaffold for 7<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structure</li> <li>• Heavily use Writer’s Workshop</li> <li>• Thesis Statement</li> <li>• Proper quotation MLA format for literary analysis and informational text evidence</li> <li>• Focus on extending explanation to not have it repeat the evidence</li> </ul> <p><b>Writing to Compare: Only use RACECE for this prompt-</b> Students write a RACECE response comparing the two versions of Charles Dickens’ famous novel. Students will compare design techniques used in each medium. Students will choose only one technique: Characters, Setting, or Mood. (Use Point by Point Method of Comparison on p. 303.)</p> <p><b><u>Performance Task: Write an Explanatory Cause-and-Effect Essay:</u></b> Students write an essay responding to one of the questions:</p> <ul style="list-style-type: none"> <li>• How does Scrooge’s character transform over the course of the play?</li> <li>• How are Mrs. Cratchit and Fred’s wife different in their attitudes and behaviors? What do their interactions with their families and Scrooge reveal about their characters?</li> </ul>

## UNIT 2 “A Starry Home”

### Launch Text

#### • “Leaving Main Street”

##### *Literary Focus:*

- Definition of argumentative text
- Annotations
- Summary
- Quickwrite

### Small-Group Learning

#### •Anchor Text, News Article: **Danger! This Mission to Mars Could Bore You to Death!**

##### *Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Text Structure: Informative Writing-(Use Question #3 as RACECE strategy. Do not have students answer with “I think”. ADD TO THE QUESTION: “Use two pieces of textual evidence to support your response”) p. 159
- Concept vocabulary
- Word study: sub-
- Action Verbs and Linking Verbs p.161

#### •“Future of Space Exploration Could See Humans on Mars, Alien Planets”

##### *Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Development of Ideas: Text Structure- Students should find direct text evidence and use correct MLA Citation. p. 179
- Concept vocabulary
- Word study: -ary
- Principal Parts of Verbs p.180

#### •“Ellen Ochoa: Director, Johnson Space Center”

##### *Literary Focus:*

- The Ghosts come to visit Scrooge to help save his soul. Which Ghost had the most impact on Scrooge and why? Explain
  - PreWriting/Planning: Students develop ideas and connect across texts.
  - Drafting: Students organize and write a first draft.
  - Editing and Proofreading: Students edit for conventions and proofread for accuracies.

### **EFFECTIVE EXPRESSION- (Summative Assessment-Timed Write)**

#### **Writing to Sources: Extend the Story-**

Students will continue the story “Thank You Ma’am” as soon as Mrs. Luealla Bates Washinton Jones shuts the door after saying goodbye. What does Roger do? Where does he go? (Utilize NJSLA Narrative Writing as a basis. Make sure to review Narrative Elements) p. 323

#### **Performance Task: NJSLA based Research Simulation Task. (Summative Assessment)**

You have learned about space travel by reading three texts, “Danger! This mission to Mars could Bore You to Death!”, “Future of Space Exploration Could See Humans on Mars, Alien Planets”, and “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity” and watching two videos. In this essay, consider how the authors show the benefits and risks of Space Exploration. Choosing three out of the five, write an essay that analyzes how each source presents the argument of going to space. How does each author show the risks and barriers that humans face? Use the three sources to support your response.

- Closer-review: analyze anecdotes
- Comprehension check
- Analyze the media
- Media vocabulary

**Physics Girl- “Should you go to Mars ft. Bill Nye” (Youtube Video)**

**•“Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Analyze Craft & Structure- Evaluate Argument and Claims- Use Question #1 as an extended two paragraph response. Do not have students answer with “I think”. Students use proper MLA format for their textual evidence. p. 209
- Concept vocabulary
- Multiple-Meaning Words
- Sentence Functions and End Marks p. 210

**(Do not do Writing to Compare. See Performance Task:NJSLA based RST in next column.)**

\* Novel Study:*Hatchet* by Gary Paulsen and *The Outsiders* by S.E. Hinton

\* Novel Study: *The Outsiders* by S.E. Hinton

\*\* (Novels should be used every Friday)

**\*Weekly NJSLA Text using LinkIt Data for data-driven instruction\***

- Three sources
- Quote Formatting
- Thesis/Claim
- Analyze specific evidence
- Synthesis evidence
- Transitional sentences between paragraphs
- Unpack prompt
- Task-specific vocabulary

**Novel: *The Outsiders* by S.E. Hinton**

**Create a Wanted poster for a Character of Choice.** Discuss on character and identify characteristics

**OR**

**Narrative Writing Task:** You are to write an alternate ending to the story. What if Johnny had lived the remainder of his life as a handicapped person? What if Dally had lived? What if they both lived? What happens next? What do you think will happen to Ponyboy? You have to decide on the point at which the story changes and what happens to each character.

- Point of View
- Dialogue
- Tone/Mood
- Setting
- Plot Structure

**Novel: *Hatchet* By Gary Paulsen**

**Immersive Activity-Book Bag Report:** If you were stranded like Brian after the plane crash, what would you hope to find in your backpack? List 5-7 objects and put them in a paper bag to present to the class with a written explanation of each object and their usefulness.

