

# Grade 7 ELA Novel Unit Pacing Guide

## 2022-2023

|   | Est. Time Frame<br>*All dates are approximate | Unit Title/ Unit Texts  | Writing Tasks/ Writing Focus   |
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| 1 | Marking Period 1<br>42 days                   | <p style="text-align: center;"><b>“Generations”</b></p> <p><b><u>Launch text</u></b></p> <p>• “Grounded”</p> <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> <p>• Anchor text - “A Simple Act”</p> <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 / RACE Strategy for Question 1B on p. 38</li> <li>• Author POV p. 39</li> <li>• Concept vocabulary</li> <li>• Word study: multiple-meaning words</li> <li>• Adverbs p. 41</li> </ul> <p>• from “An Invisible Thread”</p> <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>• Narrative POV/RACE Strategy for Question 3 on p. 47</li> <li>• Concept vocabulary</li> <li>• Word study: -ity</li> <li>• Adjectives p. 49</li> </ul> | <p><b>Textbook:</b><br/><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: (Summative Assessment) Compare and Contrast Essay: “A Simple Act” and “An Invisible Thread”.</b> Students will write an explanatory essay 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)</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> <li>• Conclude with a rephrased version of thesis</li> </ul> |

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|  |  | <p><b><u>Small-Group Learning</u></b></p> <p>• <b>“Tutors Teach Seniors New High-Tech Tricks”</b><br/> <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>• Development of central ideas p. 67</li> <li>• Concept vocabulary</li> <li>• Word study: -ment</li> <li>• Conjunctions p. 68</li> <li>• Multimedia presentation p. 69</li> </ul> <p>• <b>“...from Mom &amp; Me &amp; Mom”</b><br/> <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 (Just complete Question 1 p.77)</li> <li>• Narrative Nonfiction: Characterization p. 78</li> <li>• Concept vocabulary</li> <li>• Word study: super-</li> <li>• Independent/Dependent Clauses p. 79</li> </ul> <p>• <b>“Learning to Love My Mother”</b><br/> <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Closer-review: supporting claims p.81</li> <li>• Comprehension check</li> <li>• Media vocabulary</li> </ul> <p>• <b>“Mother-Daughter Drawings”</b><br/> <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Closer-review: analyze composition p.87</li> <li>• Comprehension check</li> <li>• Media vocabulary</li> </ul> <p>• <b>“Mother to Son” and “To James”</b><br/> <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> </ul> | <p><b>Writing to Compare: RACECE Question:</b><br/> “Learning to Love My Mother” and “...from Mom &amp; Me &amp; Mom” Analyze one similarity in the way each medium portrays the relationship between Maya Angelou and her relationship with her mother. (P. 84-85)</p> <p><b>Writing to Sources:</b> “Mother to Son” and “To James”- Narrative Poem-Students write a narrative poem about a personal experience.</p> <hr/> <p><b>Novel: “Milkweed” by Jerry Spinelli</b></p> <p><b>Informative/Explanatory Writing: Milkweed</b><br/> You are going to read <i>Milkweed</i> by Jerry Spinelli and “The Girl Who Lived Forever” by Kristin Lewis to answer the following prompt: According to <i>Milkweed</i> by Jerry Spinelli and “The Girl Who Lived Forever” by Kristin Lewis, how did people during the Holocaust find hope amid darkness? Explain the need to focus on possibilities amid destruction and devastation.</p> <ul style="list-style-type: none"> <li>• Quote Formatting (MLA Format)</li> <li>• Thesis/Claim</li> <li>• Analyze specific evidence</li> <li>• Unpack prompt</li> <li>• Task-specific vocabulary</li> <li>• Conclude with a rephrased version of thesis</li> </ul> <p><b>Narrative Writing: Milkweed</b><br/> Choose a Chapter in <i>Milkweed</i> 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.)</p> <ul style="list-style-type: none"> <li>• Point of View</li> </ul> |
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|   |                          | <ul style="list-style-type: none"> <li>• Comprehension check</li> <li>• Figurative Language: Symbolism p.101</li> <li>• Concept vocabulary</li> <li>• Word study: Connotation/Denotation</li> <li>• Author's Style: Rhythm and Repetition p.102</li> </ul> <p>•Novel Study: "Milkweed" by Jerry Spinelli<br/>** (Novels should be used every Friday)</p>  | <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Tone/Mood</li> <li>• Setting</li> <li>• Plot Structure</li> </ul>   |
| 2 | Marking Period 2-45 days | <p style="text-align: center;"><b><i>"Turning Points"</i></b></p> <p><b><u>Launch Text</u></b></p> <p>• "At Crosswords"</p> <p><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Definition of explanatory texts</li> <li>• Annotations</li> <li>• Summary</li> <li>• Quick Write</li> </ul> <p><b><u>Whole-Class Learning</u></b></p> <p>• <b>Anchor Text: A Christmas Carol: Scrooge and Marley, Act I</b></p> <p><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 / 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.</li> <li>• Text Structure: Dialogue in Drama p.261</li> <li>• Concept vocabulary</li> <li>• Word study: mal-</li> <li>• Subject-Verb Agreement p.263</li> </ul> <p>• <b>Anchor Text: A Christmas Carol: Scrooge and Marley, Act II</b></p> <p><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 / (Focus on Question #2 and utilize this for a whole-class discussion).</li> <li>• Text Structure: Stage Directions p.293</li> </ul> | <p><b>Textbook:</b><br/><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>Performance Task (Summative Assessment): Write an Explanatory Cause-and-Effect Essay:</b> Students write an essay responding to the question: How does Scrooge's character transform over the course of the play? p. 296</p> |

