



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
Grade 7 Reading

Purpose of Planning	Unit One Quarter 1/Weeks 1-2	Unit Two *Quarter 1/Weeks 3-6	Unit Three *Quarters 1/Weeks 7-9	Unit Four *Quarter 2/Weeks 10-13	Unit Five *Quarter 2/Weeks 14-16
Unit Topic and Overview:	Introductory Unit: -Exploring text types: Stories, Poetry, Drama, Nonfiction, Media -Exploring types of nonfiction: Autobiography Biography Essay Speech News/Feature Articles Consumer Documents -Exploring types of media: Feature Films News Media TV Shows Advertising Web Sites -Reading Strategies: Preview, Set a Purpose, Connect, Use Prior Knowledge, Predict -The Writing Process: Planning/Prewriting Drafting Revising Editing and Publishing	Research Unit: Students are introduced to research methods that can help them locate information through a variety of sources. Students will write a research report in preparation for the science fair.	Plot, Conflict, and Setting: Students will explore how authors use plot and conflict to create stories through the reading of fiction, drama, nonfiction, poetry, and media.	Analyzing Character and Point of View: Students will explore how character and point of view help make a story come alive.	Mood, Tone, and Style: Students will evaluate the setting and mood in fiction, nonfiction, and poetry writing.



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<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should have prior experience with reading different genres. Students should be familiar with analyzing various texts.</p>	<p>Students should have some background information on sources for research. Students should have some experience with writing nonfiction, informational text.</p>	<p>Students should understand the importance of conflict and the different types: internal and external. Students should have some familiarity with plot structure: Exposition, Rising Action, Climax, Falling Action, Resolution</p>	<p>Students should understand point of view. Students should be able to infer characters' motivations. Students should be able to determine the central idea of a text.</p>	<p>Students should be able to determine a theme or central idea of a text and analyze its relationship to the characters and setting.</p>
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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students demonstrate knowledge by reading examples of various genres, and using one of those examples as an inspiration for a writing assignment. Students will develop a paper with a meaningful introduction, well-developed ideas, and a powerful ending.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -What is courage? -Is life always fair? -Where is home? -Can we achieve the impossible? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -How can you choose a theme and turn it into powerful lesson through the writing process? 	<p>Students will plan research; develop relevant research questions; use library and media center resources; evaluate information and sources, including nonfiction books, periodicals, and Web sites. Students will collect data and write a research paper.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -How can research help me? -How can I find answers? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -How would you prove your hypothesis for your science fair project? 	<p>Students will identify stages of plot; analyze plot development; analyze how setting shapes plot, identify conflict, flashback, and foreshadowing. Students will analyze the structure an author uses to organize a text, including chronological order.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -What makes a story unforgettable? -How do you make a good impression? -What makes you brave? -What turns a crowd into a mob? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -How would you evaluate the author's use of plot development in one of your selected readings? 	<p>Students will analyze how elements of a story interact, including plot, character, and setting. Students will analyze how authors develop point of view, including first person, limited third person, and omniscient.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -What makes a great character? -What has the power to heal? -What stands in the way of your dreams? -Who deserves a second chance? -Why do people misbehave? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -How would you rate the author's chosen point of view in one of your readings? -How did this perspective affect the development of the plot, characters, and setting? 	<p>Students will identify and analyze mood, tone, and irony. Students will identify and analyze elements of style, including word choice, sentence structure, imagery, and dialogue. Students will Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -What's your style? -Can where you are change who you are? -Is it brave to suffer in silence? -Where do people find hope? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -How do you determine the mood, tone, and use of irony in a reading selection? Choose one from this unit and explain.
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Holt McDougal <i>Literature</i> Grade 7</p>	<p>Holt McDougal <i>Literature</i> Grade 7 Various nonfiction texts selected by students that relate to their chosen science fair project.</p>	<p>Holt McDougal <i>Literature</i> Grade 7 <i>Hoot</i> by Carl Hiaasen <i>Flush</i> by Carl Hiaasen</p>	<p>Holt McDougal <i>Literature</i> Grade 7 <i>Homecoming</i> by Cynthia Voigt <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor <i>Number the Stars</i> by Lois Lowry</p>	<p>Holt McDougal <i>Literature</i> Grade 7 <i>Out of the Dust</i> by Karen Hesse</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM WriteSmart CD-ROM Grammar Notes DVD-ROM Audio Anthology CD ThinkCentral!</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM Audio Anthology CD ThinkCentral! Sciencebuddies.org</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM MediaSmart DVD-ROM ThinkCentral!</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM Audio Anthology CD Audio Tutor CD ThinkCentral!</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM MediaSmart DVD-ROM Audio Anthology CD Audio Tutor CD ThinkCentral!</p>



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Curriculum Map- Scope and Sequence:
Grade 7 Reading

