

SCOPE AND SEQUENCE: INSTRUCTION

An overview of the standards that are instructed and implemented in each selection of the unit.

7

UNIT 1 Conflicts and Clashes: When do differences become conflicts?



| | Reading | Communication | Vocabulary | ELA Expectations |
|---|--------------------------|--|-------------|--|
| Content Vocabulary | | | ELA.7.V.1.1 | |
| Genre | | | | ELA.K12.EE.2.1 |
| Academic Vocabulary | | | ELA.7.V.1.1 | |
| SyncStart: Rikki-Tikki-Tavi | ELA.7.R.3.1 | ELA.7.C.1.5 | ELA.7.V.1.3 | ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1, ELA.K12.EE.5.1, ELA.K12.EE.6.1 |
| The Wise Old Woman | ELA.7.R.1.2, ELA.7.R.3.2 | | | ELA.K12.EE.2.1 |
| Woodsong | ELA.7.R.2.3 | | ELA.7.V.1.3 | |
| Nimona | ELA.7.R.1.1, ELA.7.R.3.2 | | | ELA.K12.EE.2.1 |
| Stargirl | | | | ELA.K12.EE.1.1, ELA.K12.EE.6.1 |
| Seventh Grade | ELA.7.R.1.1, ELA.7.R.3.3 | | | |
| The Monsters Are Due on Maple Street | ELA.7.R.1.1 | | | |
| Literary Focus: Contemporary Period The Eyes Have It | ELA.7.R.1.3 | | ELA.7.V.1.3 | |
| Mad | | | | |
| In the Year 1974 | | | | |
| Thank You, M'am | ELA.7.R.1.2 | | | |
| Vocabulary Review | | | ELA.7.V.1.1 | |
| Self-Selected Reading | | | | |
| Timed Writing | | | | ELA.K12.EE.5.1 |
| Extended Writing Project | | ELA.7.C.1.2, ELA.7.C.1.5, ELA.7.C.3.1 | | |
| Blasts | | | | |
| Novel Study | | | | |

SCOPE AND SEQUENCE: PRACTICE

An at-a-glance view of additional standards that students practice in each selection of the unit as they grow toward mastery.

7

UNIT 1 Conflicts and Clashes: When do differences become conflicts?

| | ELA.7.R.1.1 | ELA.7.R.1.2 | ELA.7.R.1.3 | ELA.7.R.1.4 | ELA.7.R.2.1 | ELA.7.R.2.2 | ELA.7.R.2.3 | ELA.7.R.2.4 | ELA.7.R.3.1 | ELA.7.R.3.2 | ELA.7.R.3.3 | ELA.7.R.3.4 | ELA.7.C.1.2 | ELA.7.C.1.3 | ELA.7.C.1.4 | ELA.7.C.1.5 | ELA.7.C.2.1 | ELA.7.C.3.1 | ELA.7.C.4.1 | ELA.7.C.5.1 | ELA.7.C.5.2 | ELA.7.V.1.1 | ELA.7.V.1.2 | ELA.7.V.1.3 | ELA.K12.EE.1.1 | ELA.K12.EE.2.1 | ELA.K12.EE.3.1 | ELA.K12.EE.4.1 | ELA.K12.EE.5.1 | ELA.K12.EE.6.1 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Instruction  Practice Only  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Content Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Genre | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SyncStart: Rikki-Tikki-Tavi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Wise Old Woman | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Woodsong | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nimona | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stargirl | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seventh Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Monsters Are Due on Maple Street | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Focus: Contemporary Period The Eyes Have It | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mad | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| In the Year 1974 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thank You, M'am | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary Review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Self-Selected Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timed Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extended Writing Project | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blasts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Novel Study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCOPE AND SEQUENCE: INSTRUCTION

An overview of the standards that are instructed and implemented in each selection of the unit.

7

UNIT 2 Highs and Lows: What do we learn from love and loss?

