

School City of East Chicago

Grade 7
Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Essential Question	What Makes a Hero or an Outlaw?				
Constant Standards	<p>7.RL.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.</p>	<p>7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>7.RN.2.2 Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.</p> <p>7.RN.3.2 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>7.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p> <p>7.RV.2.2 Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words.</p> <p>7.RV.2.5 Consult general and specialized reference materials, both print and digital (e.g., <i>dictionary, thesaurus, style guide</i>), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.</p>	<p>7.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. <p>7.W.6.1 a-e Demonstrate command of English grammar and usage and build upon and continue applying conventions learned previously with parts of speech, phrases, and clauses</p> <p>7.W.6.2 a-c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and build upon and continue applying conventions learned previously</p>	<p>7.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>7.SL.2.2 Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>7.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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					<p>7.ML.2.1 Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.</p> <p>7.ML.2.2 Analyze the ways that the media use words and images to attract the public's attention.</p>
Spiral Standards	<p>7.RL.2.3 Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).</p> <p>7.RL.3.1 Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.</p> <p>7.RL.3.2 Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p>	<p>7.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.</p> <p>7.RN.4.1 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.</p>	<p>7.RV.2.3 Distinguish among the connotations of words with similar denotations.</p> <p>7.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent, bellicose, rebel</i>).</p>	<p>7.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone 	

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	<p>7.RL.4.1 Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in a film</i>).</p>	<p>7.RN.4.2 Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i>).</p> <p>7.RN.4.3 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>7.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) within a story, poem, or play.</p> <p>7.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>appropriate to purpose and audience.</p> <ul style="list-style-type: none"> ● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ● Provide a concluding statement or section that follows from and supports the argument presented. <p>7.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate a research question. ● Gather relevant information from multiple sources, using search terms effectively, and annotate sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. 	

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				● Present information, choosing from a variety of formats.	
New (Focus) Standards	7.RL.4.2 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7.RN.2.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i>).	7.RV.3.3 Interpret figures of speech (e.g., <i>literary, religious, and mythological allusions</i>) in context.		
Essential Skills	7.RL.2.1 *Reading comprehension *Analyze the text *Identify explicit textual evidence *Cite evidence *Draw inferences *Support inference using textual evidence 7.RL.2.2 *Reading comprehension *Recognize and analyze theme development *Make inferences *Write an objective summary of text	7.RN.2.1 *Reading comprehension *Analyze the text *Identify explicit textual evidence *Cite evidence *Draw inferences *Support inference using textual evidence 7.RN.2.2 *Reading comprehension *Determine central ideas *Analyze development of central ideas *Formulate an objective summary of the text	7.RV.2.1 *Use context (e.g., <i>the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) as a clue to the meaning of a word or phrase 7.RV.2.2 *Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words	7.W.3.1 *Understand the rhetoric of argument *Introduce a precise claim *Provide reasons and evidence to support claim(s) or counterarguments *Determine relevance of evidence *Utilize credible sources *Utilize transitional expressions to establish relationships among claims and reasons *Understand and use formal style *Provide an effective conclusion that follows from the argument presented	7.SL.2.1-2.3 *Prepare for collaborative discussions *Know how to incorporate evidence or information into discussion which is relevant to the topic *Know the norms for participating in a discussion *Assign and assume roles in the discussion *Set goals and deadline, then track progress *Make relevant comments that help return the discussion to the topic