<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>* Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response</p>	<p>* Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response</p>	<p>* Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response</p>	<p>* Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response</p>	<p>* Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response</p>
<p>Assessments: *Types and Measurements of Mastery</p>	<p>Informal: Teacher questioning/class discussion Formal: Written Essay After reading several selections which address the essential questions, 80% of students will be able to write a five paragraph essay answering one of the essential questions.</p>	<p>Informal: Teacher questioning/class discussion Formal: After learning about the research process and completing many practice activities, 80% of students will be able to write a research paper for their science fair projects. -Test</p>	<p>Informal: Teacher questioning/class discussion Formal: Written responses to each selection Test on each selection Timed Writing Mid-Term Exams 80 % of students will be able to select a story, choose the story element (plot, setting, or conflict) that most affected them, and write a cohesive five paragraph essay. Midterm exam</p>	<p>Informal: Teacher questioning/class discussion Formal: Written responses to each selection Test on each selection Timed Writing 80% of students will be able to write a comparison-contrast essay comparing two literary texts.</p>	<p>Informal: Teacher questioning/class discussion Formal: Written responses to each selection Test on each selection Timed Writing 80% of the students will be able to write a literary analysis examining one or two elements of a literary text, such as plot, characters, or theme. Students will develop an original interpretation of the text, using evidence that is supported consistently. Final Exam</p>



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**Curriculum Map- Scope and Sequence:
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Reading/Language Arts Essay writing Students will demonstrate understanding of setting, characters, and conflict (writing) and revision and proofreading (Language Arts) through a written assignment.</p>	<p>Reading/Language Arts/Science/Information Literacy -Students will read many forms of nonfiction, write notes and a final research paper on the science fair project of their choice. -Students work closely with the media center specialist on learning information literacy skills.</p>	<p>Reading/Language Arts Personal narrative writing utilizing the skills learned throughout this unit, as well as proper grammar and spelling rules.</p>	<p>Reading/Language Arts Students will use language arts skills to write a compare and contrast essay. Students will also participate in a panel discussion comparing and contrasting two subjects.</p>	<p>Reading/Language Arts Students will utilize language arts skills in writing their papers and adapting them into an oral literary critique to present to the class.</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL2 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.RL4 CCSS ELA-Literacy.RL5 CCSS ELA-Literacy.RL6 CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.L4a-d CCSS ELA-Literacy.L6</p>	<p>CCSS ELA-Literacy.SL1b CCSS ELA-Literacy.SL1d CCSS ELA-Literacy.SL5 CCSS ELA-Literacy.RI1</p>	<p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.RL7 CCSS ELA-Literacy.SL4-6 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L2 CCSS ELA-Literacy.L4a CCSS ELA-Literacy.L4b CCSS ELA-Literacy.L5b</p>	<p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.RL6 CCSS ELA-Literacy.RI2 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L1a CCSS ELA-Literacy.L4a CCSS ELA-Literacy.L4d CCSS ELA-Literacy.L5 CCSS ELA-Literacy.SL1 CCSS ELA-Literacy.SL1a CCSS ELA-Literacy.SL1c CCSS ELA-Literacy.SL4</p>	<p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.RL4 CCSS ELA-Literacy.RL5 CCSS ELA-Literacy.SL4 CCSS ELA-Literacy.SL6 CCSS ELA-Literacy.L1a CCSS ELA-Literacy.L4b</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA-Literacy.W4 CCSS ELA-Literacy.W5</p>	<p>CCSS ELA-Literacy.W2 a-f CCSS ELA-Literacy.W4-8 CCSS ELA-Literacy.W9b</p>	<p>CCSS ELA-Literacy.W1a-f CCSS ELA-Literacy.W4-6 CCSS ELA-Literacy.W9a CCSS ELA-Literacy.W10</p>	<p>CCSS ELA-Literacy.W2a-f CCSS ELA-Literacy.W4-5 CCSS ELA-Literacy. 9a CCSS ELA-Literacy.W10</p>	<p>CCSS ELA-Literacy.W2 a-f CCSS ELA-Literacy.W4 CCSS ELA-Literacy.W5 CCSS ELA-Literacy.W9a CCSS ELA-Literacy.W10</p>



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Links to CCSS/NGSSS Curriculum Standards:	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 7, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				
Purpose of Planning	Unit Six *Quarter 2 /Weeks 17-18	Unit Seven *Quarter 3/Weeks 19-23	Unit Eight *Quarter 3/Weeks 24-27	Unit Nine *Quarter 4/Weeks 28-31	Unit Ten *Quarter 4/Weeks 32-36
Unit Topic and Overview:	Information, Argument and Persuasion: Students will read selections that use facts for the purposes of informing, argument, and persuasion.	Biography and Autobiography: Students will read biography and autobiography and explore the choices authors make in deciding how to write about a person's life.	Myths, Legends, and Tales: Students will learn how people communicate their values, ideas, fears, and desires through stories.	Appreciating Poetry: Students will read and respond to different types of poems.	Understanding Theme: Students will learn about different themes and how an author uses characters and events in a story to reveal them.
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should understand the difference between fiction and nonfiction and know that informational text is nonfiction. Students should recognize that many forms of text are designed to persuade others.	Students should have an understanding of what biographies and autobiographies are.	Students should have a basic understanding of the characteristics of myths, legends, and tales.	Students should have some familiarity with different types of poems.	Students should understand that all stories have a theme.



