

# 7<sup>th</sup> Grade ELA Scope & Sequence

	August-September	October	November	December	January	February	February-March	April	May - June
<b>Reading Focus</b>	<p>Unit 1 – Plot, Conflict, Setting</p> <p>Skills: novel reading strategies, questioning</p> <p>Resource: literature circle novels</p>	<p>Unit 2 Characterization –</p> <ul style="list-style-type: none"> <li>Character change and motivations</li> <li>Point of View</li> </ul> <p>Skills: Inferencing, reading strategies</p> <p>Resource: short story</p>	<p>Unit 3 Theme</p> <ul style="list-style-type: none"> <li>Types of themes</li> <li>Characters and conflicts develop implied themes</li> <li>Symbolism</li> </ul> <p>Resource: short story</p>	<p>Unit 4 – Poetry and “non-traditional” literature forms</p> <ul style="list-style-type: none"> <li>Figurative Language</li> <li>Different forms of writing, such as poetry, plays, and visual literature</li> <li>Continue (recurring and implied) theme through poetry and plays</li> </ul> <p>Skills: strategies for analysis and comprehension</p> <p>Resource: play, poetry</p>	<p>Unit 5 – Power or Language: Figurative and Connotative Language</p> <p>Mood and Tone</p> <ul style="list-style-type: none"> <li>Author biases</li> <li>Effective word choice</li> </ul> <p>Skills: Inferencing, implicit vs. Explicit meaning</p> <p>Resource: Short story, nonfiction articles</p>	<p>Unit 6 - (2 weeks) Credibility and Bias: How do author’s individual beliefs guide the way they write?</p> <p>Skills: compare and contrast, summarizing</p> <p>Resource: nonfiction articles via databases and NewsELA</p>	<p>Unit 7-Nonfiction - structure, organization, features</p> <p>Skills: nonfiction reading strategies, short texts (articles) vs. long texts (novels)</p> <p>Resource: novels</p>	<p>Unit 8-Dystopian Literature: Where fiction and nonfiction intersect</p> <ul style="list-style-type: none"> <li>Character change as a result of external factors</li> <li>Dystopia literature as a reflection of real life</li> <li>Propaganda</li> </ul> <p>Resources: novels</p>	<p>Unit 9 – Fictional Literary Genres</p> <ul style="list-style-type: none"> <li>ex: myths, legends, fairytale, fantasy, fables</li> <li>Characteristics and differences between forms of tales</li> <li>Universal themes and diverse cultures/traditions</li> </ul> <p>Resources: myths, short stories, fables as needed</p>
<b>Writing Focus</b>	<p>Expository introductions</p> <p>Identifying and analyzing text evidence effectively</p> <p>Block quotes, in-text citations</p> <p><i>How to take notes/organization techniques as needed</i></p>	<p>Analyzing evidence</p> <p>Effective body paragraphs</p> <p>Elements of narrative stories (dialogue, developing characterization, etc.)</p>	<p>Expository conclusions</p> <p>Academic language and strong word choice</p>	<p>Attending to Task, Purpose, and Audience</p> <p>Speaking techniques</p> <ul style="list-style-type: none"> <li>Preparing for oral presentations</li> </ul>	<p>Persuasive Writing</p> <ul style="list-style-type: none"> <li>Counterarguments</li> <li>Persuasive conclusion techniques</li> <li>Task, purpose, audience</li> <li>Strong Word Choice</li> </ul> <p>Revision Skills</p> <ul style="list-style-type: none"> <li>Varied sentence structure</li> <li>Clarity of ideas</li> </ul>	<p>Research Skills</p> <ul style="list-style-type: none"> <li>Using databases</li> <li>Judging sources for reliability and bias</li> <li>MLA citations</li> <li>Research skills</li> <li>Finding sources</li> <li>Synthesizing multiple sources on one topic</li> <li>Summarizing</li> </ul>	<p>Continue research skills from February to create a community based, non-fiction topic to research.</p>	<p>Forms of writing – Final Project</p> <ul style="list-style-type: none"> <li>combining elements of narrative, expository, and persuasion</li> <li>propaganda</li> </ul>	<ul style="list-style-type: none"> <li>Narrative short story and/or mini group lesson</li> <li>Presentation skills</li> <li>Elements of Narrative writing</li> </ul>
