



BRING LITERATURE TO LIFE



TENNESSEE ELA STANDARDS MAP

GRADE 7



mheonline.com/tennessee

LE.1030378



GRADE 7

This grade level Curriculum Map outlines the scope and sequence of texts and skills that are taught in each unit. Every unit is built around a theme, essential question, and genre focus. The charts that follow provide suggested pacing, along with guidance on opportunities for practice and reteaching to standards mastery.

Titles of the reading selections, including paired texts. To the left are days for suggested pacing.

Skill lessons and focus standards that are taught with each text or cluster of texts.

Spotlight Skill lessons along with texts in future units that teachers can use to review any skills or concepts with which students may be struggling.

Opportunities to practice skills that were taught with each text as well as spiraled skills from previous texts and units in the Close Reading of a given text.

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
12-13	Tableau	Poetic Elements and Structure (6.RL.CS.5)	Spotlight: Poetic Elements and Structure (6.RL.CS.5) Unit 3: I, Too Poetic Elements and Structure (6.RL.CS.5) Unit 4: Famous Poetic Elements and Structure (6.RL.CS.5)	Figurative Language (6.RL.CS.4; 6.L.VAU.5) Poetic Elements and Structure (6.RL.CS.5)
14-19	PAIRED READINGS The Voice in My Head We're on the Same Team	Summarizing (6.RI.KID.2)	Spotlight: Summarizing (6.RI.KID.2)	Textual Evidence (6.RI.KID.1) Summarizing (6.RI.KID.2)

The Curriculum map also includes pacing for and a breakdown of the Extended Writing Project, the long-form writing assignment for each unit. Additional charts provide information on the end-of-unit review and assessment along with resources for supplementary instruction.

GRADE 7 UNIT 1

Theme: Conflicts and Clashes

Essential Question: When do differences become conflicts?

Genre Focus: Fiction

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
1-5	Rikki-Tikki-Tavi	<p>Annotation (7.RL.KID.1)</p> <p>Context Clues (7.RL.CS.4; 7.L.VAU.4.a)</p> <p>Reading Comprehension (7.RL.RRTC.10)</p> <p>Text Dependent Responses (7.RL.KID.1)</p> <p>Textual Evidence (7.RL.KID.1)</p> <p>Character (7.RL.KID.3)</p> <p>Collaborative Conversations (7.SL.CC.1)</p> <p>Short Constructed Response (7.RL.KID.1; 7.W.PDW.4)</p> <p>Peer Review (7.W.PDW.5)</p>	<p>Spotlight Skill: Annotation (7.RL.KID.1)</p> <p>Spotlight Skill: Context Clues (7.RL.CS.4; 7.L.VAU.4.a)</p> <p>Spotlight Skill: Reading Comprehension (7.RL.RRTC.10)</p> <p>Spotlight Skill: Text Dependent Responses (7.RL.KID.1)</p> <p>Spotlight Skill: Textual Evidence (7.RL.KID.1)</p> <p>Spotlight Skill: Character (7.RL.KID.3)</p> <p>Spotlight Skill: Collaborative Conversations (7.SL.CC.1)</p> <p>Spotlight Skill: Short Constructed Response (7.RL.KID.1; 7.W.PDW.4)</p> <p>Spotlight Skill: Peer Review (7.W.PDW.5)</p> <p>Unit 1 Text: Nioma Skill: Textual Evidence (7.RL.KID.1)</p> <p>Unit 2 Text: The Walking Dance Skill: Textual Evidence (7.RL.KID.1)</p> <p>Unit 4 Text: Harrison Bergeron Skill: Textual Evidence (7.RL.KID.1)</p> <p>Unit 4 Text: The Tequila Worm Skill: Character (7.RL.KID.3)</p> <p>Unit 5 Text: The Third Elevator Skill: Character (7.RL.KID.3)</p> <p>Unit 6 Text: A Thousand Cranes Skill: Character (7.RL.KID.3)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Character (7.RL.KID.3)</p>
	Big Idea: When do differences become conflicts?	<p>Academic Vocabulary: Interacting with Others</p> <p>Recognizing Genre: Fiction</p>		Write: Analyzing Genre

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
7-9	The Wise Old Woman	<p>Summarizing (7.RL.KID.2)</p> <p>Theme (7.RL.KID.2)</p>	<p>Spotlight Skill: Summarizing (7.RL.KID.2)</p> <p>Spotlight Skill: Theme (7.RL.KID.2)</p> <p>Unit 1 Text: Thank You, M'am Skill: Theme (7.RL.KID.2)</p> <p>Unit 5 Text: Aesop's Fables Skill: Theme (7.RL.KID.2)</p> <p>Unit 5 Text: The Invisible One (Algonquin Cinderella) Skill: Summarizing (7.RL.KID.2)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Summarizing (7.RL.KID.2)</p> <p>Theme (7.RL.KID.2)</p> <p>Character (7.RL.KID.3)</p>
10-12	Woodsong	<p>Connotation and Denotation (7.RI.CS.4; 7.L.VAU.5)</p> <p>Author's Purpose and Point of View (7.RI.CS.6)</p>	<p>Spotlight Skill: Connotation and Denotation (7.RI.CS.4; 7.L.VAU.5)</p> <p>Spotlight Skill: Author's Purpose and Point of View (7.RI.CS.6)</p> <p>Unit 3 Text: We Beat the Street Skill: Connotation and Denotation (7.RI.CS.4)</p> <p>Unit 3 Text: Letter to President Theodore Roosevelt, July 17, 1903 Skill: Author's Purpose and Point of View (7.RI.CS.6)</p> <p>Unit 6 Text: Hidden Figures Skill: Author's Purpose and Point of View (7.RI.CS.6)</p>	<p>Textual Evidence (7.RI.KID.1)</p> <p>Connotation and Denotation (7.RI.CS.4; 7.L.VAU.5)</p> <p>Author's Purpose and Point of View (7.RI.CS.6)</p>
13-14	Nimona	<p>Textual Evidence (7.RL.KID.1)</p>	<p>Spotlight Skill: Textual Evidence (7.RL.KID.1)</p> <p>Unit 2 Text: The Walking Dance Skill: Textual Evidence (7.RL.KID.1)</p> <p>Unit 4 Text: Harrison Bergeron Skill: Textual Evidence (7.RL.KID.1)</p> <p>Unit 5 Text: The Cruel Tribute (from "Old Greek Stories") Skill: Textual Evidence (7.RL.KID.1)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Character (7.RL.KID.3)</p>