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students will identify and use text features to locate and comprehend information. Students will distinguish factual claims from opinions. Students will analyze the structure an author uses to organize a text, understand elements of an argument, and analyze persuasive techniques and rhetorical fallacies.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -Can you believe everything you read? -Can appearances deceive? <ul style="list-style-type: none"> -What decisions shape the news? -Are people paid fairly? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -What is your opinion of the author’s perspective in <i>Fever</i>? 	<p>Students will identify purpose and characteristics of biography, autobiography, personal essay, historical drama, and diary. Students will be able to compare and contrast a fictional portrayal of a character and a historical account of the same period. Students will analyze the interactions between individuals, events, and ideas in a text.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -What is your duty to others? -What is a winner? -When is there dignity in silence? -What makes a person a trailblazer? -How can we change what’s wrong? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -How would you compare a fictional portrayal of a character in one of our selections to a historical account of the person? 	<p>Students will cite textual evidence to support analysis of the characteristics of myths, epics, legends, Folk tales, and tall tales. Students will identify cultural values in myths and legends. They will determine and compare recurring themes, and provide and evaluate a summary of an original text.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -Do you think before you act? -What are you willing to fight for? -Is chivalry dead? -What can we learn from stories? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -Can you assess the value or importance of a myth of your choice? 	<p>Students will analyze a poem’s form and structure, including free verse, lyric poetry, narrative poetry, ballads, and haiku. Students will determine the figurative and connotative meanings of Words and phrases in a text. Students will analyze the interaction of elements such as rhyme, repetition, and alliteration.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -Why do we need memorials? -What is our place in nature? -Whom do you feel closest to? -What is honor? -How would you describe yourself? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -Choose a poem from our selections and assess it based on your personal criteria. 	<p>Students will determine theme, including multiple themes; compare and contrast characters; identify and interpret symbols; analyze how theme is conveyed through dialogue and stage directions; cite evidence to support analysis of inferences; determine and analyze author’s purpose.</p> <p>*Guiding Themes</p> <ul style="list-style-type: none"> -What happens when friends compete? -What makes a community? -What is the cure for unhappiness? -What makes a gift special? -Can you be alone and not lonely? <p>*Essential Concepts and Questions</p> <ul style="list-style-type: none"> -How could you determine the theme of one of our reading selections?
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Holt McDougal <i>Literature</i> Grade 7 <i>Fever 1793</i> by Laurie Halse Anderson</p>	<p>Holt McDougal <i>Literature</i> Grade 7 <i>Across Five Aprils</i> by Irene Hunt</p>	<p>Holt McDougal <i>Literature</i> Grade 7 <i>Crispin</i> by Avi</p>	<p>Holt McDougal <i>Literature</i> Grade 7 <i>Poetry for Young People</i> by Robert Frost <i>Poetry for Young People</i> by Walt Whitman <i>Poetry for Young People</i> Edgar Allen Poe <i>It's Raining Pigs & Noodles</i> by Jack Prelutsky</p>	<p>Holt McDougal <i>Literature</i> Grade 7 <i>The Giver</i> by Lois Lowry</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart DVD-ROM MediaSmart DVD-ROM GrammarNotes DVD-ROM Audio Anthology CD Audio Tutor CD ThinkCentral!</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart DVD-ROM MediaSmart DVD-ROM GrammarNotes DVD-ROM Audio Anthology CD ThinkCentral!</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart DVD-ROM GrammarNotes DVD-ROM Audio Anthology CD Audio Tutor CD ThinkCentral!</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart DVD-ROM GrammarNotes DVD-ROM Audio Anthology CD Audio Tutor CD ThinkCentral!</p>	<p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart DVD-ROM GrammarNotes DVD-ROM MediaSmart DVD-ROM Audio Anthology CD Audio Tutor CD ThinkCentral!</p>