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	<p>7.RL.2.3 *Analyze elements of story/drama *Describe how characters change throughout a story or drama *Describe how story elements influence the characters as the plot moves toward resolution</p> <p>7.RL.3.1 *Understand and identify types of drama and poetry *Analyze the form and structure of drama and poetry *Interpret the meaning of drama and poetry *Understand and analyze how text structure contributes to the meaning of a drama or poem</p> <p>7.RL.3.2 *Understand and identify various points of view *Understand and explain the development of the narrator’s or speaker’s point of view *contrast points of view</p> <p>7.RL.4.1 *Compare and contrast the experience of reading a story,</p>	<p>7.RN.2.3 *Identify individuals, events, and ideas *Analyze the interaction between individuals, events, and ideas</p> <p>7.RN.3.2 *Identify and analyze text structures *Analyze the use of text features *Compare and contrast overall structure in two or more texts *Analyze public documents *Understand part to whole organizational structure *Understand and analyze how parts (sentences, paragraphs, chapters, or sections) contribute to the whole (development of ideas)</p> <p>7.RN.3.3 *Identify and analyze point of view *Identify and analyze purpose *Understand and explain how the point of view/purpose is distinguished from that of others</p> <p>7.RN.4.1 *Understand how claims and/or arguments are supported by evidence from the text</p>	<p>7.RV.2.3 *Distinguish among the connotations (associations) of words with similar denotations (definitions) *Identify the explicit/direct meaning of a word *Identify the secondary meaning of a word</p> <p>7.RV.2.4 *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</p> <p>7.RV.2.5 *Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words</p> <p>7.RV.3.1 *Understand connotations/denotations *Understand figurative language (e.g., <i>simile, metaphor, analogy,</i></p>	<p>7.W.4 *Implement the writing process by: planning, revising, editing, and rewriting for clarity, consistency, and coherence *Organize ideas, concepts, and information prior to writing *Understand the writing task/prompt *Understand the purpose for writing *Understand the audience *Write well-constructed sentences and paragraphs *Know how to write a clear, concise thesis statement *Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts *Be able to write a strong conclusion that supports ideas presented in the writing *Edit for language conventions *Possess computer literacy skills *Know how to format and design page layouts</p>	<p>*Be willing to acknowledge new information expressed by others *Be willing to modify your own view based on the comments and information of others</p> <p>7.SL.4.1 *Plan and deliver a presentation that is: focused; coherent; contains pertinent facts, descriptions, examples *Speak with adequate volume and clear pronunciation *Make appropriate eye contact</p> <p>7.ML.2.1-2.2 *Be able to identify and analyze main ideas in diverse media and formats, including electronic, print, and mass media used to inform, persuade, entertain, and transmit culture *Be able to identify and analyze supporting details and ideas in diverse media and formats *Be able to explain how ideas, information, or data clarify a topic, text or issue under study</p>

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	<p>drama, or poem to listening to or viewing an audio, video, or live version of the text</p> <p>*Analyze effects unique to each medium: lighting, sound, color, camera focus, camera angles</p> <p>7.RL.4.2</p> <p>*Distinguish between historical fiction and historical accounts.</p> <p>*Identify the historical event in terms of time, place, and/or character</p> <p>*Identify how the author used or altered history to write a fictional portrayal</p> <p>*Compare and contrast the historical events as they were portrayed in the fictional story to the historical account of the same events</p>	<p>*Trace specific claims of an argument</p> <p>*Evaluate evidence relevant to the claims</p> <p>7.RN.4.2</p> <p>*Compare and contrast the experience of reading a text to listening to or viewing an audio, video, or multimedia version of the text</p> <p>*Analyze and compare the portrayal of the subject in each medium</p> <p>7.RN.4.3</p> <p>*Compare and contrast two texts</p> <p>*Identify and analyze interpretation of facts</p> <p>*Identify and analyze use of evidence</p>	<p><i>hyperbole, personification, idioms, onomatopoeia</i></p> <p>*Identify repetition of sounds (e.g., rhyme scheme, alliteration, assonance)</p> <p>*Understand how word choice impacts meaning and tone</p> <p>7.RV.3.2</p> <p>*Identify and interpret connotations</p> <p>*Identify and interpret figurative language</p> <p>*Identify and interpret technical language</p> <p>*Analyze the impact of word choice on meaning and tone</p> <p>7.RV.3.3</p> <p>*Interpret figurative language</p> <p>*Interpret literary, biblical and mythological allusions</p>	<p>*Know how to access electronic sources</p> <p>*Know how to save, transfer, and print electronic files</p> <p>*Know how to interact with others using mediums such as forums or Google Classroom</p> <p>7.W.6.1 a-e</p> <p>*Know and correctly use all parts of speech</p> <p>*Identify and correctly use phrases and clauses</p> <p>*Identify and correct misplaced and dangling modifiers</p> <p>*Identify and correctly use simple, compound, complex, and compound-complex sentences</p> <p>*Identify and correctly use (place) modifiers</p> <p>*Recognize and correct sentence fragments and run-ons</p> <p>*Recognize variations from standard English</p> <p>7.W.6.2 a-c</p> <p>*Understand and apply conventions of standard English for capitalization, punctuation, and spelling when writing</p>	

