

## Seventh Grade ELA (Into Literature) Overview

### Unit 1 (Taking Action)

**Module Length: 31 Lessons**

**Essential Question:** What helps people rise up to face difficulties?

**Texts:**

- "Rogue Wave" (short story) Theodore Taylor
- "The Flight of Icarus" (Greek Myth) retold by Sally Benson
- "Women in Aviation" (informational writing) Patricia and Fredrick McKissack
- "Thank You Ma'am" (Short Story) Langston Hughes
- "A Police Stop Changed This Teenager's Life" (article) Amy B. Wang

**Independent Texts:**

- "Chemistry 101" (poem) Marilyn Nelson
- "It Couldn't Be Done" (poem) Edgar Albert Guest
- from *Young Arthur* (Legend) Robert D. San Souci
- "Perseus and the Gorgon's Head" (Myth) Ann Turnbull

**Additional Novel Connections**

- **The Crossover**, Kwame Alexander
- **Buried Onions**, Gary Soto

#### Assessments

**Checks For Understanding:**

- After lessons 2-6
- After lessons 7-10
- After lessons 11-13
- After lessons 14-16
- After lessons 17-18
- After lessons 19-26
- After lessons 27-28

#### **End of Unit Task 29-31**

Prompt: Write an essay explaining the qualities that are most important for overcoming obstacles and achieving a goal.

**Learning Goals:**

- Cite evidence to support inferences drawn from the text
- Analyze plot elements, including plot stages, conflict and setting
- Conduct research about rogue waves
- Write a description of how to adapt the story as a movie
- Discuss plot details in "Rogue Wave"
- Use Latin roots to determine the meaning of unfamiliar words
- Analyze and write simple, compound, and complex sentences
- Discuss a story using the key term conflict
- Analyze elements of a myth
- Determine multiple themes
- Understand character traits and behavior
- Comprehend academic vocabulary
- Understand the Latin root *struct*
- Discuss themes
- Write an explanation
- Discuss myths using the term character and theme
- Analyze form in poetry
- Analyze punctuation and tone in poetry
- Understand how the sounds of poetry read aloud can help you recognize ideas or patterns in poetry
- Determine an author's purpose in writing a text
- Cite evidence from a text in order to draw conclusions
- Use consistent verb tenses
- Research the achievements of a female aviator
- Write an informative essay about a female aviator
- Discuss the challenges faced by women in the early 20th century
- Understand the difference between the denotation and connotation of words
- Identify, past, present, and future tenses
- Cite textual evidence to support analysis of character and conflict in fiction writing
- Conduct research about the history and cultural importance of Harlem

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|  | <ul style="list-style-type: none"><li>● Write a formal letter of request to a leadership organization</li><li>● Discuss information that can help encourage other community members to overcome difficulties in life</li><li>● Use suffixes -able and -ible to identify and define new words</li><li>● Analyze how writers use capitalization</li><li>● Write sentences using correct capitalization</li><li>● Identify the chronological order of events in an informational text</li><li>● Conduct research about crowdfunding</li><li>● Write an objective summary of an article</li><li>● Discuss opinions on a human interest story</li><li>● Use context clues to define unfamiliar words</li><li>● Combine sentences using conjunctive adverbs</li><li>● Identify and use time order words</li></ul> |
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**Unit 2 (Reality Check)**

**Module Length:** 30 Lessons

**Essential Question:** What can blur the lines between what's real and what's not?

**Texts:**

- "Heartbeat" (short story) David Yoo
- "The CAmera Dies Lie" (magazine article) Meg Ross
- "Two Legs or One?" (Folk Tale) Josepha Sherman
- "The Song of Wandering Aengus" (poem) W.B. Yeats
- "Eldorado" (Poem) Edgar Allen Poe
- "The Governess" (Drama) Neil Simon

**Independent Texts:**

- "A Priceless Lesson in Humility" (Essay) Felipe Morales
- "H-ey, Come On Ou-t!" (short story) Shinichi Hoshi
- "Way Too Cool" (short story) Brenda Woods
- "Forever New" (Informational Text) Dan Risch

**Additional Novel Connections**

- **The Westing Game**, Ellen Raskin
- **A Christmas Carol** Chales Dickens

**Assessments**

**Checks For Understanding:**

- After lessons 2-5
- After lessons 6-9
- After lessons 10-12
- After lessons 13-17
- After lessons 18-25
- After lessons 26-27

**End of Unit Task**

- After Lessons 28-30

Prompt: Create and deliver a multimodal presentation to demonstrate and explain certain illusions and the techniques used to create them.