| | Reading | Communication | Vocabulary | ELA Expectations |
|---|---------------------------------------|--|-------------|------------------|
| Content Vocabulary | | | ELA.7.V.1.1 | |
| Genre | | | | ELA.K12.EE.2.1 |
| Academic Vocabulary | | | ELA.7.V.1.1 | |
| Literary Focus: The Romantic Period Annabel Lee | ELA.7.R.1.4, ELA.7.R.3.1, ELA.7.R.3.3 | | | ELA.K12.EE.6.1 |
| Sonnet 18 | ELA.7.R.1.4, ELA.7.R.3.4 | | | ELA.K12.EE.2.1 |
| My Mother Pieced Quilts | | | | |
| Museum Indians | ELA.7.R.3.1, ELA.7.R.3.3 | | ELA.7.V.1.2 | |
| The Walking Dance | ELA.7.R.1.1, ELA.7.R.1.3 | | | ELA.K12.EE.2.1 |
| Do Not Go Gentle into That Good Night | ELA.7.R.1.4 | | | |
| Second Estrangement | ELA.7.R.1.4 | | | |
| Flesh and Blood So Cheap: The Triangle Fire and Its Legacy | ELA.7.R.2.1, ELA.7.R.2.2, ELA.7.R.3.2 | | | ELA.K12.EE.4.1 |
| The Highwayman | ELA.7.R.3.1, ELA.7.R.3.3 | | | |
| My Father is a Simple Man | | | | |
| Tangerine | | | | |
| My Mother Really Knew | ELA.7.R.3.3 | | | |
| Vocabulary Review | | | ELA.7.V.1.1 | |
| Self-Selected Reading | | | | |
| Timed Writing | | | | |
| Extended Writing Project | | ELA.7.C.1.3, ELA.7.C.1.5, ELA.7.C.3.1 | | ELA.K12.EE.1.1 |
| Blasts | | | | |
| Novel Study | | | | |

SCOPE AND SEQUENCE: PRACTICE

An at-a-glance view of additional standards that students practice in each selection of the unit as they grow toward mastery.

7

UNIT 2 Highs and Lows: What do we learn from love and loss?

| Instruction | Practice Only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------|----------------|----------------|----------------|----------------|----------------|--|--|
| | ELA.7.R.1.1 | ELA.7.R.1.2 | ELA.7.R.1.3 | ELA.7.R.1.4 | ELA.7.R.2.1 | ELA.7.R.2.2 | ELA.7.R.2.3 | ELA.7.R.2.4 | ELA.7.R.3.1 | ELA.7.R.3.2 | ELA.7.R.3.3 | ELA.7.R.3.4 | ELA.7.C.1.2 | ELA.7.C.1.3 | ELA.7.C.1.4 | ELA.7.C.1.5 | ELA.7.C.2.1 | ELA.7.C.3.1 | ELA.7.C.4.1 | ELA.7.C.5.1 | ELA.7.C.5.2 | ELA.7.V.1.1 | ELA.7.V.1.2 | ELA.7.V.1.3 | ELA.K12.EE.1.1 | ELA.K12.EE.2.1 | ELA.K12.EE.3.1 | ELA.K12.EE.4.1 | ELA.K12.EE.5.1 | ELA.K12.EE.6.1 | | |
| Content Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Genre | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Focus: The Romantic Period Annabel Lee | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sonnet 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Mother Pieced Quilts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Museum Indians | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Walking Dance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Do Not Go Gentle into That Good Night | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Second Estrangement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Flesh and Blood So Cheap: The Triangle Fire and Its Legacy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Highwayman | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Father is a Simple Man | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tangerine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Mother Really Knew | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary Review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Self-Selected Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timed Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extended Writing Project | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blasts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Novel Study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCOPE AND SEQUENCE: INSTRUCTION

An overview of the standards that are instructed and implemented in each selection of the unit.

7 UNIT 3 Chasing the Impossible: What makes a dream worth pursuing?

| | Reading | Communication | Vocabulary | ELA Expectations |
|---|--------------------------|--|-------------|--------------------------------|
| Content Vocabulary | | | ELA.7.V.1.1 | |
| Genre | | | | ELA.K12.EE.2.1 |
| Academic Vocabulary | | | ELA.7.V.1.1 | |
| We Beat the Street | | | ELA.7.V.1.3 | ELA.K12.EE.2.1 |
| The First Americans | ELA.7.R.2.2, ELA.7.R.3.4 | | | |
| The Words We Live By: Your Annotated Guide to the Constitution | ELA.7.R.2.1 | | ELA.7.V.1.3 | |
| All Together Now | ELA.7.R.2.4 | | | |
| Speech to the Young: Speech to the Progress-Toward | | | | |
| Mother Jones: Fierce Fighter for Workers' Rights | | | | |
| Letter to President Theodore Roosevelt, July 17, 1903 | ELA.7.R.2.3, ELA.7.R.3.4 | | | |
| Literary Focus: The Realist and Naturalist Period The New Colossus | ELA.7.R.3.1, ELA.7.R.3.2 | | | |
| Machines, not people, should be exploring the stars for now | | | | ELA.K12.EE.2.1 |
| Responses to "Machines, not people, should be exploring the stars for now" | ELA.7.R.2.4 | | | |
| Vocabulary Review | | | ELA.7.V.1.1 | |
| Self-Selected Reading | | | | |
| Timed Writing | | | | |
| Extended Writing Project | | ELA.7.C.1.3, ELA.7.C.1.5, ELA.7.C.3.1 | | ELA.K12.EE.1.1, ELA.K12.EE.3.1 |
| Blasts | | | | |
| Novel Study | | | | |

