

School City of East Chicago

Grade 7 Quarter 4 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

| Quarter 4 | Literature | Nonfiction | Vocabulary | Writing | Speaking/Listening & Media Literacy |
|--------------------|--|--|---|--|--|
| Essential Question | How Do We Overcome a Crowd Mentality? | | | | |
| 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,</p> |

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| | | | | | <p>adequate volume, and clear pronunciation.</p> <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.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>).</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.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> | N/A | N/A |

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| | <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.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.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.</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 <i>bias and stereotyping</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>7.RV.3.3 Interpret figures of speech (e.g., <i>literary, religious, and mythological allusions</i>) in context.</p> | | |

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| New (Focus) Standards | N/A | N/A | .N/A | <p>7.W.3.2 Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | N/A |

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| | | | | <ul style="list-style-type: none"> ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. | |
| Essential Skills | <p>7.RL.2.1</p> <ul style="list-style-type: none"> *Reading comprehension *Analyze the text *Identify explicit textual evidence *Cite evidence *Draw inferences *Support inference using textual evidence <p>7.RL.2.2</p> <ul style="list-style-type: none"> *Reading comprehension *Recognize and analyze theme development *Make inferences *Write an objective summary of text <p>7.RL.2.3</p> <ul style="list-style-type: none"> *Analyze elements of story/drama *Describe how characters change throughout a story or drama | <p>7.RN.2.1</p> <ul style="list-style-type: none"> *Reading comprehension *Analyze the text *Identify explicit textual evidence *Cite evidence *Draw inferences *Support inference using textual evidence <p>7.RN.2.2</p> <ul style="list-style-type: none"> *Reading comprehension *Determine central ideas *Analyze development of central ideas *Formulate an objective summary of the text <p>7.RN.2.3</p> <ul style="list-style-type: none"> *Identify individuals, events, and ideas *Analyze the interaction between individuals, events, and ideas | <p>7.RV.2.1</p> <ul style="list-style-type: none"> *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 <p>7.RV.2.2</p> <ul style="list-style-type: none"> *Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words <p>7.RV.2.3</p> <ul style="list-style-type: none"> *Distinguish among the connotations (associations) of words with similar denotations (definitions) *Identify the explicit/direct meaning of a word | <p>7.W.3.2</p> <ul style="list-style-type: none"> *Introduce a topic or thesis statement clearly, preview what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts *Use precise language and domain-specific vocabulary to | <p>7.SL.2.1-2.3</p> <ul style="list-style-type: none"> *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 *Be willing to acknowledge new information expressed by others |

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| | <p>*Describe how story elements influence the characters as the plot moves toward resolution</p> <p>7.RL.3.1</p> <p>*Understand and identify types of drama and poetry</p> <p>*Analyze the form and structure of drama and poetry</p> <p>*Interpret the meaning of drama and poetry</p> <p>*Understand and analyze how text structure contributes to the meaning of a drama or poem</p> <p>7.RL.3.2</p> <p>*Understand and identify various points of view</p> <p>*Understand and explain the development of the narrator’s or speaker’s point of view</p> <p>*contrast points of view</p> <p>7.RL.4.1</p> <p>*Compare and contrast the experience of reading a story, 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.RN.3.2</p> <p>*Identify and analyze text structures</p> <p>*Analyze the use of text features</p> <p>*Compare and contrast overall structure in two or more texts</p> <p>*Analyze public documents</p> <p>*Understand part to whole organizational structure</p> <p>*Understand and analyze how parts (sentences, paragraphs, chapters, or sections) contribute to the whole (development of ideas)</p> <p>7.RN.3.3</p> <p>*Identify and analyze point of view</p> <p>*Identify and analyze purpose</p> <p>*Understand and explain how the point of view/purpose is distinguished from that of others</p> <p>7.RN.4.1</p> <p>*Understand how claims and/or arguments are supported by evidence from the text</p> <p>*Trace specific claims of an argument</p> <p>*Evaluate evidence relevant to the claims</p> | <p>*Identify the secondary meaning of a word</p> <p>7.RV.2.4</p> <p>*Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</p> <p>7.RV.2.5</p> <p>*Consult reference materials (e.g., dictionaries, glossaries, thesauruses) 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</p> <p>*Understand connotations/denotations</p> <p>*Understand figurative language (e.g., <i>simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia</i>)</p> <p>*Identify repetition of sounds (e.g., <i>rhyme scheme, alliteration, assonance</i>)</p> <p>*Understand how word choice impacts meaning and tone</p> | <p>inform about or explain the topic</p> <p>*Establish and maintain a formal style</p> <p>*Provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>7.W.4</p> <p>*Implement the writing process by: planning, revising, editing, and rewriting for clarity, consistency, and coherence</p> <p>*Organize ideas, concepts, and information prior to writing</p> <p>*Understand the writing task/prompt</p> <p>*Understand the purpose for writing</p> <p>*Understand the audience</p> <p>*Write well-constructed sentences and paragraphs</p> <p>*Know how to write a clear, concise thesis statement</p> <p>*Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts</p> | <p>*Be willing to modify your own view based on the comments and information of others</p> <p>7.SL.4.1</p> <p>*Plan and deliver a presentation that is: focused; coherent; contains pertinent facts, descriptions, examples</p> <p>*Speak with adequate volume and clear pronunciation</p> <p>*Make appropriate eye contact</p> <p>7.ML.2.1-2.2</p> <p>*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</p> <p>*Be able to identify and analyze supporting details and ideas in diverse media and formats</p> <p>*Be able to explain how ideas, information, or data clarify a topic, text or issue under study</p> |