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|   |                   | <ul style="list-style-type: none"> <li>• Concept vocabulary</li> <li>• Word study: para-</li> <li>• Sentence Structures p. 295</li> </ul> <p>• <b>Media: Film: from Scrooge Directed by Henry Edwards</b><br/> <i>Literary Focus:</i></p> <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> <p><b><u>Small-Group Learning</u></b></p> <p>• <b>“Thank You, M’am”</b><br/> <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: 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> <p>• <b>“Urban Farming is Growing a Green Future”</b><br/> <i>Literary Focus:</i></p> <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> <p>• Novel Study: The Outsiders by S.E. Hinton<br/> ** (Novels should be used every Friday)</p> | <ul style="list-style-type: none"> <li>• PreWriting/Planning: Students develop ideas and connect across texts.</li> <li>• Drafting: Students organize and write a first draft.</li> <li>• Editing and Proofreading: Students edit for conventions and proofread for accuracies.</li> </ul> <p><b>EFFECTIVE EXPRESSION- (Summative Assessment-Timed Write)</b><br/> <b>Writing to Sources: Extend the Story-</b><br/> 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</p> <hr/> <p><b>Novel: <i>The Outsiders</i> by S.E. Hinton</b></p> <p><b>Create a Wanted poster for a Character of Choice.</b> Discuss on character and identify characteristics<br/> <b>Narrative Writing Task:</b> 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.</p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Dialogue</li> <li>• Tone/Mood</li> <li>• Setting</li> <li>• Plot Structure</li> </ul> |
| 3 | Marking Period 3- | <i>“A Starry Home”</i>  | <b>Textbook:</b>   |

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|  | <p>45 days</p> | <p><b><u>Launch Text</u></b></p> <ul style="list-style-type: none"> <li>• <b>“Leaving Main Street”</b></li> </ul> <p><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Definition of argumentative text</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>• <b>Anchor Text, Short Story: “Dark They Were, and Golden-Eyed”</b></li> </ul> <p><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> <ul style="list-style-type: none"> <li>• <b>Media, Radio Play: Dark They Were, and Golden-Eyed</b></li> </ul> <p><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><b><u>Small-Group Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Anchor Text, News Article: Danger! This Mission to Mars Could Bore You to Death!</b></li> </ul> <p><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> </ul> | <p><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>Performance Task: NJSLA based Research Simulation Task. (Summative Assessment)</b> 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”. In this essay, consider the benefits and risks of Space Exploration. Are the benefits of discovery worth the risks and barriers that humans face? Use the three sources to support your response. Utilize NJSLA resources and released items to help your students better understand the Research Simulation Task.</p> <ul style="list-style-type: none"> <li>• Three sources</li> <li>• Quote Formatting</li> <li>• Thesis/Claim</li> <li>• Analyze specific evidence</li> <li>• Synthesis evidence</li> <li>• Transitional sentences between paragraphs</li> <li>• Unpack prompt</li> <li>• Task-specific vocabulary</li> </ul> |
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- 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:*