SCOPE AND SEQUENCE: PRACTICE

An at-a-glance view of additional standards that students practice in each selection of the unit as they grow toward mastery.

7

UNIT 3 Chasing the Impossible: What makes a dream worth pursuing?

| | ELA.7.R.1.1 | ELA.7.R.1.2 | ELA.7.R.1.3 | ELA.7.R.1.4 | ELA.7.R.2.1 | ELA.7.R.2.2 | ELA.7.R.2.3 | ELA.7.R.2.4 | ELA.7.R.3.1 | ELA.7.R.3.2 | ELA.7.R.3.3 | ELA.7.R.3.4 | ELA.7.C.1.2 | ELA.7.C.1.3 | ELA.7.C.1.4 | ELA.7.C.1.5 | ELA.7.C.2.1 | ELA.7.C.3.1 | ELA.7.C.4.1 | ELA.7.C.5.1 | ELA.7.C.5.2 | ELA.7.V.1.1 | ELA.7.V.1.2 | ELA.7.V.1.3 | ELA.K12.EE.1.1 | ELA.K12.EE.2.1 | ELA.K12.EE.3.1 | ELA.K12.EE.4.1 | ELA.K12.EE.5.1 | ELA.K12.EE.6.1 | | | |
|---|-------------|-------------|-------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------|------------------------|-------------|-------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Instruction <div><div></div></div> Practice Only <div><div></div></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Content Vocabulary | | | | | | | | | | | | | | | | | | | | | | <div><div></div></div> | | | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | | |
| Genre | | | | | | | | | | | | | | | | | | | | | | | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | | |
| Academic Vocabulary | | | | | | | | | | | | | | | | | | | | | | <div><div></div></div> | | | | | | <div><div></div></div> | <div><div></div></div> | | | | |
| We Beat the Street | | | | | | <div><div></div></div> | <div><div></div></div> | | | | | | | | | <div><div></div></div> | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| The First Americans | | | | | | <div><div></div></div> | <div><div></div></div> | | | | | <div><div></div></div> | | | | <div><div></div></div> | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| The Words We Live By: Your Annotated Guide to the Constitution | | | | | <div><div></div></div> | | <div><div></div></div> | | | | | | | | | <div><div></div></div> | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| All Together Now | | | | | | | | <div><div></div></div> | | | | | | | | <div><div></div></div> | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| Speech to the Young: Speech to the Progress-Toward | | | | | | | | | | | | | | | | <div><div></div></div> | | | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| Mother Jones: Fierce Fighter for Workers' Rights | | | | | | | | | | | | | | | | <div><div></div></div> | | | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| Letter to President Theodore Roosevelt, July 17, 1903 | | | | | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | | | | <div><div></div></div> | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| Literary Focus: Realist and Naturalist Period The New Colossus | | | | <div><div></div></div> | | | | | <div><div></div></div> | <div><div></div></div> | | | | | | <div><div></div></div> | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| Machines, not people, should be exploring the stars for now | | | | | | | | | | | | | | <div><div></div></div> | | <div><div></div></div> | | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | | |
| Responses to “Machines, not people, should be exploring the stars for now” | | | | | | | <div><div></div></div> | <div><div></div></div> | | | | <div><div></div></div> | | | | <div><div></div></div> | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| Vocabulary Review | | | | | | | | | | | | | | | | <div><div></div></div> | | | | | <div><div></div></div> | <div><div></div></div> | | | <div><div></div></div> | <div><div></div></div> | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| Self-Selected Reading | | | | | | | | | | | | | | | | <div><div></div></div> | | | | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |
| Timed Writing | | | | | | | | | | | | | | | | <div><div></div></div> | | | | | <div><div></div></div> | | | | | | | | | <div><div></div></div> | <div><div></div></div> | | |
| Extended Writing Project | | | | | | | | | | | | | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | | <div><div></div></div> | | | <div><div></div></div> | <div><div></div></div> | | | <div><div></div></div> | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |
| Blasts | | | | | | | | | | | | | | | | <div><div></div></div> | | | | | <div><div></div></div> | | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |
| Novel Study | | | | | | | | | | | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | | <div><div></div></div> | | | | | | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | |

SCOPE AND SEQUENCE: INSTRUCTION

An overview of the standards that are instructed and implemented in each selection of the unit.