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<p>Assessments: *Types and Measurements of Mastery</p>	<p>Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment; a persuasive essay; 80% of the students will be able to write a persuasive essay that asserts a strong claim on an issue introduced in the essential questions. They will support their claims with reasons and evidence that will convince the audience to act or think a certain way.</p>	<p>Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment; 80% of the students will be able to write a personal narrative that describes a special event in their lives that relates to one of the essential questions.</p>	<p>Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment. 80% of the students will write a myth of their own to explain some occurrence in nature.</p>	<p>Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment. 80% of students will write an online feature article analyzing a poem and explaining its meaning in relation to one of the essential questions.</p>	<p>Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment; 80% of the students will be able to write a short story showing a complex character facing and resolving a conflict or struggle related to one of the essential questions. Final Exam</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Reading/Language Arts/Science/History Students will write a persuasive essay utilizing knowledge from the fields of science and/or history. Students will also present their persuasive speeches to the class.</p>	<p>Reading/Language Arts/History Students read many examples of biographies and autobiographies of many historical figures (Eleanor Roosevelt, Martin Luther King, Malcolm X, and Jackie Robinson) and write responses for each. JFK Project http://www.jfk50.org/ Students use this website to choose one of JFK's contributions to write a research report about.</p>	<p>Reading/Language Arts/History Students will demonstrate their understanding of the elements of myths, folktales, and legends by creating one of their own to explain their answer to one of the essential questions.</p>	<p>Reading/Language Arts/History/Science Students' poetry readings will incorporate knowledge from other content areas in order to address the chosen question. Reading/Language Arts/History What Makes a Poem an Epic? Students will participate in many activities to reinforce understanding of epic poetry.</p>	<p>Reading/Language Arts Students will utilize their language arts skills in writing a short story. Students will also work in groups to produce a class blog.</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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<p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p>	<p>CCSS ELA-Literacy.RI1 CCSS ELA-Literacy.RI2 CCSS ELA-Literacy.RI4 CCSS ELA-Literacy.RI5 CCSS ELA-Literacy.RI6 CCSS ELA-Literacy.RI8 CCSS ELA-Literacy.RI9 CCSS ELA-Literacy.RI10 CCSS ELA-Literacy.SL1 CCSS ELA-Literacy.SL2 CCSS ELA-Literacy.SL3-6 CCSS ELA-Literacy.L2 CCSS ELA-Literacy.L4b CCSS ELA-Literacy.L5 CCSS ELA-Literacy.L5b CCSS ELA-Literacy.L6</p>	<p>CCSS ELA-Literacy.RL9 CCSS ELA-Literacy.RI1 CCSS ELA-Literacy.RI2 CCSS ELA-Literacy.RI3 CCSS ELA-Literacy.RI5 CCSS ELA-Literacy.RI6 CCSS ELA-Literacy.SL1 CCSS ELA-Literacy.SL1a-c CCSS ELA-Literacy.SL5 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L2 CCSS ELA-Literacy.L4b</p>	<p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy. RI10 CCSS ELA-Literacy.SL1a CCSS ELA-Literacy.SL1c CCSS ELA-Literacy.SL5 CCSS ELA-Literacy.L4d CCSS ELA-Literacy.L5b</p>	<p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL2 CCSS ELA-Literacy.RL4 CCSS ELA-Literacy.RL5 CCSS ELA-iteracy.RI1 CCSS ELA-Literacy.RI5 CCSS ELA-Literacy. R9 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L3 CCSS ELA-Literacy.L4c</p>	<p>CCSS ELA-Literacy. RL1 CCSS ELA-Literacy. RL2 CCSS ELA-Literacy. RL3 CCSS ELA-Literacy. RI1 CCSS ELA-Literacy. RI6 CCSS ELA-Literacy L2 CCSS ELA-Literacy L4 CCSS ELA-Literacy L5c</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA-Literacy.W1a-e CCSS ELA-Literacy.W4 CCSS ELA-Literacy.W5 CCSS ELA-Literacy.W6 CCSS ELA-Literacy.W10</p>	<p>CCSS ELA-Literacy.W3a-e CCSS ELA-Literacy.W4-5 CCSS ELA-Literacy.W10</p>	<p>CCSS ELA-Literacy.W2a-f CCSS ELA-Literacy.W4-6 CCSS ELA-Literacy.W10</p>	<p>CCSS ELA-Literacy.W2a-f CCSS ELA-Literacy.W4-8 CCSS ELA-Literacy.W9a</p>	<p>CCSS ELA-Literacy.W3a-e CCSS ELA-Literacy.W4-6 CCSS ELA-Literacy.W10</p>



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**Links to CCSS/NGSSS
Curriculum
Standards:**

The following links will be used to incorporate the CCSS and other applicable standards:

- The [Common Core State Standard](#) expectations in **grade _7_**,
- The [K-12 English LA and Content Area Writing Standards](#)
- The [K-12 Reading Standards](#)
- The [K-12 Mathematics Standards](#)
- The [K-12 NGSSS Science & Social Studies Standards](#)

