

Reading 7 / Grade 7 Curriculum

Course Anthology: Houghton Mifflin Harcourt Grade 7 *Collections*

Unit 1: Bold Actions

Essential Question: What does it take to face challenge or adversity despite the outcome?

Enduring Understandings: • Persistence, courage, and fearlessness can overcome the desperation of a situation. • The decision to take on a challenge or adversity may be impacted by the results of that decision rather than the considerations in making the decision. • The thrill of “being the first” to win over a challenge or adversity may not be the realized outcome; however, the pioneer spirit usually leads to a greater result for mankind.

Maryland College and Career Ready Frameworks, Grades 6-8

- [Reading Literature Framework](#)
- [Reading Informational Texts Framework](#)
- [Writing Framework](#)
- [Speaking and Listening Framework](#)
- [Language Framework](#)

Text Title and Author	Maryland College and Career Ready Standards for English Grades 6-8
Unit Introduction and Opener: What does it take to face challenge or adversity despite the outcome?	RI.7.9, SL.7.2
Anchor: “Rogue Wave” (short story) by Theodore Taylor	RL.7.3, L.7.1a
“Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” (news article) by Paul Harris / “Ship of Fools” (editorial) by Joanna Weiss / “Was Abby Too Young to Sail?” (TV news interview) by CBS News	RI.7.5, RI.7.8, RI.7.9, SL.7.2
“Finding Your Everest” (essay) by Robert Medina	RI.7.8
Short, focused research: What factors should be taken into consideration before taking a bold action?	RI.7.9, SL.7.2, SL.7.5, W.7.7, W.7.8
“Big Things Come in Small Packages” (short story) by Eleanora E. Tate	RL.7.3, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d
“Women in Aviation” (informational writing) by Patricia and Frederick McKissack	RI.7.3, RI.7.6
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Additional days may be used for extension/enrichment activities of listed texts, paired text study, additional <i>Collections</i> texts, or student-led book clubs.	

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Unit 2: Perception and Reality

Essential Question: What is the relationship between perception and reality?

Enduring Understandings: • Individuals can look at something similarly, yet see different things. • People’s views, whether perception or reality, make sense to them. • Determining if something is perceived or real is secondary to the reasons why it was determined to be so.

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Text Title and Author	Maryland College and Career Ready Standards for English Grades 6-8
Unit Introduction and Opener: What is the relationship between perception and reality?	RI.7.2
Anchor: “The People Could Fly” (folk tale) by Virginia Hamilton	RL.7.2, RL.7.5
Media: Pavement Chalk Art (public art) by Julian Beaver	SL.7.2, SL.7.5
“Saving the Lost” (science article) by Reynaldo Vasquez	RI.7.2
from <i>A Christmas Carol</i> (CL) (novel) by Charles Dickens	RL.7.7
“Always Wanting More” from <i>I Want That!</i> (informational text) by Thomas Hine	RI.7.4, RI.7.8
Anchor: <i>Sorry, Wrong Number</i> (drama) by Lucille Fletcher	RL.7.3, RL.7.7
Short, focused research: What is the perception and reality of consumer culture?	RI.7.9, SL.7.2, SL.7.5, W.7.7
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
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Unit 3: Risk and Exploration

Essential Question: What is the risk or reward of exploration?

Enduring Understanding: • We have an inherent desire to explore the world despite perceived boundaries. • We have a responsibility to ourselves and to future generations to explore the universe in a way that betters our world. • It is through the greatest challenges in exploration, we find the strongest parts of ourselves.

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Unit Introduction and Opener: What is the risk or reward of exploration?	RI.7.2
“Your World” (poem) by Georgia Douglas Johnson	RL.7.1, RL.7.5, W.7.2a
Anchor: “Remarks at the Dedication of the Aerospace Medical Health Center” (speech) by John F. Kennedy	SL.7.1c, SL.7.3, RI.7.6, W.7.9a, W.7.9b
Anchor: from <i>Mississippi Solo</i> (novel) by Eddy L. Harris	RI.7.4
“Is Space Exploration Worth the Cost?” (online essay) by Joan Vernikos	RI.7.8, RI.7.9
“Why Exploring the Ocean Is Mankind’s Next Giant Leap” (commentary) by Philippe Cousteau	RI.7.8, RI.7.9, W.7.7, SL.7.4
Short, focused research: What are the frontiers of risk and exploration?	SL.7.4, W.7.7, W.7.9b
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
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Unit 4: Guided by a Cause

Essential Question: What inspires people to take action to improve their world?

Enduring Understandings: • The courage of others should be used as an exemplar to us as we work together to improve our world. • The world will not improve on its own; each individual is responsible for the improvement. • It only takes one person’s voice to start a movement and we are all equally capable of being that voice.

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Text Title and Author	Maryland College and Career Ready Standards for English Grades 6-8
Unit Introduction and Opener: What inspires people to take action to improve their world?	RL.7.7, W.7.2a
“A Poem for My Librarian, Mrs. Long” (poem) by Nikki Giovanni	RL.7.3, RL.7.5
“He-y, Come on Ou-t!” (CL) (short story) by Shinichi Hoshi	RL.7.2, W.7.1b
Anchor: from <i>Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> (history writing) by Albert Marrin / from <i>The Story of the Triangle Factory Fire</i> (history writing) by Zachary Kent	RI.7.2, RI.7.5, RI.7.6, RI.7.9
<i>The Most Daring of (Our) Leaders</i> (history writing) by Lynne Olson / “Speech from the Democratic National Convention” (speech) by John Lewis	RI.7.3, RI.7.6
Anchor: “Craig Kielburger Reflects on Working Toward Peace” (personal essay) by Craig Kielburger	RI.7.4, RI.7.5, W.7.9b
from <i>It Takes a Child</i> (documentary clip) by Judy Jackson	RI.7.7, SL.7.2, W.7.1a
Short, focused research: Research a modern global, national, or local cause.	W.7.7, W.7.8, W.7.9b
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Additional days may be used for extension/enrichment activities of listed texts, paired text study, additional <i>Collections</i> texts, or student-led book clubs.	

Novels for consideration: *The Lions of Little Rock**, *Fever 1793* (CL), *A World Without Fish* (CL), *Out of the Dust*, *Boy, Peak*, *Nothing but the Truth*, *The Seventh Most Important Thing*, *Resistance**, *Amari and the Night Brothers*, *Starfish*, *The Running Dream*

* Indicates novel that requires parent letter to be sent home prior to instruction.

CL indicates that the text is available in [CommonLit](#).

For more information regarding the Grade 7 Reading course content, curriculum, and pacing, please contact Kristine Scarry, Supervisor of Reading, English, Language Arts (Kristine.scarry@hcps.org) or Annmarie Steltzer, Assistant Supervisor of Reading, English, Language Arts (Annmarie.steltzer@hcps.org).