**Learning Goals:**

- Analyze character and conflict
- Conduct research about improving self esteem
- Write and devise an infographic about the benefits of rejecting negative thinking
- Discuss strategies that can help boost self-esteem
- Use context clues to define unfamiliar words
- Identify and understand subject-verb agreement
- Use selection- specific vocabulary: self-esteem, confidence, perceive, motivation, and qualities
- Determine an author's purpose
- Cite evidence and draw conclusions
- Write an opinion essay about fake images or videos
- Conduct research about a photographic or video hoax
- Use a dictionary to expand vocabulary
- Write sentences using correlative conjunctions
- Discuss the central idea of the article using the key term evidence
- Be able to identify the elements of a folktale
- Analyze uses of humor such as exaggeration and irony
- Analyze how mood and tone set the stage for humor to be used
- Learn how to use commas to create a pause
- Write a friendly letter that expresses opinions and ideas about the uses of humor in folk tales
- Direct a retelling of this folk tale or another story
- Understand how to use a glossary
- Identify humorous language
- Identify and analyze rhyme and rhyme schemes
- Analyze sound devices (such as alliteration, assonance, consonance, and repetition) and mood in poetry
- Conduct research about the legend of Eldorado
- Discuss and compare and contrast the mood of two poems
- Identify rhyming words in text read aloud
- Analyze drama, including cast of characters, dialogue, and stage directions
- Conduct research about class structures in 19-Century Europe

- Write a personal narrative about overwhelming expectations
- Direct a scene from the from the play “The Governess”
- Use a dictionary to find the word origins of vocabulary words
- Identify subordinating conjunctions, independent clauses, and dependant clauses in complex sentences
- Understand and use complex sentences
- Analyze stagecraft
- Research the role of governess in 19th century Europe
- Write a dialogue between characters in “The Governess”
- Direct and stage a scene
- Discuss production using the key word character

**Unit 3- (Inspired By Nature)**

**Module Length:** 30 Lessons

**Essential Question:**

What does it mean to be inspired by nature?

**Core Texts:**

- “Never Retreat” from *Eyes Wide Open*, (argument) Paul Fleischman
- from *Mississippi Solo* (memoir) Eddy Harris
- “The Drought” (poem) Amy Helfrich
- “Allied with Green” (short story) Naomi Shihab
- “Ode to enchanted light” (poem) Pablo Neruda
- “Sleeping in the Forest” (poem) Mary Oliver
- *Trash Talk* (video) National Oceanic and Atmospheric Administration
- “You’re Part of the Solution” (Poster)

**Independent Texts**

- from *Unbowed* (memoir) Wangari Muta Maathai
- “Problems With Hurricanes” (poem) Victor Hernandez Cruz
- “Living Large Off the Grid” (Article) Kristen Mascia
- “Haiku” (poem) Issa, Bahso, and Buson, translated by Richard Haas

**Additional Novel Connections**

- **My Side of the Mountain**, Jean Craighead George
- **Kon-Tiki** Thor Heyerdahl

**Assessments**

**Checks For Understanding:**

- After lessons 2-6
- After lessons 7-10
- After lessons 11-13
- After lessons 14-17
- After lessons 18-21
- After lessons 22-25
- After lessons 26-27

**End of Unit Task**

- After Lessons 28-30

Prompt: Write a personal narrative in which you share an experience in nature or a lesson you learned by observing some part of the natural world.