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
15-18	<p>PAIRED READINGS</p> <p>Stargirl</p> <p>Seventh Grade</p>	<p>Setting (7.RL.KID.3)</p> <p>Compare and Contrast (7.RL.IKI.9)</p>	<p>Spotlight Skill: Setting (7.RL.KID.3)</p> <p>Spotlight Skill: Compare and Contrast (7.RL.IKI.9)</p> <p>Unit 3 Text: Before We Were Free Skill: Setting (7.RL.KID.3)</p> <p>Unit 5 Text: Icarus and Daedalus Skill: Setting (7.RL.KID.3)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Theme (7.RL.KID.2)</p> <p>Setting (7.RL.KID.3)</p>
19-21	<p>The Monsters Are Due on Maple Street</p>	<p>Plot (7.RL.KID.3)</p> <p>Dramatic Elements and Structure (7.RL.CS.5)</p>	<p>Spotlight Skill: Plot (7.RL.KID.3)</p> <p>Spotlight Skill: Dramatic Elements and Structure (7.RL.CS.5)</p> <p>Unit 2 Text: The Walking Dance Skill: Plot (7.RL.KID.3)</p> <p>Unit 5 Text: The Invisible One (Algonquin Cinderella) Skill: Plot (7.RL.KID.3)</p> <p>Unit 6 Text: A Thousand Cranes Skill: Dramatic Elements and Structure (7.RL.CS.5)</p> <p>Unit 6 Text: Cuentos de Josefina (Josephine's Tales) Skill: Dramatic Elements and Structure (7.RL.CS.5)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Plot (7.RL.KID.3)</p> <p>Dramatic Elements and Structure (7.RL.CS.5)</p>
22-23	<p>The Skin I'm In</p>	<p>Point of View (7.RL.CS.6)</p>	<p>Spotlight Skill: Point of View (7.RL.CS.6)</p> <p>Unit 4 Text: Harrison Bergeron Skill: Point of View (7.RL.CS.6)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Theme (7.RL.KID.2)</p> <p>Point of View (7.RL.CS.6)</p>
24-27	<p>PAIRED READINGS</p> <p>Mad</p> <p>In the Year 1974</p> <p>Thank You, M'am</p>	<p>Media (7.RL.IKI.7)</p> <p>Theme (7.RL.KID.2)</p>	<p>Spotlight Skill: Theme (7.RL.KID.2)</p> <p>Spotlight Skill: Media (7.RL.IKI.7)</p> <p>Unit 2 Text: Annabel Lee Skill: Media (7.RL.IKI.7)</p> <p>Unit 2 Text: The Highwayman Skill: Media (7.RL.IKI.7)</p> <p>Unit 5 Text: Aesop's Fables Skill: Theme (7.RL.KID.2)</p> <p>Unit 6 Text: The Matsuyama Mirror Skill: Media (7.RL.IKI.7)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Theme (7.RL.KID.2)</p> <p>Character (7.RL.KID.3)</p> <p>Compare and Contrast (7.RL.IKI.7)</p>

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

Days	Extended Writing Project and Grammar	Skill and Standard Instruction	Additional Lessons for Reteaching
16	Narrative Writing Process: Plan		
17-18	Narrative Writing Process: Draft	Organizing Narrative Writing (7.W.TTP.3.b)	Spotlight Skill: Organizing Narrative Writing (7.W.TTP.3.b)
19-24	Narrative Writing Process: Revise	Story Beginnings (7.W.TTP.3.a) Descriptive Details (7.W.TTP.3.g) Narrative Techniques (7.W.TTP.3.d) Transitions (7.W.TTP.3.c, 7.W.TTP.3.e) Conclusions (7.W.TTP.3.f)	Spotlight Skill: Story Beginnings (7.W.TTP.3.a) Spotlight Skill: Descriptive Details (7.W.TTP.3.g) Spotlight Skill: Narrative Techniques (7.W.TTP.3.d) Spotlight Skill: Narrative Sequencing (7.W.TTP.3.c) Spotlight Skill: Conclusions (7.W.TTP.3.f)
25-28	Narrative Writing Process: Edit and Publish	Grammar: Basic Spelling Rules I (7.L.CSE.2) Grammar: Main and Subordinate Clauses (7.L.CSE.1.a) Grammar: Simple and Compound Sentences (7.L.CSE.1.b)	Spotlight Skill: Grammar: Basic Spelling Rules I (7.L.CSE.2) Spotlight Skill: Grammar: Main and Subordinate Clauses (7.L.CSE.1.a) Spotlight Skill: Grammar: Simple and Compound Sentences (7.L.CSE.1.b)

The final two days of the unit are reserved for review and assessment.

Days	Review and Assessment	Skill Practice and Assessment
29	Spotlight Skills Review	Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging.
30	End-of-Unit Assessment	For more detail, please see the End-of-Unit Assessment chart below for Grade 7 Unit 1.

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

Assessment Section	Content	Assessed Skills and Standards
Reading	Robot Rumble Genre: Fiction Word Count: 916 Lexile: 970	Summary 9-10.RI.IK1.8 Character 7.RL.KID.3 Context Clues 7.RL.CS.4 Setting 7.RL.KID.3 Plot 7.RL.KID.3 Theme 7.RL.KID.2
	The Myth of Prometheus Genre: Fiction Word Count: 400 Lexile: 990	Context Clues 7.RL.CS.4 Setting 7.RL.KID.3 Theme 7.RL.KID.2 Summary 7.RL.KID.2 Character 7.RL.KID.3 Plot 7.RL.KID.2
	A Stolen Gift Genre: Drama Word Count: 500 Lexile: N/A	Plot 7.RL.KID.3 Setting 7.RL.KID.3 Dramatic Elements or Structure 7.RL.CS.5 Textual Evidence 7.RL.KID.1
	We've Always Done It That Way Genre: Fiction Word Count: 949 Lexile: 970	Theme 7.RL.KID.2 Character 7.RL.KID.3 Plot 7.RL.KID.3 Point of View 7.RL.CS.6 Setting 7.RL.KID.3
NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.		
Revising and Editing	Student Passage #1	Simple and Compound Sentences 7.L.CSE.1.b Spelling 7.L.CSE.2 Main and Subordinate Clauses 7.L.CSE.1.a
	Student Passage #2	Descriptive Details 7.W.PDW.5 Organizing Writing 7.W.PDW.5 Narrative Techniques 7.W.PDW.5 Transitions 7.W.PDW.5 Beginnings and Conclusions 7.W.PDW.5
Writing	Prompt: Narrative Writing	Narrative Writing 7.W.TTP.3.a, 7.W.TTP.3.b, 7.W.TTP.3.c, 7.W.TTP.3.d, 7.W.TTP.3.e, 7.W.TTP.3.f, 7.W.TTP.3.g

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

Resource	Description	Recommended Usage
ELL Resources	Ready for Marcos, Fiction	"Ready for Marcos" serves as a structural and thematic model for "Rikki-Tikki-Tavi," and may be used in place of or as an extension to this text.
	A World Away, Fiction	"A World Away" serves as a structural and thematic model for Stargirl, or "Seventh Grade," and may be used in place of or as an extension to those texts.
	EOP, Narrative	In this Extended Oral Project, students write and perform a dramatic scene. This may be assigned in place of this unit's EWP.
Novel Study Options	Nimona, Fiction Stargirl, Fiction	Novel Studies are chosen to connect with each unit's theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.

GRADE 7 UNIT 2

Theme: Highs and Lows

Essential Question: What do we learn from love and loss?

Genre Focus: Poetry

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
1-2	Big Idea: What do we learn from love and loss?	Recognizing Genre: Poetry Academic Vocabulary		Write: Analyzing Genre
3-5	Annabel Lee	Poetic Elements and Structure (7.RL.CS.5) Figurative Language (7.RL.CS.4; 7.L.VAU.5) Media (7.RL.IKI.7)	Spotlight Skill: Figurative Language (7.RL.CS.4; 7.L.VAU.5) Spotlight Skill: Poetic Elements and Structure (7.RL.CS.5) Spotlight Skill: Media (7.RL.IKI.7) Unit 4 Text: Casey at the Bat: A Ballad of the Republic Sung in the Year 1888 Skill: Figurative Language (7.RL.CS.4; 7.L.VAU.5) Unit 2 Text: Second Estrangement Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 2 Text: The Highwayman Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 2 Text: The Highwayman Skill: Media (7.RL.IKI.7) Unit 5 Text: The New Colossus Skill: Figurative Language (7.RL.CS.4; 7.L.VAU.5) Unit 5 Text: The New Colossus Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 6 Text: Choices Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 6 Text: The Matsuyama Mirror Skill: Media (7.RL.IKI.7)	Textual Evidence (7.RL.KID.1) Figurative Language (7.RL.CS.4; 7.L.VAU.5) Poetic Elements and Structure (7.RL.CS.5) Media (7.RL.IKI.7)
6-9	<p>PAIRED READINGS</p> <p>My Mother Pieced Quilts</p> <p>Museum Indians</p>	Context Clues (7.RI.CS.4; 7.L.VAU.4.a) Figurative Language (7.RI.CS.4)	Spotlight Skill: Context Clues (7.RI.CS.4; 7.L.VAU.4.a) Spotlight Skill: Figurative Language (7.RI.CS.4)	Textual Evidence (7.RI.KID.1) Main Idea (7.RI.KID.2) Figurative Language (7.RI.CS.4)