Trimester	Est. Time Frame *All dates are approximate	Unit Title/ Unit Texts Unit 3: A Starry Home Unit 4: People and the Planet Unit 5: Facing Adversity	Writing Tasks/ Writing Focus
3	60 days March 19, 2025-June 19, 2025	<p style="text-align: center;"><b><u>UNIT 2 “A Starry Home”</u></b></p> <p><b>Anchor Text, Short Story: “Dark They Were, and Golden-Eyed”</b> <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>● Annotation/close-read</li> <li>● Comprehension check</li> <li>● Analyze the text questions Use Question #2 as RACECE strategy p.142. ADD TO THE QUESTION: “Use two pieces of textual evidence to support your response</li> <li>● Figurative Language: Metaphor and Simile: Use Question #1 as RACE strategy from p. 142 to extend understanding of metaphors.</li> <li>● Concept vocabulary</li> <li>● Word study: synonyms and nuance</li> <li>● Comparisons using adjectives and adverbs p.145</li> </ul> <p>• <b>Media, Radio Play: Dark They Were, and Golden-Eyed</b> <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>● Closer-review: radio plays p. 147</li> <li>● Comprehension check</li> <li>● Analyze the media: Use Question #1 as RACECE strategy on pg. 149. Do not have students answer with “I think”. ADD TO THE QUESTION: “Use two pieces of textual evidence to support your response.”</li> <li>● Media vocabulary</li> </ul> <p style="text-align: center;"><b><u>UNIT 4: “People and the Planet”</u></b></p> <p><b><u>Launch Text: Unit 4</u></b></p>	<p><b>Textbook:</b> <b>RACE review/scaffold for 7<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>● Varied sentence structure</li> <li>● Heavily use Writer’s Workshop</li> <li>● Thesis Statement</li> <li>● Proper quotation MLA format for literary analysis and informational text evidence</li> </ul> <p>Focus on extending explanation to not have it repeat the evidence</p> <p><b>Writing an Argument:</b> Students will write a RACE/RACECE~Analyzing the text to answer the prompt: In <i>from Silent Spring</i>, does Carson’s description inspire readers to take action, or does it discourage action because the problem seems big?</p> <p><b>Narrative Writing Task:</b> Write an alternate ending in which you explore what might happen after the story ends in <i>He-y, Come On, Ou-t.</i></p> <hr/> <p><b>Novel: <i>Heroes, Gods, and Monster of the Greek Myths</i> by Bernard Evslin (Choose 1)</b></p> <ul style="list-style-type: none"> <li>● Prompt A: Describe three qualities the Ancient Greeks valued most in a hero: Use at least 2 myths and give specific details from your myth to support your answer.</li> <li>● Prompt B: Using at least two different Greek myths, find specific</li> </ul>

• **“Rethinking the Wild”**

*Literary Focus:*

- Definition of argument
- Annotations
- Summary
- Quickwrite

**Whole-Class Learning**

• **Anchor text: *from Silent Spring* by Rachel Carson**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions- Use Question #1 as a small group discussion question. Have students respond with their groups and share out what the phrase suggests and why the author chose it; have students focus on the why. p. 366
- Author’s Word Choice: Imagery- Use Question #2 on page 367 as a RACECE response. Students should be sure to answer both part A and part b. Students use proper MLA format for their textual evidence. p. 367
- Word Study-Anglo-Saxon Suffix: -ness
- Verb Mood –The Subjunctive

**Small-Group Learning**

• **“Turtle Watchers”, “Nature” is what We see—” “The Sparrow”**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- The Speaker in Lyric Poetry-
- Author’s Style: Diction and Tone (In the chart, have students use proper MLA format when filling out the word or phrase.)
- Concept Vocabulary
- Etymology

• **“He-y, Come On Ou-t!”**

*Literary Focus:*

- Annotation/close-read
- Comprehension check

examples that demonstrate the importance reputation had to the Greeks. Provide details and examples on how the importance of reputation influenced the events that took place in that myth. Make sure to cite your evidence and support your claims with examples from the text.

- Prompt C: How do myths account for natural events? Use three different myths and examples of phenomena in your response.
- Create an origin story similar to a Greek Myth about a character in one of the texts from Unit 5 myPerspectives.

- Analyze the text questions
- Literary Elements: Irony- Use Question #2 on page 427 as a RACECE response. Students must use proper MLA format for their textual evidence. p. 427
- Author’s Style: Diction and Tone (In the chart, have students use proper MLA format when filling out the word or phrase.)
- Word Study: Latin Root: -sequ-
- Punctuation Marks(When filling out the chart on page 428, students must properly cite the example from the text.)

### **UNIT 5: “Facing Adversity”**

**Launch Text: Unit 5**

• **“Against the Odds”**

*Literary Focus:*

- Definition of informative text
- Annotations
- Summary
- Quickwrite

**Small Group Learning**

• **A Work in Progress: Personal Narrative**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the Text
- Analyze the Tone
- Author’s Purpose
- Word Study-Latin Prefix extra-
- Informal Grammar

Novel Study: *Heroes, Gods, and Monster of the Greek Myths* by Bernard Evslin\*\*

\*\* (Novels should be used every Friday)

\*\*For *Heroes, Gods, and Monster of the Greek Myths* you may select specific excerpts that you would like to focus on\*\*

- **Weekly NJSLA Text**