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

•**“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

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|   |                          | <ul style="list-style-type: none"> <li>• Sentence Functions and End Marks p. 210</li> </ul> <p>(Do not do Writing to Compare. See Performance Task:NJSLA based RST in next column.)</p> <p>Novel Study:“Crater” by Homer Hickam<br/>** (Novels should be used every Friday)</p>   |  |
| 4 | Marking Period 4-45 days | <p style="text-align: center;"><i>People and the Planet / Facing Adversity</i></p> <p><b>Launch Text: Unit 4</b><br/>• “Rethinking the Wild”<br/><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Definition of argument</li> <li>• Annotations</li> <li>• Summary</li> <li>• Quickwrite</li> </ul> <p><b>Whole-Class Learning</b><br/>• Anchor text: <i>from Silent Spring</i> by Rachel Carson<br/><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 #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</li> <li>• 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</li> <li>• Word Study-Anglo-Saxon Suffix: -ness</li> <li>• Verb Mood –The Subjunctive</li> </ul> <p><b>Small-Group Learning</b></p> <p>•“Turtle Watchers”, “Nature” is what We see—” “The Sparrow”<br/><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> </ul> | <p><b>Textbook:</b><br/><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>Unit 5: Writing to Compare:</b> Multimedia Presentation- Students create a presentation about Helen Keller’s life and education. p.516-517</p> <hr/> <p><b>Novel: <i>Heroes, Gods, and Monster of the Greek Myths</i> by Bernard Evslin</b></p> <p>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.<br/>Prompt B: Using at least two different Greek myths, find specific 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.</p> |

- 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
- 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.) (Use IXL Skill Plan to reinforce.)

**Launch Text: Unit 5**

• **“Against the Odds”**

*Literary Focus:*

- Definition of informative text
- Annotations
- Summary
- Quickwrite

**Whole-Class Learning**

• **Video: The Dust Bowl, Critical Past**

*Literary Focus:*

- Closer-review: analyze cinematic technique
- Comprehension check
- Analyze the media- Question #1 on page 455 should be used as a quick write. Question #2 on page 455 should be used as a discussion question–this can be done as a whole class or small-group discussion.
- Media vocabulary

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.

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

**Compare and Contrast:** As we watch the film adaption of *Hatchet*, compare and contrast the characters, settings and events.



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|  |  | <p>• <b>Anchor Text: from <i>The Grapes of Wrath</i></b><br/> <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the Text- Students can respond to questions 1-4 on p. 462 in a few sentences</li> <li>• Theme- Use Question #3 on p. 463 as RACE strategy response.</li> <li>• Author's Style: Description-Use Questions #2 &amp; #3 as discussion questions. Students can complete this in small-groups.</li> <li>• Word Study- Old English Suffix: -less</li> <li>• Verb Mood –The Subjunctive</li> </ul> <p>• <b>from <i>The Story of My Life</i></b><br/> <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the Text</li> <li>• Autobiographical Writing- In the chart on page 510, be sure to have students use proper MLA format and detailed explanation</li> <li>• Word Study: Greek Root: -myst-</li> <li>• Types of Dependent Clauses</li> </ul> <p>•<b>Video- How Helen Keller Learned to Talk</b><br/> <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Closer review: Analyze close-up shots</li> <li>• Comprehension check</li> <li>• Analyze the media</li> </ul> <p>Novel Study: <i>Hatchet</i> By Gary Paulsen &amp; <i>Heroes, Gods, and Monster of the Greek Myths</i> by Bernard Evslin**<br/> ** (Novels should be used every Friday)<br/> **For <i>Heroes, Gods, and Monster of the Greek Myths</i> select specific excerpts that you would like to focus on**</p> |  |
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