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
10-13	The Walking Dance	Plot (7.RL.KID.3) Textual Evidence (7.RL.KID.1)	Spotlight Skill: Textual Evidence (7.RL.KID.1) Spotlight Skill: Plot (7.RL.KID.3) Unit 4 Text: Harrison Bergeron Skill Textual Evidence (7.RL.KID.1) Unit 5 Text: The Cruel Tribute (from “Old Greek Stories”) Skill: Textual Evidence (7.RL.KID.1) Unit 5 Text: The Invisible One (Algonquin Cinderella) Skill: Plot (7.RL.KID.3)	Textual Evidence (7.RL.KID.1) Theme (7.RL.KID.2) Plot (7.RL.KID.3) Point of View (7.RL.CS.6)
14-15	Second Estrangement	Poetic Elements and Structure (7.RL.CS.5)	Spotlight Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 2 Text: The Highwayman Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 5 Text: The New Colossus Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 6 Text: Choices Skill: Poetic Elements and Structure (7.RL.CS.5)	Textual Evidence (7.RL.KID.1) Theme (7.RL.KID.2) Poetic Elements and Structure (7.RL.CS.5)
16-17	No Dream Too High: Simone Biles	Central or Main Idea (7.RI.KID.2)	Spotlight Skill: Central or Main Idea (7.RI.KID.2) Unit 4 Text: Barrio Boy Skill: Central or Main Idea (7.RI.KID.2)	Textual Evidence (7.RI.KID.1) Central or Main Idea (7.RI.KID.2)

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
18-20	The Highway Man	Poetic Elements and Structure (7.RL.CS.5) Media (7.RL.IK1.7)	Spotlight Skill: Poetic Elements and Structure (7.RL.CS.5) Spotlight: Media (7.RL.IK1.7) Unit 5 Text: The New Colossus Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 6 Text: Choices Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 6 Text: The Matsuyama Mirror Skill: Media (7.RL.IK1.7)	Textual Evidence (7.RL.KID.1) Poetic Elements and Structure (7.RL.CS.5) Media (7.RL.IK1.7)
21-22	Flesh and Blood So Cheap: The Triangle Fire and Its Legacy	Informational Text Structure (7.RI.CS.5)	Spotlight Skill: Informational Text Structure (7.RI.CS.5) Unit 4 Text: The Last Human Light (from "What If?") Skill: Informational Text Structure (7.RI.CS.5)	Informational Text Structure (7.RI.CS.5)
23-27	PAIRED READINGS A Christmas Carol Tangerine My Mother Really Knew	Compare and Contrast (7.RL.IK1.9)	Spotlight Skill: Compare and Contrast (7.RL.IK1.9) Unit 3 Text: The People Could Fly Skill: Compare and Contrast (7.RL.IK1.9) Unit 4 Text: Fever 1973 Skill: Compare and Contrast (7.RL.IK1.9)	Textual Evidence (7.RL.KID.1) Figurative Language (7.RL.CS.4) Compare and Contrast (7.RL.IK1.9)

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

Days	Extended Writing Project and Grammar	Skill and Standard Instruction	Additional Lessons for Reteaching
16	Literary Analysis Writing Process: Plan		
17-20	Literary Analysis Writing Process: Draft	<p>Thesis Statement (7.W.TTP.1.a)</p> <p>Organizing Argumentative Writing (7.W.TTP.1.c)</p> <p>Reasons and Relevant Evidence (7.W.TTP.1.b, 7.W.TTP.1.d)</p>	<p>Spotlight Skill: Thesis Statement (7.W.TTP.1.a)</p> <p>Spotlight Skill: Organizing Argumentative Writing (7.W.TTP.1.c)</p> <p>Spotlight Skill: Reasons and Relevant Evidence (7.W.TTP.1.b, 7.W.TTP.1.d)</p>
21-25	Literary Analysis Writing Process: Revise	<p>Introductions (7.W.TTP.1.a)</p> <p>Transitions (7.W.TTP.1.g)</p> <p>Style (7.W.TTP.1.i)</p> <p>Conclusions (7.W.TTP.1.e)</p>	<p>Spotlight Skill: Introductions (7.W.TTP.1.a)</p> <p>Spotlight Skill: Transitions (7.W.TTP.1.g)</p> <p>Spotlight Skill: Style (7.W.TTP.1.i)</p> <p>Spotlight Skill: Conclusions (7.W.TTP.1.e)</p>
26-28	Literary Analysis Writing Process: Edit and Publish	<p>Grammar: Adjective Clauses (7.L.CSE.1.a)</p> <p>Grammar: Noun Clauses (7.L.CSE.1.a)</p> <p>Grammar: Complex Sentences (7.L.CSE.1.b)</p>	<p>Spotlight Skill: Grammar: Adjective Clauses (7.L.CSE.1.a)</p> <p>Spotlight Skill: Grammar: Noun Clauses (7.L.CSE.1.a)</p> <p>Spotlight Skill: Grammar: Complex Sentences (7.L.CSE.1.b)</p>

The final two days of the unit are reserved for review and assessment.

Days	Review and Assessment	Skill Practice and Assessment
29	Spotlight Skills Review	Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging.
30	End-of-Unit Assessment	For more detail, please see the End-of-Unit Assessment chart below for Grade 7 Unit 2.

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

Assessment Section	Content	Assessed Skills and Standards
Reading	The Necklace Genre: Fiction Word Count: 701 Lexile: 990	Plot 7.RL.KID.3 Textual Evidence 7.RL.KID.1 Figurative Language 7.RL.CS.4 Context Clues 7.L.VAU.4.a
	The Poplar Field Genre: Poetry Word Count: 183 Lexile: N/A	Figurative Language 7.RL.CS.4 Poetic Elements and Structure (rhyme and sound) 7.RL.CS.5 Poetic Elements and Structure (stanza and structure) 7.RL.CS.5 Textual Evidence 7.RL.KID.1
	So Far Away, So Close to Home Genre: Non-Fiction Word Count: 628 Lexile: N/A	Figurative Language 7.RI.CS.4 Informational Text Structure 7.RI.CS.5 Central or Main Idea 7.RI.KID.2 Context Clues 7.L.VAU.4.a Textual Evidence 7.RI.KID.1
	Lonely Genre: Poetry Word Count: 134 Lexile: N/A	Figurative Language 7.RL.CS.4 Poetic Elements and Structure (stanza and structure) 7.RL.CS.5 Poetic Elements and Structure (rhyme and sound) 7.RL.CS.5 Context Clues 7.L.VAU.4.a Textual Evidence 7.RL.KID.1
Revising and Editing	Student Passage #1	Noun Clauses 7.L.CSE.1.a Complex Sentences 7.L.CSE.1.b Adjective Clauses 7.L.CSE.1.a
	Student Passage #2	Thesis 7.W.PDW.5 Introductions 7.W.PDW.5 Reasons and Relevant Evidence 7.W.PDW.5 Transitions 7.W.PDW.5 Conclusions 7.W.PDW.5
Writing	Prompt: Literary Analysis	Literary Analysis 7.W.TTP.1.a, 7.W.TTP.1.b, 7.W.TTP.1.c, 7.W.TTP.1.d, 7.W.TTP.1.e, 7.W.TTP.1.f, 7.W.TTP.1.g, 7.W.TTP.1.h, 7.W.TTP.1.i

NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

Resource	Description	Recommended Usage
ELL Resources	Deep Water, Fiction	“Deep Water” serves as a structural and thematic model for Tangerine, and may be used in place of or as an extension to this text.
	Sarah’s Neighbor, Fiction	“Sarah’s Neighbor” serves as a structural and thematic model for “My Mother Really Knew,” and may be used in place of or as an extension to this text.
	EOP, Literary Analysis	In this Extended Oral Project, students will write and deliver a literary analysis that explains a lesson learned about friendship or family relationships. This may be assigned in place of this unit’s EWP.
Novel Study Options	Tangerine, Fiction Flesh and Blood So Cheap: The Triangle Fire and Its Legacy, Fiction	Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.