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Suggested Anchor Texts	<ul style="list-style-type: none"> ❖ “Ballad of Birmingham” by Dudley Randall ❖ “Selma” movie clip ❖ “Mother to Son” by Langston Hughes (<i>Pearson</i>) ❖ “We Real Cool” by Gwendolyn Brooks ❖ “Jim” by Gwendolyn Brooks (<i>Pearson</i>) <hr/> <ul style="list-style-type: none"> ❖ Summary of <u>Uncle Tom’s Cabin</u> https://www.harrietbeecherstowncenter.org/utc/ 	<ul style="list-style-type: none"> ❖ Birmingham Bombing Article http://www.nytimes.com/learning/general/onthisday/big/0915.html#article ❖ “The Importance of Muhammad Ali” http://www.readworks.org/passages/importance-muhammad-ali-abridged ❖ “I Have a Dream” speech by Martin Luther King, JR along with “God’s Judgment” by Malcolm X http://www.rvrhs.com/ourpages/auto/2015/1/15/44074690/King%20and%20X.pdf ❖ “Harriet Tubman: Africans in America: America’s Journey Through Slavery” /Poster (<i>Pearson</i>) ❖ John Brown’s Final Speech 1859 https://zinnedproject.org/material 	<p>Quarter 3- Editorial (Argument Essay)</p> <p>Background In this unit, we learned about people who could be considered heroes, outlaws or both. Their label depends on the perceptions of the people around them, the laws where they lived, and their impact on history.</p> <p>Task Choose a person from the unit and write an editorial on whether this person is a hero, an outlaw or both. Conduct research to further understand the efforts and motives behind the actions of the person you selected.</p> <p>Editorial Checklist</p> <ul style="list-style-type: none"> • Develop an engaging opening • Provide background information that introduces your topic • Present a clear claim or statement of position • Gather relevant information from multiple sources • Assess the credibility and accuracy of sources • Quote and paraphrase the information and conclusions of others • Include two separate supporting arguments/reasons, with effective matching evidence from reliable sources • Use transition words, phrases, and clauses to clarify the relationships among claims and reasons • Establish and maintain a consistent style and tone appropriate to the purpose and audience • Avoid plagiarism and follow a standard format for citation (MLA style) • Conclude with a call to action that follows logically from the argument presented • Demonstrate correct usage of Standard English, capitalization, punctuation, and spelling • Create a bibliography using standard MLA format 		

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		s/john-brown/					
Instructional Strategies	<ul style="list-style-type: none"> ❖ John Hattie Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ ❖ LD OnLine http://www.ldonline.org/ ❖ Robert Marzano 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ ❖ Tim Shanahan Close Reading https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/ ❖ Special Needs – Teacher Resources https://www.teachervision.com/teaching-strategies/special-needs ❖ Strategies and Resources for Supporting English Language Learners https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley 		<ul style="list-style-type: none"> ❖ Doing It Differently: Tips for Teaching Vocabulary https://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber ❖ LDOnline Teaching Writing to Diverse Learning Populations http://www.ldonline.org/article/22323/ ❖ Robert Marzano 6 Step Process to Vocabulary Instruction http://www.teachthought.com/pedagogy/literacy/vocabulary-instructional-strategies-marzanos-6-step-process/ 		<ul style="list-style-type: none"> ❖ Purdue Online Writing Lab https://owl.english.purdue.edu/owl ❖ Writing Instruction for ELLs http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells ❖ Writing Strategies http://www.readwritethink.org/search/?strategy-guide-series=30144 		<ul style="list-style-type: none"> ❖ NCTE Media Literacy Lessons http://www.ncte.org/lessons/media-literacy ❖ ReadWriteThink Critical Media Literacy: TV Programs http://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-programs-96.html ❖ The Teaching Channel Literacy in the Digital Age: 9 Great Speaking & Listening Tools https://www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/