<b>Grammar/Word Work Focus</b>	<p>Types of sentences - M</p> <ul style="list-style-type: none"> <li>M – Identification, varied use in writing</li> </ul> <p>Sentence Fragments and run-ons – M</p> <p>Punctuation</p> <ul style="list-style-type: none"> <li>I – Ellipses</li> <li>M – commas, parenthesis, dashes</li> </ul>	<p>Types of phrases and clauses</p> <ul style="list-style-type: none"> <li>I – Gerunds, infinitives, and participles</li> <li>M – function</li> </ul> <p>Commas</p> <ul style="list-style-type: none"> <li>M – coordinate adjectives</li> </ul> <p>Misplaced modifiers - M</p>	<p>Misplaced modifiers - M</p> <p>Subject verb agreement</p> <ul style="list-style-type: none"> <li>D – active/passive</li> <li>M – inappropriate shifts</li> <li>Verb tenses to understand time, sequence, and conditions</li> <li>Perfect verb tenses</li> </ul>	<p>Verbs</p> <ul style="list-style-type: none"> <li>I – Moods of verbs (indicative, imperative, interrogative, conditional, and subjunctive)</li> </ul>	<p>Prefixes and suffixes</p> <p>Bibliographies - D</p> <p>Sentence Structure</p> <ul style="list-style-type: none"> <li>Expand, combine, vary, and reduce sentences for meaning, reader/listener interest and style.</li> </ul>	<p>Latin and/or Greek root words</p> <p>Bibliographies - D</p>	<p>Latin and/or Greek root words</p> <p>Editing and revising skills for grade level expectations</p>	<p>Latin and/or Greek root words</p> <p>Editing and revising skills for grade level expectations</p>	<p>Editing and revising skills for grade level expectations</p> <p>Review grammar topics from the year as needed</p>
<b>Foundations (if applicable)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Justice Standard Focus</b>		<p>Identity standards</p> <ul style="list-style-type: none"> <li>Identity groups</li> <li>Family history and culture</li> <li>Similarities and differences between myself and others</li> <li>I can be myself in a diversity of settings</li> </ul>	<p>Morals and Values (Diversity)</p> <ul style="list-style-type: none"> <li>I can relate to others even when we are different or in disagreement</li> <li>Understand how the way people have been treated shape culture and identity</li> </ul>			<p>Personal Biases</p> <ul style="list-style-type: none"> <li>Recognize and describe unfairness, biases, and behaviors</li> </ul>	<p>Change/evolution</p> <ul style="list-style-type: none"> <li>Concerned about how people (including self) are treated</li> <li>Stand up for self to take action</li> <li>Work with friends, family, and community to make our world fairer</li> </ul>	<p>Society, authority, and control</p> <ul style="list-style-type: none"> <li>Biases and unjust practices, laws and institutions limit rights and freedoms based on identify groups</li> </ul>	<p>Cultures and traditions</p> <ul style="list-style-type: none"> <li>Explain how groups of people are treated today – how treatment shapes identity and culture</li> <li>Similarities and differences between my home culture and other environments and cultures I encounter</li> </ul>
<b>Instructional Tech Focus</b>		<p>Moral compass project - Design a presentation (animatic, PowerPoint, PowToons, Prezi, etc.)</p>		<p>Presentation skills</p> <ul style="list-style-type: none"> <li>Using technology as a tool to guide formal presentations</li> <li>Nearpod, Gimkit, Kahoot, etc.</li> </ul>	<p>Persuasive RAFT</p> <ul style="list-style-type: none"> <li>Programs as needed for audience and purpose (word processing, video, and/or presentation software)</li> </ul>	<p>Research project</p> <ul style="list-style-type: none"> <li>Database Use (World Book Online, Scholastic Go, Power Library, Gale in Context, Current Events)</li> <li>Digital Presentation via program of choice (PowerPoint, Prezi, etc.)</li> <li>NewsELA</li> </ul>	<p>Research project Adobe Spark</p> <ul style="list-style-type: none"> <li>Using technology to present information to a wider audience</li> <li>Share research and inspire community change</li> </ul>	<p>Adobe Spark</p> <ul style="list-style-type: none"> <li>Using technology to present information to a wider audience</li> </ul>	<p>Open to student/ teacher preference (video, handwritten, Sway, etc.)</p> <ul style="list-style-type: none"> <li>Using technology as a tool to guide formal presentations</li> </ul>