GRADE 7 UNIT 3

Theme: Chasing the Impossible

Essential Question: What makes a dream worth pursuing?

Genre Focus: Argumentative Text

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
1-2	Big Idea: What makes a dream worth pursuing?	Recognizing Genre: Argumentative Text Academic Vocabulary: Greek and Latin Affixes and Roots I		Write: Analyzing Genre
3-4	We Beat the Street	Connotation and Denotation (7.RI.CS.4; 7.L.VAU.5)	Spotlight Skill: Connotation and Denotation (7.RI.CS.4; 7.L.VAU.5)	Textual Evidence (7.RI.KID.1) Central or Main Idea (7.RI.KID.2) Connotation and Denotation (7.RI.CS.4; 7.L.VAU.5) Author's Purpose and Point of View (7.RI.CS.6)
5-7	The First Americans	Summarizing (7.RI.KID.2) Language, Style, and Audience (7.RI.CS.4)	Spotlight Skill: Summarizing (7.RI.KID.2) Spotlight Skill: Language, Style, and Audience (7.RI.CS.4) Unit 3 Text: Letter to President Theodore Roosevelt, July 17, 1903 Skill: Language, Style, and Audience (7.RI.CS.4)	Textual Evidence (7.RI.KID.1) Summarizing (7.RI.KID.2) Language, Style, and Audience (7.RI.CS.4) Author's Purpose and Point of View (7.RI.CS.6)
PAIRED READINGS				
8-10	Harriet Tubman: Conductor on the Underground Railroad The People Could Fly	Compare and Contrast (7.RI.IKI.9)	Spotlight Skill: Compare and Contrast (7.RI.IKI.9) Unit 3 Text: Responses to "Machines, not people, should be exploring the stars for now" Skill: Compare and Contrast (7.RI.IKI.9) Unit 6 Text: Reality TV and Society Skill: Compare and Contrast (7.RI.IKI.9)	Textual Evidence (7.RI.IKI.9) Connotation and Denotation (7.RI.CS.4) Compare and Contrast (7.RI.IKI.9)
11-13	All Together Now	Arguments and Claims (7.RI.IKI.8) Reasons and Evidence (7.RI.IKI.8) Media (7.RI.IKI.7)	Spotlight Skill: Media (7.RI.IKI.7) Spotlight Skill: Arguments and Claims (7.RI.IKI.8) Spotlight Skill: Reasons and Evidence (7.RI.IKI.8) Unit 3 Text: Machines, not people, should be exploring the stars for now Skill: Reasons and Evidence (7.RI.IKI.8) Unit 4 Text: Hitting Big League Fastball 'Clearly Impossible' Skill: Media (7.RI.IKI.7) Unit 6 Text: Reality TV and Society Skill: Arguments and Claims (7.RI.IKI.8) Unit 6 Text: Remarks at the UNESCO Education for All Week Luncheon Skill: Reasons and Evidence (7.RI.IKI.8)	Textual Evidence (7.RI.KID.1) Media (7.RI.IKI.7) Arguments and Claims (7.RI.IKI.8) Reasons and Evidence (7.RI.IKI.8)

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
14-18	<p>PAIRED READINGS</p> <p>Mother Jones: Fierce Fighter for Workers' Rights</p> <p>Speech to the Young: Speech to the Progress-Toward</p> <p>Letter to President Theodore Roosevelt, July 17, 1903</p>	<p>Language, Style, Audience (7.RI.CS.4)</p> <p>Author's Purpose and Point of View (7.RI.CS.6)</p>	<p>Spotlight Skill: Language, Style, Audience (7.RI.CS.4)</p> <p>Spotlight Skill: Author's Purpose and Point of View (7.RI.CS.6)</p> <p>Unit 6 Text: Hidden Figures Skill: Author's Purpose and Point of View (7.RI.CS.6)</p>	<p>Textual Evidence (7.RI.KID.1)</p> <p>Author's Purpose and Point of View (7.RI.CS.6)</p> <p>Arguments and Claims (7.RI.IK1.8)</p> <p>Compare and Contrast (7.RI.IK1.9)</p>
19-20	Before We Were Free	Setting (7.RL.KID.3)	Spotlight Skill: Setting (7.RL.KID.3)	<p>Textual Evidence (7.RL.KID.1)</p> <p>Character (7.RL.KID.3)</p> <p>Plot (7.RL.KID.3)</p> <p>Setting (7.RL.KID.3)</p>
21-24	Machines, not people, should be exploring the stars for now	<p>Technical Language (7.RI.CS.4)</p> <p>Greek and Latin Affixes and Roots (7.L.VAU.4.b)</p> <p>Reasons and Evidence (7.RI.IK1.8)</p>	<p>Spotlight Skill: Technical Language (7.RI.CS.4)</p> <p>Spotlight Skill: Reasons and Evidence (7.RI.IK1.8)</p> <p>Spotlight Skill: Greek and Latin Affixes and Roots (7.L.VAU.4.b)</p> <p>Unit 6 Text: Hidden Figures Skill: Technical Language (7.RI.CS.4)</p> <p>Unit 6 Text: Remarks at the UNESCO Education for All Week Luncheon Skill: Reasons and Evidence (7.RI.IK1.8)</p>	<p>Textual Evidence (7.RI.KID.1)</p> <p>Technical Language (7.RI.CS.4)</p> <p>Author's Purpose and Point of View (7.RI.CS.6)</p> <p>Arguments and Claims (7.RI.IK1.8)</p> <p>Reasons and Evidence (7.RI.IK1.8)</p>
25-27	Responses to "Machines, not people, should be exploring the stars for now"	Compare and Contrast (7.RI.IK1.9)	<p>Spotlight Skill: Compare and Contrast (7.RI.IK1.9)</p> <p>Unit 6 Text: Reality TV and Society Skill: Compare and Contrast (7.RI.IK1.9)</p>	<p>Textual Evidence (7.RI.KID.1)</p> <p>Author's Purpose and Point of View (7.RI.CS.6)</p> <p>Arguments and Claims (7.RI.IK1.8)</p> <p>Reasons and Evidence (7.RI.IK1.8)</p> <p>Compare and Contrast (7.RI.IK1.9)</p>

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

Days	Extended Writing Project and Grammar	Skill and Standard Instruction	Additional Lessons for Reteaching
16	Argumentative Writing Process: Plan		
17-19	Argumentative Writing Process: Draft	<p>Thesis Statement (7.W.TTP.1.a)</p> <p>Organizing Argumentative Writing (7.W.TTP.1.c)</p> <p>Reasons and Relevant Evidence (7.W.TTP.1.b, 7.W.TTP.1.d)</p>	<p>Spotlight Skill: Thesis Statement (7.W.TTP.1.a) Organizing Argumentative Writing (7.W.TTP.1.c)</p> <p>Spotlight Skill: Reasons and Relevant Evidence (7.W.TTP.1.b, 7.W.TTP.1.d)</p>
20-24	Argumentative Writing Process: Revise	<p>Introductions (7.W.TTP.1.a)</p> <p>Transitions (7.W.TTP.1.g)</p> <p>Style (7.W.TTP.1.i)</p> <p>Conclusions (7.W.TTP.1.e)</p>	<p>Spotlight Skill: Introductions (7.W.TTP.1.a)</p> <p>Spotlight Skill: Transitions (7.W.TTP.1.g)</p> <p>Spotlight Skill: Style (7.W.TTP.1.i)</p> <p>Spotlight Skill: Conclusions (7.W.TTP.1.e)</p>
25-28	Argumentative Writing Process: Edit and Publish	<p>Grammar: Adverb Clauses (7.L.CSE.1.a)</p> <p>Grammar: Compound-Complex Sentences (7.L.CSE.1.b)</p> <p>Grammar: Basic Spelling Rules II (7.L.CSE.2)</p>	<p>Spotlight Skill: Grammar: Adverb Clauses (7.L.CSE.1.a)</p> <p>Spotlight Skill: Grammar: Compound-Complex Sentences (7.L.CSE.1.b)</p> <p>Spotlight Skill: Grammar: Basic Spelling Rules II (7.L.CSE.2)</p>

The final two days of the unit are reserved for review and assessment.

Days	Review and Assessment	Skill Practice and Assessment
29	Spotlight Skills Review	Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging.
30	End-of-Unit Assessment	For more detail, please see the End-of-Unit Assessment chart below for Grade 7 Unit 3.

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

Assessment Section	Content	Assessed Skills and Standards
Reading	<p>“The Chance for Peace” Address by President Dwight D. Eisenhower Genre: Non-fiction Word Count: 840 Lexile: 1010L</p>	Summarizing 7.RI.KID.2 Arguments and Claims 7.RI.IKI.8 Reasons and Evidence 7.RI.IKI.8 Textual Evidence 7.RL.KID.1 Connotation and Denotation 7.RI.CS.4 Author’s Purpose and Point of View 7.RI.CS.6 Language, Style, and Audience 7.RI.CS.4
	<p>A Family Win Genre: Non-Fiction Word Count: 502 Lexile: 1020L</p>	Arguments and Claims 7.RI.IKI.8 Reasons and Evidence 7.RI.IKI.8 Language, Style, and Audience 7.RI.CS.4 Textual Evidence 7.RI.KID.1 Summarizing 7.RI.KID.2 Author’s Purpose and Point of View 7.RI.CS.6 Connotation and Denotation 7.RI.CS.4
	<p>Leading Together Genre: Non-Fiction Word Count: 498 Lexile: 1010L</p>	Compare and Contrast 7.RI.IKI.9 Summarizing 7.RI.KID.2 Language, Style, and Audience 7.RI.CS.4 Author’s Purpose and Point of View 7.RI.CS.6 Reasons and Evidence 7.RI.IKI.8
	<p>Dreaming Green Genre: Non-fiction Word Count: 889 Lexile: 1020L</p>	Arguments and Claims 7.RL.IKI.8 Reasons and Evidence 7.RL.IKI.8 Author’s Purpose and Point of View 7.RL.CS.6 Summarizing 7.RI.KID.2 Connotation and Denotation 7.RI.CS.4
Revising and Editing	Student Passage #1	Compound-Complex Sentences 7.L.CSE.1.b Editing: Basic Spelling Rules II 7.L.CSE.1.b Adverb Clauses 7.L.CSE.1.1.a
	Student Passage #2	Introductions 7.W.PDW.5 Thesis 7.W.PDW.5 Transitions 7.W.PDW.5 Conclusions 7.W.PDW.5 Reasons and Relevant Evidence 7.W.PDW.5
Writing	Prompt: Argumentative Letter	Argumentative Letter 7.W.TTP.1.aj, 7.W.TTP.1.b, 7.W.TTP.1.c, 7.W.TTP.1.d, 7.W.TTP.1.e, 7.W.TTP.1.f, 7.W.TTP.1.g, 7.W.TTP.1.h, 7.W.TTP.1.i

NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

Resource	Description	Recommended Usage
ELL Resources	Taking a Stand, Informational	“Taking a Stand” serves as a structural and thematic model for Mother Jones: Fierce Fighter For Workers’ Rights may be used in place of or as an extension to this text.
	School Lunches: Who Decides What Students Should Eat? Informational	“School Lunches: Who Decides What Students Should Eat?” serves as a structural and thematic model for “Machines, not people, should be exploring the stars for now,” and may be used in place of or as an extension to this text.
	EOP, Debate	In this Extended Oral Project, students prepare for and participate in a debate about whether it is more important to support students’ health or creativity. This may be assigned in place of this unit’s EWP.
Novel Study Options	We Beat the Street, Informational Harriet Tubman: Conductor on the Underground Railroad, Informational	Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.

GRADE 7 UNIT 4

Theme: Moment of Truth

Essential Question: How can one event change everything?

Genre Focus: Informational Text

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
1-2	Big Idea: How can one event change everything?	Recognizing Genre: Informational Text Academic Vocabulary: Greek and Latin Roots and Affixes: Luc, Phil, Vid/Vis		Write: Analyzing Genre
3-4	Casey at the Bat: A Ballad of the Republic Sung in the Year 1888	Figurative Language (7.RL.CS.4)	Spotlight Skill: Figurative Language (7.RL.CS.4) Unit 5 Text: The New Colossus Skill: Figurative Language (7.RL.CS.4)	Textual Evidence (7.RL.KID.1) Connotation and Denotation (7.RL.CS.4) Figurative Language (7.RL.CS.4) Poetic Elements and Structure (7.RL.CS.5)
5-7	Hitting big league fastball 'clearly impossible'	Technical Language (7.RI.CS.4) Media (7.RI.IKI.7; 7.SL.CC.2)	Spotlight Skill: Technical Language (7.RI.CS.4) Spotlight Skill: Media (7.RI.IKI.7; 7.SL.CC.2) Unit 4 Text: The Last Human Light (from "What If?") Skill: Media (7.RI.IKI.7) Unit 6 Text: Hidden Figures Skill: Technical Language (7.RI.CS.4) Unit 6 Text: Miami Dancer Follows Dreams while Planning for the Future Skill: Media (7.RI.IKI.7)	Textual Evidence (7.RI.KID.1) Technical Language (7.RI.CS.4) Informational Text Structure (7.RI.CS.5) Media (7.RI.IKI.7; 7.SL.CC.2)
8-10	The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope	Textual Evidence (7.RI.KID.1) Informational Text Elements (7.RI.KID.3)	Spotlight Skill: Textual Evidence (7.RI.KID.1) Spotlight Skill: Informational Text Elements (7.RI.KID.3) Unit 5 Text: The Other Side of the Sky Skill: Textual Evidence (7.RI.KID.1)	Textual Evidence (7.RI.KID.1) Informational Text Elements (7.RI.KID.3)

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
11-13	<p>PAIRED READINGS</p> <p>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</p> <p>Fever 1793</p>	Compare and Contrast (7.RL.IK1.9)	<p>Spotlight Skill: Compare and Contrast (7.RL.IK1.9)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Central or Main Idea (7.RL.KID.2)</p> <p>Informational Text Elements (7.RL.KID.3)</p> <p>Connotation and Denotation (7.RL.CS.4)</p> <p>Compare and Contrast (7.RL.IK1.9)</p>
14-16	Harrison Bergeron	<p>Word Patterns and Relationships (7.L.VAU.5)</p> <p>Textual Evidence (7.RL.KID.1)</p> <p>Point of View (7.RL.CS.6)</p>	<p>Spotlight Skill: Textual Evidence (7.RL.KID.1)</p> <p>Spotlight Skill: Point of View (7.RL.CS.6)</p> <p>Spotlight Skill: Word Patterns and Relationships (7.L.VAU.5)</p> <p>Unit 5 Text: The Cruel Tribute (from "Old Greek Stories") Skill: Textual Evidence (7.RL.KID.1)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Theme (7.RL.KID.2)</p> <p>Character (7.RL.KID.3)</p> <p>Point of View (7.RL.CS.6)</p>
17-19	The Last Human Light (from "What If?")	<p>Word Meaning (7.L.VAU.4.c)</p> <p>Media (7.RI.IK1.7; 7.SL.CC.2)</p> <p>Informational Text Structure (7.RI.CS.5)</p>	<p>Spotlight Skill: Informational Text Structure (7.RI.CS.5)</p> <p>Spotlight Skill: Media (7.RI.IK1.7; 7.SL.CC.2)</p> <p>Spotlight Skill: Word Meaning (7.L.VAU.4.c)</p> <p>Unit 6 Text: Miami Dancer Follows Dreams while Planning for the Future Skill: Media (7.RI.IK1.7; 7.SL.CC.2)</p>	<p>Textual Evidence (7.RI.KID.1)</p> <p>Informational Text Structure (7.RI.CS.5)</p> <p>Media (7.RI.IK1.7; 7.SL.CC.2)</p> <p>Arguments and Claims (7.RI.IK1.8)</p>
20-24	<p>PAIRED READINGS</p> <p>The Power of Student Peer Leaders</p> <p>The Three Questions</p> <p>The Tequila Worm</p>	<p>Connotation and Denotation (7.RL.CS.4)</p> <p>Character (7.RL.KID.3)</p>	<p>Spotlight Skill: Character (7.RL.KID.3)</p> <p>Spotlight Skill: Connotation and Denotation (7.RL.CS.4)</p> <p>Unit 5 Text: The Third Elevator Skill: Character (7.RL.KID.3)</p> <p>Unit 5 Text: Perseus Skill: Connotation and Denotation (7.RL.CS.4)</p> <p>Unit 6 Text: A Thousand Cranes Skill: Character (7.RL.KID.3)</p>	<p>Textual Evidence (7.RL.KID.1)</p> <p>Theme (7.RL.KID.2)</p> <p>Character (7.RL.KID.3)</p> <p>Connotation and Denotation (7.RL.CS.4)</p>
25-27	Barrio Boy	<p>Central or Main Idea (7.RI.KID.2)</p> <p>Informational Text Elements (7.RI.KID.3)</p>	<p>Spotlight Skill: Central or Main Idea (7.RI.KID.2)</p> <p>Spotlight Skill: Informational Text Elements (7.RI.KID.3)</p> <p>Unit 6 Text: Miami Dancer Follows Dreams while Planning for the Future Skill: Informational Text Elements (7.RI.KID.3)</p>	<p>Textual Evidence (7.RI.KID.1)</p> <p>Central or Main Idea (7.RI.KID.2)</p> <p>Informational Text Elements (7.RI.KID.3)</p> <p>Connotation and Denotation (7.RI.CS.4)</p> <p>Figurative Language (7.RI.CS.4)</p>

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

Days	Extended Writing Project and Grammar	Skill and Standard Instruction	Additional Lessons for Reteaching
16	Informative Writing Process: Plan		
17-19	Informative Writing Process: Draft	Thesis Statement (7W.TTP.2.a) Organizing Informative Writing (7W.TTP.2.b) Supporting Details (7W.TTP.2.c, 7W.TTP.2.d)	Spotlight Skill: Thesis Statement (7W.TTP.2.a) Spotlight Skill: Organizing Informative Writing (7W.TTP.2.b)
20-25	Informative Writing Process: Revise	Introductions (7W.TTP.2.a) Transitions (7W.TTP.2.g) Conclusions (7W.TTP.2.e) Style (7W.TTP.2.j) Precise Language (7W.TTP.2.h)	Spotlight Skill: Supporting Details (7W.TTP.2.c, 7W.TTP.2.d) Spotlight Skill: Introductions (7W.TTP.2.a) Spotlight Skill: Transitions (7W.TTP.2.g) Spotlight Skill: Conclusions (7W.TTP.2.e) Spotlight Skill: Style (7W.TTP.2.j) Spotlight Skill: Precise Language (7W.TTP.2.h)
26-28	Informative Writing Process: Edit and Publish	Grammar: Misplaced and Dangling Modifiers (7L.CSE.1.a, 7L.CSE.1.b) Grammar: Commas Between Coordinate Adjectives (7L.CSE.2) Grammar: Commonly Misspelled Words (7L.CSE.2)	Spotlight Skill: Grammar: Misplaced and Dangling Modifiers (7L.CSE.1.a, 7L.CSE.1.b) Spotlight Skill: Grammar: Commas Between Coordinate Adjectives (7L.CSE.2) Spotlight Skill: Grammar: Commonly Misspelled Words (7L.CSE.2)

The final two days of the unit are reserved for review and assessment.

Days	Review and Assessment	Skill Practice and Assessment
29	Spotlight Skills Review	Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging.
30	End-of-Unit Assessment	For more detail, please see the End-of-Unit Assessment chart below for Grade 7 Unit 4.

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

Assessment Section	Content	Assessed Skills and Standards
Reading	Lucky Lindy Genre: Non-fiction Word Count: 787 Lexile: 1080L	Informational Text Structure 7.RI.CS.5 Informational Text Elements 7.RI.KID.3 Textual Evidence 7.RI.KID.2 Word Patterns and Relationships 7.L.VAU.5 Central or Main Idea 7.RI.KID.2
	Frozen in Time Genre: Non-Fiction Word Count: 470 Lexile: 1040L	Informational Text Structure 7.RI.CS.5 Central or Main Idea 7.RI.KID.2 Textual Evidence 7.RI.KID.2 Word Patterns and Relationships 7.L.VAU.5 Informational Text Elements 7.RI.KID.3
	I, Pliny the Younger Genre: Non-Fiction Word Count: 644 Lexile: N/A	Textual Evidence 7.RI.KID.2 Figurative Language 7.RL.CS.4 Point of View 7.RL.CS.4 Connotation and Denotation 7.RI.CS.4 Character 7.RI.KID.3 Compare and Contrast 7.RL.KID.3
	How Gutenberg Changed the World Genre: Non-fiction Word Count: 893 Lexile: 1070L	Informational Text Structure 7.RI.CS.5 Central or Main Idea 7.RI.KID.2 Textual Evidence 7.RI.KID.2 Central or Main Idea 7.RI.KID.2 Word Patterns and Relationships 7.L.VAU.5 Informational Text Elements 7.RI.KID.3
Revising and Editing	Student Passage #1	Commonly Misspelled Words 7.L.CSE.2 Misplaced and Dangling Modifiers 7.L.CSE.1.b Commas Between Coordinate Adjectives 7.L.CSE.2
	Student Passage #2	Revising 7.W.PDW.5
Writing	Prompt: Informative/Explanatory Writing	Informative/Explanatory Writing 7.W.TP.2.a, 7.W.TP.2.b, 7.W.TP.2.c, 7.W.TP.2.d, 7.W.TP.2.e, 7.W.TP.2.f, 7.W.TP.2.g, 7.W.TP.2.h, 7.W.TP.2.i, 7.W.TP.2.j

NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

Resource	Description	Recommended Usage
ELL Resources	Belles of the Ballgame, Informational	“Belles of the Ballgame” serves as a structural and thematic model for “Casey at the Bat,” and may be used in place of or as an extension to those texts.
	The Future of Wind Energy, Informational	“The Future of Wind Energy” serves as a structural and thematic model for The Boy Who Harnessed the Wind, and may be used in place of or as an extension to those texts.
	EOP, Informative Essay	In this Extended Oral Project, students will write and present an informative essay about a person who achieved something important in their life. This may be assigned in place of this unit’s EWP.
Novel Study Options	An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793, Informational The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope, Informational	Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.

GRADE 7 UNIT 5

Theme: Test of Time

Essential Question: Why do we still read myths and folktales?