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	<ul style="list-style-type: none"> ❖ Teachers Toolkit: English Language Learners https://www.teachingchannel.org/blog/2014/11/04/english-language-learners-resources/ ❖ Carol Ann Tomlinson *What is Differentiated Instruction? http://www.readingrockets.org/article/what-differentiated-instruction ❖ WIDA https://www.wida.us/ 				<ul style="list-style-type: none"> ❖ The Teaching Channel Let's Talk! Five Strategies for Hitting the Speaking and Listening Standards https://www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/
Question Stems	<p>7.RL.2.1 *Cite several examples of textual evidence to support your analysis of text. *What inferences can you draw from your analysis of the text?</p> <p>7.RL.2.2 *What is the theme or central idea? *Cite evidence from the text to support your determination of the theme/central idea. *An example of how the theme recurs/is developed in the text is... *How can you objectively</p>	<p>7.RN.2.1 *Cite several examples of textual evidence to support your analysis of text. *What inferences can you draw from your analysis of the text?</p> <p>7.RN.2.2 *What is the central idea? Is there more than one central idea? *Cite evidence from the text to support your determination of the central idea. *How can you objectively summarize the text?</p>	<p>7.RV.2.1 *Based upon the use of the word in the sentence, what can you conclude the word ____ means? *Does the positioning of the word ____ assist in determining meaning? Is an appositive clue provided?</p> <p>7.RV.2.2 *What is the relationship between these words?</p>	<p>7.W.3.1 *How can you clearly introduce your claim? *What reasons/evidence best supports your claim? *How can you best support the counterargument? *Is the evidence relevant? Are your sources credible? *What words will assist the reader in clarifying the relationship between the claim and reasons? *What makes your piece formal in style?</p>	<p>7.SL.2.1 - 7.SL.2.3 *Based on your reading, what might you want to discuss with your group? *What are the group norms that will make the discussion effective? *What is your role and how will you contribute to the discussion? *What are the specific goals of the discussion and how long do you have to meet them? *Reflect on what you heard, what ideas can you add to the discussion? *Have your partners said</p>

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	<p>summarize the text?</p> <p>7.RL.2.3 *Describe the plot of a story or drama. *Describe the problem. How was it resolved? *What can you infer about the plot and how it is shaped by the setting? *An example of how a character evolves with the plot is ... *What can you infer about the character and how he is shaped by the setting?</p> <p>7.RL.3.1 *What is the meaning of the text? *How does the structure of the text contribute to its meaning?</p> <p>7.RL.3.2 *Which words from the text show that it is written in ... person? *How/why does one character's point of view differ from that of another character? * How does the author's word choice help to develop the narrator's or speaker's point of view?</p>	<p>7.RN.2.3 *What change of events was influential? *How did one individual influence another?</p> <p>7.RN.3.2 *How do specific paragraphs relate to each other? How do they support the author's position? *What text features does the author use to develop his ideas? *What effect do the text features have on the reader, and why?</p> <p>7.RN.3.3 *What is the author's point of view or purpose? *How does the author's word choice help develop the point of view/purpose?</p> <p>7.RN.4.1 *Understand how claims and/or arguments are supported by evidence from the text. *Trace specific claims of an argument. *Evaluate evidence relevant to the claims.</p>	<p>7.RV.2.3 *What is the denotation and/or connotation of the word? *Is there an emotion associated with the meaning?</p> <p>7.RV.2.4 *Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?</p> <p>7.RV.2.5 *What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech? *What is the origin of the word? Did it derive from another language?</p> <p>7.RV.3.1 *What does the word/phrase _____ mean in this selection? *The word/phrase is an example of _____. *Without changing the meaning of the sentence, what word can best be used to replace the underlined part? *How does the author's use of</p>	<p>*Do your concluding statements support your argument?</p> <p>7.W.4 *What form of writing does the prompt call for? How do you know? *Who is the audience? *What is your purpose for writing? *How will you organize your thinking before beginning? *What style will you use? Formal? Informal? How will you know? *Will your writing include a thesis statement? *How will you conclude your writing? *What can you add to make your writing clearer?</p> <p>WE WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR, USAGE, AND CONVENTIONS STANDARDS</p>	<p>anything that made you change your ideas? Did you acknowledge them? *Use the language frame: I agree/disagree with what you said *Use this language frame: In addition to what _____ said, I think...</p> <p>7.SL.4.1 *How will you plan your presentation? *Is your topic presented logically with sufficient and pertinent details/facts/examples? *Can the listener follow your presentation? Is there cohesion from beginning to end?</p> <p>7.ML.2.1-2.2 *What is the main idea of _____? *Did you evaluate how those ideas are presented in different media? Is the message the same? *What aspect of culture is being transmitted through this media format? *How does using visual</p>

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Academic Vocabulary	<ul style="list-style-type: none"> ❖ IDOE English/ Language Arts Glossary K-12 http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf ❖ ISTEP+ Standards & Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary 				
District Assessments	<ul style="list-style-type: none"> ❖ Grade 7 Common District Writing Prompt ❖ Pearson Assessment Suite ❖ Edgenuity/Compass Learning Hybridge ❖ NWEA 				