7

UNIT 4 **Moment of Truth:** How can one event change everything?

| | Reading | Communication | Vocabulary | ELA Expectations |
|--|--------------------------|--|-------------|--|
| Content Vocabulary | | | ELA.7.V.1.1 | |
| Genre | | | | ELA.K12.EE.2.1 |
| Academic Vocabulary | | | ELA.7.V.1.1 | |
| No Dream Too High: Simone Biles | ELA.7.R.2.1, ELA.7.R.2.2 | | | |
| Literary Focus: Modernist Period The Yearling | | | | |
| The Boy Who Harnessed the Wind | | | | ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1 |
| An Occurrence at Owl Creek Bridge | ELA.7.R.1.3, ELA.7.R.2.2 | | | ELA.K12.EE.4.1 |
| the sonnet-ballad | ELA.7.R.1.4 | | | |
| The Skin I'm In | | | | |
| Barrio Boy | | | | |
| The Tequila Worm | | | ELA.7.V.1.3 | |
| Harrison Bergeron | ELA.7.R.1.3 | | ELA.7.V.1.3 | |
| The Last Human Light (from 'What If?') | ELA.7.R.2.1 | | ELA.7.V.1.3 | ELA.K12.EE.2.1 |
| A Farewell Address to the Nation | ELA.7.R.2.4 | | ELA.7.V.1.3 | |
| Vocabulary Review | | | ELA.7.V.1.1 | |
| Self-Selected Reading | | | | |
| Timed Writing | | | | ELA.K12.EE.5.1 |
| Extended Writing Project | | ELA.7.C.1.4, ELA.7.C.1.5, ELA.7.C.3.1 | | |
| Blasts | | | | |
| Novel Study | | | | |

SCOPE AND SEQUENCE: PRACTICE

An at-a-glance view of additional standards that students practice in each selection of the unit as they grow toward mastery.

7

UNIT 4 Moment of Truth: How can one event change everything?

| | ELA.7.R.1.1 | ELA.7.R.1.2 | ELA.7.R.1.3 | ELA.7.R.1.4 | ELA.7.R.2.1 | ELA.7.R.2.2 | ELA.7.R.2.3 | ELA.7.R.2.4 | ELA.7.R.3.1 | ELA.7.R.3.2 | ELA.7.R.3.3 | ELA.7.R.3.4 | ELA.7.C.1.2 | ELA.7.C.1.3 | ELA.7.C.1.4 | ELA.7.C.1.5 | ELA.7.C.2.1 | ELA.7.C.3.1 | ELA.7.C.4.1 | ELA.7.C.5.1 | ELA.7.C.5.2 | ELA.7.V.1.1 | ELA.7.V.1.2 | ELA.7.V.1.3 | ELA.K12.EE.1.1 | ELA.K12.EE.2.1 | ELA.K12.EE.3.1 | ELA.K12.EE.4.1 | ELA.K12.EE.5.1 | ELA.K12.EE.6.1 | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------|
| Instruction <div></div> Practice Only <div></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Content Vocabulary | | | | | | | | | | | | | | | | | | | | | | <div></div> | | | <div></div> | | <div></div> | <div></div> | | | |
| Genre | | | | | | | | | | | | | | | | | | | | | | | | | <div></div> | <div></div> | <div></div> | <div></div> | | | |
| Academic Vocabulary | | | | | | | | | | | | | | | | | | | | | | <div></div> | | | | | | <div></div> | | | |
| No Dream Too High: Simone Biles | | | | | <div></div> | <div></div> | | | | | | | | | | <div></div> | | <div></div> | | | | <div></div> | <div></div> | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| Literary Focus: Modernist Period The Yearling | | | | | | | | | | | | | <div></div> | | | <div></div> | | | | | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| The Boy Who Harnessed the Wind | | | | | | | <div></div> | | <div></div> | | | | | | | <div></div> | | <div></div> | | | | <div></div> | <div></div> | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| An Occurrence at Owl Creek Bridge | | <div></div> | <div></div> | | | <div></div> | | | | | | | | | | <div></div> | | <div></div> | | | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| the sonnet-ballad | | | | <div></div> | | | | | <div></div> | | | | | | | <div></div> | | <div></div> | | | | <div></div> | <div></div> | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| The Skin I'm In | | | | | | | | | | | | | | | <div></div> | <div></div> | | | | | <div></div> | <div></div> | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| Barrio Boy | | | | | | | | | | | | | | <div></div> | | <div></div> | | | | | | <div></div> | | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| The Tequila Worm | | <div></div> | | | | | | | | | | | | | | <div></div> | | <div></div> | | | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| Harrison Bergeron | | <div></div> | <div></div> | | | | | | | | | | | | | <div></div> | | <div></div> | | | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| The Last Human Light (from 'What If?') | | | | | <div></div> | | | | | | | | | | | <div></div> | | <div></div> | | | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| A Farewell Address to the Nation | | | | | | <div></div> | <div></div> | <div></div> | | | | | | | | <div></div> | | <div></div> | | | | <div></div> | <div></div> | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| Vocabulary Review | | | | | | | | | | | | | | | | <div></div> | | | | | <div></div> | <div></div> | | | <div></div> | | | | <div></div> | <div></div> | |
| Self-Selected Reading | | | | | | | | | | | | | | | | <div></div> | | | | | <div></div> | | | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| Timed Writing | | | | | | | | | | | | | | | | <div></div> | | | | | <div></div> | | | | <div></div> | | <div></div> | <div></div> | <div></div> | <div></div> | |
| Extended Writing Project | | | | | | | | | | | | | | | <div></div> | <div></div> | <div></div> | <div></div> | | | | <div></div> | <div></div> | | <div></div> | | | <div></div> | <div></div> | <div></div> | |
| Blasts | | | | | | | | | | | | | | | | <div></div> | | | | | <div></div> | | | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |
| Novel Study | | | | | | | | | | | | | <div></div> | <div></div> | <div></div> | <div></div> | | <div></div> | | | | | | <div></div> | | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | |

SCOPE AND SEQUENCE: INSTRUCTION

An overview of the standards that are instructed and implemented in each selection of the unit.

7

UNIT 5 Test of Time: Why do we still read myths and folktales?

| | Reading | Communication | Vocabulary | ELA Expectations |
|--|-------------|---|-------------|------------------|
| Content Vocabulary | | | ELA.7.V.1.1 | |
| Genre | | | | ELA.K12.EE.2.1 |
| Academic Vocabulary | | | ELA.7.V.1.1 | |
| Literary Focus: The Classical Period Aesop's Fables | ELA.7.R.1.2 | | | |
| New Directions | | | ELA.7.V.1.3 | ELA.K12.EE.2.1 |
| The Hunger Games | | | | |
| The Classical Roots of 'The Hunger Games' | | | | ELA.K12.EE.2.1 |
| The Cruel Tribute | ELA.7.R.3.1 | | | |
| The Other Side of the Sky | | | | ELA.K12.EE.1.1 |
| The Story of Anniko | | | | |
| Icarus and Daedalus | ELA.7.R.1.1 | | ELA.7.V.1.2 | |
| The People Could Fly: Black American Folktales | | | | |
| The Third Elevator | ELA.7.R.1.2 | | | |
| Vocabulary Review | | | ELA.7.V.1.1 | |
| Self-Selected Reading | | | | |
| Timed Writing | | | | |
| Extended Writing Project | | ELA.7.C.1.5, ELA.7.C.3.1, ELA.7.C.4.1, ELA.7.C.5.1 | | |
| Blasts | | | | |
| Novel Study | | | | |

SCOPE AND SEQUENCE: PRACTICE

An at-a-glance view of additional standards that students practice in each selection of the unit as they grow toward mastery.

7

UNIT 5 Test of Time: Why do we still read myths and folktales?