Genre Focus: Traditional Stories (Myths, Folktales, Fairytales)

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
1-2	Big Idea: Why do we still read myths and folktales?	Recognizing Genre: Traditional Stories Academic Vocabulary		Write: Analyzing Genre
3-4	Aesop's Fables	Theme (7.RL.KID.2)	Spotlight Skill: Theme (7.RL.KID.2)	Textual Evidence (7.RL.KID.1) Theme (7.RL.KID.2) Character (7.RL.KID.3)
5-11	PAIRED READINGS The Hunger Games The Classical Roots of the "The Hunger Games" The Cruel Tribute (from "Old Greek Stories") The Invisible One (Algonquin Cinderella)	Textual Evidence (7.RL.KID.1)	Spotlight Skill: Textual Evidence (7.RL.KID.1) Spotlight Skill: Summarizing (7.RL.KID.2) Spotlight Skill: Plot (7.RL.KID.3)	Textual Evidence (7.RL.KID.1) Theme (7.RL.KID.2) Character (7.RL.KID.3) Setting (7.RL.KID.3) Textual Evidence (7.RL.KID.1) Summarizing (7.RL.KID.2) Character (7.RL.KID.3) Plot (7.RL.KID.3)
12-14	The Other Side of the Sky	Textual Evidence (7.RI.KID.1)	Spotlight Skill: Textual Evidence (7.RI.KID.1)	Textual Evidence (7.RI.KID.1) Informational Text Structure (7.RI.CS.5)
15-18	PAIRED READINGS The Story of Anniko Icarus and Daedalus	Greek and Latin Affixes and Roots (7.L.VAU.4.b) Setting (7.RL.KID.3)	Spotlight Skill: Setting (7.RL.KID.3) Spotlight Skill: Greek and Latin Affixes and Roots (7.L.VAU.4.b)	Textual Evidence (7.RL.KID.1) Character (7.RL.KID.3) Plot (7.RL.KID.3) Setting (7.RL.KID.3)
19-21	The New Colossus	Poetic Elements and Structure (7.RL.CS.5) Figurative Language (7.RL.CS.4; 7.L.VAU.5)	Spotlight Skill: Figurative Language (7.RL.CS.4; 7.L.VAU.5) Spotlight Skill: Poetic Elements and Structure (7.RL.CS.5) Unit 6 Text: Choices Skill: Poetic Elements and Structure (7.RL.CS.5)	Textual Evidence (7.RL.KID.1) Figurative Language (7.RL.CS.4; 7.L.VAU.5) Poetic Elements and Structure (7.RL.CS.5)

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
22-24	The Third Elevator	Character (7.RL.KID.3)	Spotlight Skill: Character (7.RL.KID.3) Unit 6 Text: A Thousand Cranes Skill: Character (7.RL.KID.3)	Textual Evidence (7.RL.KID.1) Theme (7.RL.KID.2) Character (7.RL.KID.3) Figurative Language (7.RL.CS.4; 7.L.VAU.5) Point of View (7.RL.CS.6)
25-27	Perseus	Connotation and Denotation (7.RL.CS.4)	Spotlight Skill: Connotation and Denotation (7.RL.CS.4)	Textual Evidence (7.RL.KID.1) Connotation and Denotation (7.RL.CS.4) Poetic Elements and Structure (7.RL.CS.5)

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

Days	Extended Writing Project and Grammar	Skill and Standard Instruction	Additional Lessons for Reteaching
16	Research Writing Process: Plan		
17-20	Research Writing Process: Draft	Planning Research (7.W.RBPK.7) Evaluating Sources (7.W.RBPK.8; 7.SL.CC.2) Research and Notetaking (7.W.RBPK.7)	Spotlight Skill: Planning Research (7.W.RBPK.7) Spotlight Skill: Evaluating Sources (7.W.RBPK.8; 7.SL.CC.2) Spotlight Skill: Research and Notetaking (7.W.RBPK.7)
21-25	Research Writing Process: Revise	Critiquing Research (7.W.RBPK.7) Paraphrasing (7.W.RBPK.8) Sources and Citations (7.W.RBPK.8) Print and Graphic Features (7.W.TTP.2)	Spotlight Skill: Critiquing Research (7.W.RBPK.7) Spotlight Skill: Paraphrasing (7.W.RBPK.8) Spotlight Skill: Sources and Citations (7.W.RBPK.8) Spotlight Skill: Print and Graphic Features (7.W.TTP.2)
26-28	Research Writing Process: Edit and Publish	Grammar: Participial Phrases (7.L.CSE.1) Grammar: Gerunds and Gerund Phrases (7.L.CSE.1) Grammar: Infinitive Phrases (7.L.CSE.1)	Spotlight Skill: Grammar: Using a Style Guide: Verbals - Participial Phrases (7.L.CSE.1) Spotlight Skill: Grammar: Using a Style Guide - Gerund Phrases (7.L.CSE.1) Spotlight Skill: Grammar: Using a Style Guide - Infinitive Phrases (7.L.CSE.1)

The final two days of the unit are reserved for review and assessment.

Days	Review and Assessment	Skill Practice and Assessment
29	Spotlight Skills Review	Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging.
30	End-of-Unit Assessment	For more detail, please see the End-of-Unit Assessment chart below for Grade 7 Unit 5.

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

Assessment Section	Content	Assessed Skills and Standards
Reading	Artemis and Iphigenia Genre: Fiction Word Count: 604 Lexile: 1050	Textual Evidence 7.RL.KID.1 Theme 7.RL.KID.2 Character 7.RL.KID.3 Plot 7.RL.KID.3 Summary 7.RL.KID.2 Setting 7.RL.KID.3
	The Elephant and the Dog Genre: Fiction Word Count: 523 Lexile: 1070	Theme 7.RL.KID.2 Setting 7.RL.KID.3 Connotation and Denotation 7.RL.CS.4 Greek and Latin Affixes and Roots 7.L.VAU.4.b Figurative Language 7.RL.CS.4 Summary 7.RL.KID.2
	The Spider's Gift Genre: Fiction Word Count: 553 Lexile: 1060	Textual Evidence 7.RL.KID.1 Character 7.RL.KID.3 Plot 7.RL.KID.3 Figurative Language 7.RL.CS.4 Setting 7.RL.KID.3 Greek and Latin Affixes and Roots 7.L.VAU.4.b
	The Gift from Frigga Genre: Fiction Word Count: 776 Lexile: 1100	Theme 7.RL.KID.3 Character 7.RL.KID.3 Plot 7.RL.KID.3 Setting 7.RL.KID.3
Revising and Editing	Student Passage #1	Participial Phrases 7.L.CSE.1.a Infinitive Phrases 7.L.CSE.1.a Gerund Phrases 7.L.CSE.1.a
	Student Passage #2	Revising 7.W.PDW.5
Writing	Prompt: Research Report	Research Report 7.W.TP.2.a, 7.W.TP.2.b, 7.W.TP.2.c, 7.W.TP.2.d, 7.W.TP.2.e, 7.W.TP.2.f, 7.W.TP.2.g, 7.W.TP.2.h, 7.W.TP.2.i, 7.W.TP.2.j

NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

Resource	Description	Recommended Usage
ELL Resources	The Legendary Storyteller, Informational	“The Legendary Storyteller” serves as a structural and thematic model for “The Classical Roots of The Hunger Games,” and may be used in place of or as an extension to that text.
	The Worried Armadillo, Fiction	“The Worried Armadillo” serves as a structural and thematic model for Aesop’s Fables, and many of the folktale or fairy tale selections in the unit and may be used in place of or as an extension to those texts.
	EOP, Research	In this Extended Oral Project, students will write and present a personal address about how food is connected to a community problem. This may be assigned in place of this unit’s EWP.
Novel Study Options	The Other Side of the Sky: A Memoir, Informational The Hunger Games, Fiction	Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.

GRADE 7 UNIT 6

Theme: The Power of One

Essential Question: How do we stand out from a crowd?