**Learning Goals:**

- Analyze an argument
- Analyze subjective and objective points of view
- Conduct research about the Transition movement
- Write a letter
- Discuss efforts to attain sustainability
- Use subordinating conjunctions to form complex sentences
- Use context clues to determine meaning
- Discuss a writer’s claim, using the key-word evidence
- Read and analyze the memoir literary form
- Research the Mississippi River
- Write a literary analysis and create a podcast
- Analyze the text: cite evidence, interpret information, evaluate literary devices, and analyze author’s craft
- Use consistent verb tenses when writing
- Make good use of reference aids, such as dictionaries
- Discuss a passage that uses figurative language
- Identify and analyze an idea or a problem in a sonnet
- Identify the form of a sonnet
- Identify and analyze a sonnet’s rhyme scheme
- Research the nature of droughts
- Write about an aspect of nature
- Understand rhyme, meter, and meaning
- Analyze the theme of a short story
- Monitor comprehension of fictional text
- Conduct research about the environmental movement
- Write a poem about a short story character
- Form and punctuate complex sentences
- Use context clues to determine word meaning
- Discuss with a group a character’s motivations and traits
- Analyze an ode and a lyric poem
- Research famous nature poems
- Write an ode and a lyric poem
- Compare the organization, sound devices, and figurative language in two poems
- Prepare and present a comparison of two poems
- Understand sound and meaning in lyric poetry
- Analyze and compare types of persuasive media

- Analyze digital text and video
- Research environmental problems and solutions
- Write an opinion letter
- Create a media campaign
- Discuss video elements

## Unit 4 ( The Terror and Wonder of Space)

### Module Length: 30 Lessons

**Essential Question:** Why is the idea of space exploration both inspiring and unnerving?

#### Core Texts:

- “Martian’s Metropolis” (Science writing) Meg Thatcher
- “Dark They Were, and Golden-Eyed” (Science Fiction) Ray Bradbury
- “Challenges for Space Exploration” (argument) Ann Leckie
- “What if We Were All ALone?” (poem) William Stafford
- “Seven Minutes of Terror” (Video) the NATIONAL Aeronautics and Space Administration
- “Space Exploration Should Be More Science Than Fiction” (argument) Claudia Alarcon
- “Humans Should Stay Home and Let Robots Take to the Stars” (argument) Eiren Caffall

#### Independent Texts

- “Let’s Aim for Mars” (argument) Buzz Aldrin
- “An Optimistic View of the World” (personal essay) Dan Tani
- “Your World” (poem) Georgia Douglas Johnson
- “Sally Ride” from *Headstrong* (Biography) Rachel Swaby

#### Additional Novel Connections

- **Ender’s Game** Orson Scott Card
- **The Dark is Rising**, Susan Cooper

#### Assessments

##### Checks For Understanding:

- After lessons 2-5
- After lessons 6-12
- After lessons 13-16
- After lessons 17-18
- After lessons 19-20

### Learning Goals:

- Analyze structural elements, such as references and acknowledgements
- Analyze organizational patterns
- Conduct research about past missions to Mars
- Write an informative report on the current status of Mars exploration
- Create a timeline depicting a Mars mission
- Study the Greek Roots *atmos* and *sphere*
- Review capitalization of proper nouns and abbreviations
- Identify and analyze elements of science fiction
- Identify ways in which authors create mood
- Conduct research about the dangers of space exploration
- Write a friendly letter to someone speculating about alien life forms
- Create a graphic story of “Dark They Were, and Golden-Eyed”
- Use the Latin root *pend*
- Understand complex language structures
- Analyze author’s purpose
- Recognize the use of rhetorical devices in argument
- Conduct research on space exploration
- Write a poem from the point of view of an astronaut
- Listen to and discuss a poem’s message
- Use commas in introductory phrases
- Use a print or online dictionary to study the history and origins of critical vocabulary
- Discuss visuals
- Read and demonstrate comprehension of poetry
- Infer multiple themes using text evidence
- Analyze the effects of graphical elements such as capitalization, punctuation, and line length in poetry
- Write a poem that conforms to basic poetic structure
- Discuss with a partner the features of the text using the key term *theme*