| | <div>7</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Instruction | Practice Only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ELA.7.R.1.1 | ELA.7.R.1.2 | ELA.7.R.1.3 | ELA.7.R.1.4 | ELA.7.R.2.1 | ELA.7.R.2.2 | ELA.7.R.2.3 | ELA.7.R.2.4 | ELA.7.R.3.1 | ELA.7.R.3.2 | ELA.7.R.3.3 | ELA.7.R.3.4 | ELA.7.C.1.2 | ELA.7.C.1.3 | ELA.7.C.1.4 | ELA.7.C.1.5 | ELA.7.C.2.1 | ELA.7.C.3.1 | ELA.7.C.4.1 | ELA.7.C.5.1 | ELA.7.C.5.2 | ELA.7.V.1.1 | ELA.7.V.1.2 | ELA.7.V.1.3 | ELA.K.12.EE.1.1 | ELA.K.12.EE.2.1 | ELA.K.12.EE.3.1 | ELA.K.12.EE.4.1 | ELA.K.12.EE.5.1 | ELA.K.12.EE.6.1 |
| Content Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Genre | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Focus: The Classical Period Aesop's Fables | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| New Directions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Hunger Games | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Classical Roots of 'The Hunger Games' | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Cruel Tribute | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Other Side of the Sky | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Story of Anniko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Icarus and Daedalus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The People Could Fly: Black American Folktales | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Third Elevator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary Review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Self-Selected Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timed Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extended Writing Project | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blasts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Novel Study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCOPE AND SEQUENCE: INSTRUCTION

An overview of the standards that are instructed and implemented in each selection of the unit.

7 UNIT 6 The Power of One: How do we stand out from the crowd?

| | Reading | Communication | Vocabulary | ELA Expectations |
|--|---------------------------------------|---|------------|--------------------------------|
| Content Vocabulary | | | ELA.7V.1.1 | |
| Genre | | | | ELA.K12.EE.2.1 |
| Academic Vocabulary | | | ELA.7V.1.1 | |
| Nothing to Envy: Ordinary Lives in North Korea | | | | |
| A Thousand Cranes | ELA.7.R.1.1 | | | |
| Reality TV and Society | ELA.7.R.2.4, ELA.7.R.3.3, ELA.7.R.3.4 | | | |
| Remarks at the UNESCO Education for All Week Luncheon | | | | ELA.K12.EE.2.1 |
| Literary Focus: The Colonial and Early National Period The Rights of the Colonists | ELA.7.R.2.3, ELA.7.R.3.3 | | | |
| Miami Dancer Follows Dreams While Planning for the Future | ELA.7.R.2.1 | | | ELA.K12.EE.2.1 |
| Hidden Figures | ELA.7.R.2.2 | | | |
| Choices | ELA.7.R.1.4 | | | |
| The Matsuyama Mirror | ELA.7.R.3.1 | | ELA.7V.1.3 | |
| Cuentos de Josefina (Josephine's Tales) | | | | |
| Vocabulary Review | | | ELA.7V.1.1 | |
| Self-Selected Reading | | | | |
| Timed Writing | | | | |
| Extended Oral Project | | ELA.7.C.1.4, ELA.7.C.1.5, ELA.7.C.2.1, ELA.7.C.3.1, ELA.7.C.4.1, ELA.7.C.5.1 | | ELA.K12.EE.1.1, ELA.K12.EE.5.1 |
| Blasts | | | | |
| Novel Study | | | | |

SCOPE AND SEQUENCE: PRACTICE

An at-a-glance view of additional standards that students practice in each selection of the unit as they grow toward mastery.

7 UNIT 6 The Power of One: How do we stand out from the crowd?

| | <div>7</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Instruction | Practice Only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ELA.7.R.1.1 | ELA.7.R.1.2 | ELA.7.R.1.3 | ELA.7.R.1.4 | ELA.7.R.2.1 | ELA.7.R.2.2 | ELA.7.R.2.3 | ELA.7.R.2.4 | ELA.7.R.3.1 | ELA.7.R.3.2 | ELA.7.R.3.3 | ELA.7.R.3.4 | ELA.7.C.1.2 | ELA.7.C.1.3 | ELA.7.C.1.4 | ELA.7.C.1.5 | ELA.7.C.2.1 | ELA.7.C.3.1 | ELA.7.C.4.1 | ELA.7.C.5.1 | ELA.7.C.5.2 | ELA.7.V.1.1 | ELA.7.V.1.2 | ELA.7.V.1.3 | ELA.K.12.EE.1.1 | ELA.K.12.EE.2.1 | ELA.K.12.EE.3.1 | ELA.K.12.EE.4.1 | ELA.K.12.EE.5.1 | ELA.K.12.EE.6.1 |
| Content Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Genre | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nothing to Envy: Ordinary Lives in North Korea | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A Thousand Cranes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reality TV and Society | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks at the UNESCO Education for All Week Luncheon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Focus: The Colonial and Early National Period The Rights of the Colonists | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Miami Dancer Follows Dreams While Planning for the Future | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hidden Figures | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Choices | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Matsuyama Mirror | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cuentos de Josefina (Josephine's Tales) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary Review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Self-Selected Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Timed Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extended Oral Project | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blasts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Novel Study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |