

7th Grade English Language Arts

Scope & Sequence

Unit One Power of Words	Unit Two Creativity	Unit Three Perspectives	Unit Four Journey	Unit Five Bold Actions	Unit Six Obstacles
<u>ESSENTIAL QUESTIONS (Theme)</u> <ul style="list-style-type: none"> How do I interact with words? What impact do words have on myself and others? How can the power of words be used for positive and negative outcomes? 	<u>ESSENTIAL QUESTIONS (Theme)</u> <ul style="list-style-type: none"> Why does creativity matter? How do writers use the conventions of writing and writing tools to allow readers to enjoy the text? What power does creative language have in helping us connect to texts? 	<u>ESSENTIAL QUESTIONS (Theme)</u> <ul style="list-style-type: none"> How does the way you perceive the world influence your perspective? Why do our perspectives matter? What are the benefits of understanding other perspectives? 	<u>ESSENTIAL QUESTIONS (Theme)</u> <ul style="list-style-type: none"> How do the decisions we make impact our journey? How can reading and writing take us on a journey? Why do journeys matter? 	<u>ESSENTIAL QUESTIONS (Theme)</u> <ul style="list-style-type: none"> How do the actions we take affect who we are? What does it mean to be bold? What character qualities do bold individuals have? When does being bold “cross the line”? How can an individual’s bold actions affect others? 	<u>ESSENTIAL QUESTIONS (Theme)</u> <ul style="list-style-type: none"> Why do we need obstacles in our lives? When we meet up with obstacles how do we respond? How do the elements of our lives interact with the obstacles that we face? (culture, setting, economy, ethnicity, family background)
<u>ESSENTIAL QUESTIONS (Skills)</u> <ul style="list-style-type: none"> How can I use a variety of strategies to help me determine the impact of words and phrases in a text? How can I figure out what a word means if I don’t know the word? 	<u>ESSENTIAL QUESTIONS (Skills)</u> <ul style="list-style-type: none"> How can I use a variety of strategies to help me determine the impact of words and phrases in a text? Why do I need to support my ideas with credible evidence? 	<u>ESSENTIAL QUESTIONS (Skills)</u> <ul style="list-style-type: none"> How can I use a variety of strategies to help me determine the impact of words and phrases in a text? Why do I need to know the author’s point of view or purpose in a text? How can I figure out what a words mean 	<u>ESSENTIAL QUESTIONS (Skills)</u> <ul style="list-style-type: none"> Why do I need to support my ideas with credible evidence? How does inferring make my analysis deeper? How does the explanation of my evidence make my point stronger? 	<u>ESSENTIAL QUESTIONS (Skills)</u> <ul style="list-style-type: none"> Why do I need to know the author’s point of view or purpose in a text? How do I write a summary that distinguishes between important and interesting information? 	<u>ESSENTIAL QUESTIONS (Skills)</u> <ul style="list-style-type: none"> Why do I need to know the author’s point of view or purpose in a text? How can I use a variety of strategies to help me determine the impact of words and phrases in a text? How can I figure out what a word means

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<ul style="list-style-type: none"> Why is summarizing without personal opinion important? How do I put information into my own words? Why do I need to know the author's point of view or purpose in a text? How do I write a summary that distinguishes between important and interesting information? 	<ul style="list-style-type: none"> How does inferring make my analysis deeper? How does the explanation of my evidence make my point stronger? 	<p>if I don't know the word?</p> <ul style="list-style-type: none"> Why do I need to support my ideas with credible evidence? How does inferring make my analysis deeper? How does the explanation of my evidence make my point stronger? 	<ul style="list-style-type: none"> How can I use a variety of strategies to help me determine the impact of words and phrases in a text? Why do I need to know the author's point of view or purpose in a text? 	<ul style="list-style-type: none"> How do I put information into my own words? Why do I need to support my ideas with credible evidence? How does inferring make my analysis deeper? How does the explanation of my evidence make my point stronger? 	<p>if I don't know the word?</p>
<p>STANDARDS</p> <p>Word Study</p> <ul style="list-style-type: none"> 7.RL.1.B/7.RI.1.B <p>Central Idea/Summary</p> <ul style="list-style-type: none"> 7.RI.1D 	<p>STANDARDS</p> <p>Citing Text Evidence</p> <ul style="list-style-type: none"> 7.RI.1.A W.1.A W.2.A.a <p>Word Study</p> <ul style="list-style-type: none"> 7.W.A 7.RL.1.B/7.RI.1.B 7.RL/RI.2C <p>Supporting Standards</p> <ul style="list-style-type: none"> 7.SL.1.A (Collaborate) 7.SL.1.C (Collaborate) 	<p>STANDARDS</p> <p>Citing Text Evidence</p> <ul style="list-style-type: none"> 7.RI.1.A W.1.A W.2.AB <p>Central Idea/Summary</p> <ul style="list-style-type: none"> 7.RI.1D 7.RL.1D (Theme) <p>Word Study</p> <ul style="list-style-type: none"> 7.RL.1.B/7.RI.1.B <p>Supporting Standards</p> <ul style="list-style-type: none"> 7.RL.2.C (Meaning & Tone) 	<p>STANDARDS</p> <p>Citing Text Evidence</p> <ul style="list-style-type: none"> 7.RI.1A <p>Central Idea/Summary</p> <ul style="list-style-type: none"> 7.RI.1D <p>Word Study</p> <ul style="list-style-type: none"> 7.RL.1.B/7.RI.1.B <p>Supporting Standards</p> <ul style="list-style-type: none"> 7.RL.3.B (Compare/Contrast Historical and Realistic) 7.RL.3.C (Reflect Historical Events) 7.RL.2.A (Structure) 	<p>STANDARDS</p> <p>Citing Text Evidence</p> <ul style="list-style-type: none"> 7.RI.1A <p>Central Idea/Summary</p> <ul style="list-style-type: none"> 7.RI.1D <p>Supporting Standards</p> <ul style="list-style-type: none"> 7.W.1.A (Research) 7.W.2.A.C (Argumentative) 7.W.3.A (Revise & Edit) 	<p>STANDARDS</p> <p>Citing Text Evidence</p> <ul style="list-style-type: none"> 7.RI.1A <p>Central Idea/Summary</p> <ul style="list-style-type: none"> 7.RI.1D 7.RL.1D (Theme) <p>Word Study</p> <ul style="list-style-type: none"> 7.RL.1.B/7.RI.1.B

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	<ul style="list-style-type: none"> 7.SL.2.A (Present) 	<ul style="list-style-type: none"> 7.RL.2.D (Setting/Characters/Plot) 7.RL.3.A (Compare & Contrast Written vs. Multi Media) 7.W.2.A (Writing Process) 7.W.3.A (Revise & Edit) 	<ul style="list-style-type: none"> 7.RL.3.D (Read & Comprehend different genres of writing) 7.SL.2.C (Present) 		
<u>ASSESSMENTS</u> Central Idea/ Summary Word Study	<u>ASSESSMENTS</u> Citing Text Evidence	<u>ASSESSMENTS</u> Citing Text Evidence	<u>ASSESSMENTS</u> Word Study	<u>ASSESSMENTS</u> Citing Text Evidence	<u>ASSESSMENTS</u> Central Idea/ Summary Theme
<u>TEXTS</u> Various articles	<u>TEXTS</u> <i>Song of the Trees</i> <i>The Well</i>	<u>TEXTS</u> <i>Roll of Thunder, Hear My Cry</i>	<u>TEXTS</u> <i>Out of the Dust</i> Poetry	<u>TEXTS</u> Abby Sunderland National Collections Unit	<u>TEXTS</u> <i>Petey</i> <i>The Giver</i> <i>All of the Above</i> <i>The Running Dream</i>
<u>ACTIVITIES</u> Main Idea/Central Idea Statement Summary	<u>ACTIVITIES</u> PEEL paragraphs Socratic Seminar	<u>ACTIVITIES</u> Narrative Research Skills	<u>ACTIVITIES</u> Dust Bowl Research	<u>ACTIVITIES</u> Argumentative	<u>ACTIVITIES</u> Literature Circles
<u>GRAMMAR</u>	<u>GRAMMAR</u>	<u>GRAMMAR</u>	<u>GRAMMAR</u>	<u>GRAMMAR</u>	<u>GRAMMAR</u>
<u>VOCABULARY</u> Connotative Meaning Denotative Meaning Context Clues Central Idea	<u>VOCABULARY</u> Direct Quote Paraphrase Point of View	<u>VOCABULARY</u> Infer Explicit Implicit Credible	<u>VOCABULARY</u> Historical Fiction Structure Form Mood		<u>VOCABULARY</u> Theme Plot Conflict Characterization

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Main Idea Author's Purpose Paraphrase	Figurative Language Relevant Cite Credible Infer Explicit Implicit Characterization Setting Conflict	Conventions Contribute Mood Tone Narrative Sequence Voice Transitions Revise Edit Cite Symbolism Theme	Tone		Setting Exposition Rising Action Climax Falling Action Resolution Symbolism
<u>Common Sector Competencies</u>	Read for information: Understands work-related reading materials such as memos, directions, policies and regulations to do a job. Learns from text by determining the main idea or essential message. Summarizes ideas in his/her own words. Identifies relevant details, facts and specifications.				

Sarah Price 2016-17

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