<ul style="list-style-type: none"> <li>• After lessons 21-25</li> <li>• After lessons 26-27</li> </ul> <p><b>End of Unit Task</b></p> <ul style="list-style-type: none"> <li>• After Lessons 28-30</li> </ul> <p>Prompt: Why is the idea of space exploration both inspiring and unnerving? Write an argument in which you support a claim, or position, about whether or not human space travel is necessary.</p>	<ul style="list-style-type: none"> <li>• Analyze video elements</li> <li>• Conduct research about the rover <i>Curiosity</i></li> <li>• Write a personal narrative about encountering a being from a different planet</li> <li>• Deliver a presentation about video techniques</li> <li>• Identify the main idea of an informational video</li> <li>• Analyze the claims, evidence, and counter arguments in an argument</li> <li>• conduct research on the Cassini orbiter and the International Space Station</li> <li>• Write a formal letter about space exploration to a member of Congress and a short story about a space mission</li> <li>• Use subordinating conjunctions, relative pronouns, complex sentences, and complete complex sentences</li> <li>• Analyze the denotations and connotations of words</li> <li>• Use dictionaries and glossaries</li> <li>• Use consonant blend str</li> </ul>
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<b>Unit 5 (More Than a Game )</b>	
<p><b>Module Length: 30 Lessons</b></p> <p><b>Essential Question:</b> How do sports bring together friends, families, and communities?</p> <p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• “Ball Hawk” (short story) Joseph Bruchac</li> <li>• “Get in the Zone: The Video Game Design” Aaron Millar</li> <li>• “It’s Not Just a Game!” Lori Calabrese</li> <li>• from <i>The Crossover</i></li> <li>• “Double Doubles” (poem) J. Patrick Lewis</li> </ul> <p>Independent Texts</p> <ul style="list-style-type: none"> <li>• “Batting After Sophie” (short story) Sue Macy</li> <li>• “Briding the Generational Divide Between a Football Father and Soccer Son” (Blog) John McCormick</li> <li>• “Arc of Triumph” (short Story) Nick D’Alto</li> <li>• “Amigo Brothers” (Short Story) Piri Thomas</li> </ul> <p>Additional Novel Connections</p> <ul style="list-style-type: none"> <li>• <b>Baseball in April and Other Stories</b>, Gary Soto</li> <li>• <b>Bat 6</b>, Virginia Euwer Wolff</li> </ul> <p><b>Assessments</b></p> <p><b>Checks For Understanding:</b></p>	<p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Examine narration and perspectives in narrative writing</li> <li>• Conduct research on Native American baseball players</li> <li>• Write their own epilogue to the story “Ball Hawk”</li> <li>• Create a baseball card for a character</li> <li>• Learn how to set a purpose before reading</li> <li>• Use capitalization appropriately for proper nouns and proper adjectives</li> <li>• Capitalize words correctly</li> <li>• Distinguish between subjective and objective points of view</li> <li>• Make predictions about a text</li> <li>• Write an objective summary of an informational text</li> <li>• Discuss a video game analytically</li> <li>• Use semicolons to connect independent clauses</li> <li>• Use context to determine the meaning of unfamiliar words</li> <li>• Discuss a video game</li> <li>• Identify organizational patterns and use text features to navigate informational text</li> <li>• Conduct research about a sport of their choice</li> </ul>