Genre Focus: Drama

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
1-2	Big Idea: How do we stand out from a crowd?	Recognizing Genre: Drama Academic Vocabulary		Write: Analyzing Genre
3-7	PAIRED READINGS The Giver Nothing to Envy: Ordinary Lives in North Korea A Thousand Cranes	Character (7.RL.KID.3) Dramatic Elements and Structure (7.RL.CS.5)	Spotlight Skill: Character (7.RL.KID.3) Spotlight Skill: Dramatic Elements and Structure (7.RL.CS.5) Unit 6 Text: Cuentos de Josefina (Josephine's Tales) Skill: Dramatic Elements and Structure (7.RL.CS.5)	Textual Evidence (7.RL.KID.1) Theme (7.RL.KID.2) Character (7.RL.KID.3) Dramatic Elements and Structure (7.RL.CS.5) Compare and Contrast (7.RL.IKI.9)
8-9	Remarks at the UNESCO Education for All Week Luncheon	Reasons and Evidence (7.RI.IKI.8)	Spotlight Skill: Reasons and Evidence (7.RI.IKI.8)	Textual Evidence (7.RI.KID.1) Central or Main Idea (7.RI.KID.2) Language, Style, and Audience (7.RI.CS.4) Reasons and Evidence (7.RI.IKI.8)
10-12	Hidden Figures	Technical Language (7.RI.CS.4) Author's Purpose and Point of View (7.RI.CS.6)	Spotlight Skill: Technical Language (7.RI.CS.4) Spotlight Skill: Author's Purpose and Point of View (7.RI.CS.6)	Textual Evidence (7.RI.KID.1) Technical Language (7.RI.CS.4) Author's Purpose and Point of View (7.RI.CS.6)
13-15	Miami Dancer Follows Dreams while Planning for the Future	Informational Text Elements (7.RI.KID.3) Media (7.RI.IKI.7; 7.SL.CC.2)	Spotlight Skill: Informational Text Elements (7.RI.KID.3) Spotlight Skill: Media (7.RI.IKI.7; 7.SL.CC.2)	Textual Evidence (7.RI.KID.1) Informational Text Elements (7.RI.KID.3) Connotation and Denotation (7.RI.CS.4) Informational Text Structure (7.RI.CS.5) Media (7.RI.IKI.7; 7.SL.CC.2)

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
19-21	The Matsuyama Mirror	Word Meaning (7.L.VAU.4.c) Media (7.RL.7; 7.SL.CC.2)	Spotlight Skill: Media (7.RL.7; 7.SL.CC.2) Spotlight Skill: Word Meaning (7.L.VAU.4.c)	Textual Evidence (7.RL.KID.1) Character (7.RL.KID.3) Dramatic Elements and Structure (7.RL.CS.5) Media (7.RL.7; 7.SL.CC.2)
22-24	PAIRED READINGS New Directions Choices	Poetic Elements and Structure (7.RL.CS.5)	Spotlight Skill: Poetic Elements and Structure (7.RL.CS.5)	Textual Evidence (7.RI.KID.1) Theme (7.RL.KID.2) Poetic Elements and Structure (7.RL.CS.5)
25-27	Cuentos de Josefina (Josephine's Tales)	Dramatic Elements and Structure (7.RL.CS.5)	Spotlight Skill: Dramatic Elements and Structure (7.RL.CS.5)	Textual Evidence (7.RL.KID.1) Theme (7.RL.KID.2) Plot (7.RL.KID.3) Dramatic Elements and Structure (7.RL.CS.5)

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

Days	Extended Writing Project and Grammar	Skill and Standard Instruction	Additional Lessons for Reteaching
16	Oral Presentation Process: Plan		
17-20	Oral Presentation Process: Draft	Evaluating Sources (7.W.RBPK.8; 7.SL.CC.2) Organizing an Oral Presentation (7.SL.PKI.4, 7.SL.PKI.5)	Spotlight Skill: Evaluating Sources (7.W.RBPK.8; 7.SL.CC.2) Spotlight Skill: Organizing an Oral Presentation (7.SL.PKI.4, 7.SL.PKI.5) Spotlight Skill: Considering Audience and Purpose (7.SL.PKI.4, 7.SL.PKI.6)
21-25	Oral Presentation Process: Revise	Considering Audience and Purpose (7.SL.PKI.4, 7.SL.PKI.6) Communicating Ideas (7.SL.PKI.4) Reasons and Relevant Evidence (7.SL.CC.3) Sources and Citations (7.W.RBPK.8)	Spotlight Skill: Communicating Ideas (7.SL.PKI.4) Spotlight Skill: Reasons and Relevant Evidence (7.SL.CC.3) Spotlight Skill: Sources and Citations (7.W.RBPK.8)
26-28	Oral Presentation Process: Edit and Publish	Grammar: Economy of Language (7.L.KL.3) Grammar: Noun Clauses (7.L.CSE.1.a)	Spotlight Skill: Economy of Language (7.L.KL.3) Spotlight Skill: Noun Clauses (7.L.CSE.1.a)

The final two days of the unit are reserved for review and assessment.

Days	Review and Assessment	Skill Practice and Assessment
29	Spotlight Skills Review	Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging.
30	End-of-Unit Assessment	For more detail, please see the End-of-Unit Assessment chart below for Grade 7 Unit 6.

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

Assessment Section	Content	Assessed Skills and Standards
Reading	The Dog Decision Genre: Drama Word Count: 682 Lexile: N/A	Dramatic Elements and Structure 7.RL.CS.5 Word Meaning 7.L.VAU.5 Textual Evidence 7.RL.KID.1 Character 7.RL.KID.3
	The Four-Leaved Shamrock Genre: Poetry Word Count: 202 Lexile: N/A	Poetic Elements and Structure 7.RL.CS.5 Textual Evidence 7.RL.KID.1
	Lead the Way Genre: Non-Fiction Word Count: 676 Lexile: 1070	Arguments and Claims 7.RI.IKI.8 Technical Language 7.RI.CS.4 Textual Evidence 7.RI.KID.1 Author's Purpose and Point of View 7.RI.CS.6 Reasons and Evidence 7.RI.IKI.8 Informational Text Elements 7.RI.KID.3
	Ride, Amelia, Ride! Genre: Drama Word Count: 827 Lexile: N/A	Dramatic Elements and Structure 7.RL.CS.5 Character 7.RL.KID.3 Textual Evidence 7.RI.KID.1 Word Meaning 7.L.VAU.5
Revising and Editing	Student Passage #1	Economy of Language 7.L.KL.3 Clauses - Noun Clauses 7.L.CSE.1.a
	Student Passage #2	Revising 7.W.PDW.5
Writing	Prompt: Draft of Oral Presentation	Draft of Oral Presentation 7.W.TTP.1.a, 7.W.TTP.1.b, 7.W.TTP.1.c, 7.W.TTP.1.d, 7.W.TTP.1.e, 7.W.TTP.1.f, 7.W.TTP.1.g, 7.W.TTP.1.h, 7.W.TTP.1.i

NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

Resource	Description	Recommended Usage
ELL Resources	The Monsters Backstage, Fiction	"The Monsters Backstage" serves as a structural and thematic model for The Monsters Are Due on Maple Street, and may be used in place of or as an extension to this text.
	Peer Pressure vs. Teenagers, Informational Text	"Peer Pressure vs. Teenagers" serves as a structural and thematic model "Reality TV and Society," and may be used in place of or as an extension to this text.
	EOP, Personal Recommendation	In this Extended Oral Project, students will write and present a personal recommendation for a book, movie, or music that helped them develop and grow. This may be assigned in place of this unit's EWP.
Novel Study Options	The Giver, Fiction Hidden Figures, Informational	Novel Studies are chosen to connect with each unit's theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.