<ul style="list-style-type: none"> <li>• After lessons 2-6</li> <li>• After lessons 7-11</li> <li>• After lessons 12-16</li> <li>• After lessons 17-25</li> <li>• After lessons 26-27</li> </ul> <p><b>End of Unit Task</b></p> <ul style="list-style-type: none"> <li>• After Lessons 28-30</li> </ul> <p>Prompt: How do sports bring together friends, families, and communities? Write a short story about a character who is involved in a team or individual sport, or in a game played by one or more people.</p>	<ul style="list-style-type: none"> <li>• Write a poem about a favorite sport</li> <li>• Present an infographic that describes the positive and negative aspects of sports</li> <li>• Identify subject verb agreement in complex sentences</li> <li>• Discuss how to use subheads to learn how a text is organized</li> <li>• Analyze a novel in verse</li> <li>• Analyze metaphor and personification</li> <li>• Conduct research on rules of a team sport</li> <li>• Write a letter asking for information</li> <li>• Create a podcast</li> <li>• Use keywords verse novel in discussions</li> <li>• Analyze two voices in a poem</li> <li>• MAke inferences based on information in the text</li> <li>• Compare poetic literary works</li> <li>• Conduct research about the Williams sisters</li> <li>• Write two-voice poem</li> <li>• Discuss role of the speakers in a poem</li> </ul>
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<b>Unit 6 (Change Agents)</b>	
<p><b>Module Length: 30 Lessons</b></p> <p><b>Essential Question:</b> What inspires you to make a difference?</p> <p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• “Craig Kielburger Reflects on Working Toward Peace” (essay) Craig Kielburger</li> <li>• from <i>It Takes a Child</i>, (Documentary) Judy Jackson</li> <li>• “Sometimes a Dream Needs a Push” (Short Story) Walter Dean</li> <li>• “A Poem for My Librarian, Mrs. Long” (poem) Nikki Giovanni</li> <li>• “Frances Perkins and the Triangle Factory Fire”, David Brooks</li> <li>• from <i>The Story of the Triangle Factory Fire</i>, Zachary Kent</li> </ul> <p>Independent Texts</p> <ul style="list-style-type: none"> <li>• “Difference Maker: John Bergman and the Popcorn Park” (article) David Karas</li> <li>• from <i>Walking with the Wind</i> (autobiography) John Lewis</li> <li>• “Doris is Coming” (short story) ZZ Packer</li> <li>• “Seeing is Believing”, Mary Morton Cowan</li> </ul> <p>Additional Novel Connection</p>	<p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Generate questions about a text before, during, and after reading</li> <li>• Analyze the author’s point of view</li> <li>• Write an informative essay about the WE charity</li> <li>• Understand word origins</li> <li>• Use commas to set off introductory or nonessential elements and to separate clauses</li> <li>• Rephrase sentences that have an extra “balancing” in the main clause</li> <li>• Analyze a documentary film</li> <li>• Conduct research on child and youth activists</li> <li>• Write a personal essay about social activism</li> <li>• Create a podcast film review of <i>It Takes a Child</i></li> <li>• Analyze sound effects and film footage</li> <li>• Discuss with a partner elements of an interview</li> <li>• Analyze features of realistic fiction</li> <li>• Research wheelchair basketball</li> <li>• Write an informative article about wheelchair basketball</li> <li>• Create a video critique of the story</li> <li>• Use consistent verb tenses</li> <li>• Use context clues to determine word meaning</li> <li>• Identify character qualities in a short story</li> </ul>

- **Lupita Manana**, Patricia Beatty
- **Kira-Kira**, Cynthia Kadohata

**Assessments**

**Checks For Understanding:**

- After lessons 2-6
- After lessons 7-9
- After lessons 10-14
- After lessons 15-18
- After lessons 19-25

**End of Unit Task**

- After Lessons 28-30

Prompt: What inspires you to make a difference? Research and write about one of the figures you read about in this unit. In your report, write about the challenges that person faced and the accomplishments he or she ultimately achieved.

- Identify a theme, or central message in a poem
- Identify unconventional capitalization and punctuation
- Recognize free verse poetry
- Research a poet and her poetry
- Write a free verse poem
- Discuss how free verse poems are structured
- Analyze history writing
- determine key ideas
- Conduct research about Frances Perkins
- Write an ode
- Discuss primary sources
- Identify Latin roots of English words
- Practice subject-verb agreement
- Identify word choice that express the author's tone
- Paraphrase text
- Analyze chronological text structure
- Examine subject-verb agreement with prepositional phrases
- Conduct research about the Triangle Factory Fire
- Write a historical fiction narrative
- Understand connotations and denotations
- Create a graphic novel page
- Compare author;s message and purpose
- Speak and write using chronological transition words