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| | <p>7.RL.4.2 *Distinguish between historical fiction and historical accounts. *Identify the historical event in terms of time, place, and/or character *Identify how the author used or altered history to write a fictional portrayal *Compare and contrast the historical events as they were portrayed in the fictional story to the historical account of the same events</p> | <p>7.RN.4.2 *Compare and contrast the experience of reading a text to listening to or viewing an audio, video, or multimedia version of the text *Analyze and compare the portrayal of the subject in each medium 7.RN.4.3 *Compare and contrast two texts *Identify and analyze interpretation of facts *Identify and analyze use of evidence</p> | <p>7.RV.3.2 *Identify and interpret connotations *Identify and interpret figurative language *Identify and interpret technical language *Analyze the impact of word choice on meaning and tone 7.RV.3.3 *Interpret figurative language *Interpret literary, biblical and mythological allusions</p> | <p>*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 *Know how to access electronic sources *Know how to save, transfer, and print electronic files *Know how to interact with others using mediums such as forums or Google Classroom 7.W.6.1 a-e *Know and correctly use all parts of speech *Identify and correctly use phrases and clauses *Identify and correct misplaced and dangling modifiers *Identify and correctly use simple, compound, complex, and compound-complex sentences *Identify and correctly use (place) modifiers *Recognize and correct sentence fragments and run-ons</p> | |

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| | | | | *Recognize variations from standard English 7.W.6.2 a-c *Understand and apply conventions of standard English for capitalization, punctuation, and spelling when writing | |
| Suggested Anchor Texts | ❖ “Monsters are Due on Maple Street” (<i>Pearson</i>) ❖ “Film clips from “The Hunger Games” ❖ “The Lottery” by Shirley Jackson https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf | ❖ “Joseph McCarthy from Prentice Hall United States History” (<i>Pearson</i>) ❖ “Salem Witch Trials of 1692: The Salem Witch Museum” (<i>Pearson</i>) ❖ “Herd Mentality? The Freakonomics of Boarding a Bus” (<i>Pearson</i>) | Quarter 4- Informative Essay Background In this unit, we learned about herd mentality. Herd mentality is based on what the people around you are doing. Choosing to stay with the crowd or going against the grain both have consequences. Task Write an informative essay comparing and contrasting how the people you read about in this unit either followed or rebelled against the herd mentality. What was the issue? What were the consequences? Informative Essay (Comparison/Contrast) Checklist <ul style="list-style-type: none"> • Introduce the topic clearly • Provide relevant facts and concrete details from the reading selections • Utilize a logical organizational structure (point-by-point or block method) • Use appropriate and varied transitions to create cohesion among ideas • Include precise language that is powerful, vivid, and engaging for the audience. • Establish and maintain an appropriate style and tone for the intended audience • Conclude the essay with ideas that logically follow supporting details • Demonstrate correct usage of Standard English, capitalization, punctuation, and spelling | | |

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| 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 ❖ Teachers Toolkit: English Language Learners https://www.teachingchannel.org/blog/2014/11/04/english-language-learners-resources/ | <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/pe-dagogy/literacy/vocabulary-instructiona-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/ ❖ 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/ | |

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| | ❖ Carol Ann Tomlinson *What is Differentiated Instruction? http://www.readingrockets.org/article/what-differentiated-instruction ❖ WIDA https://www.wida.us/ | | | | |
| Question Stems | 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? 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 summarize the text? 7.RL.2.3 *Describe the plot of a story or drama. *Describe the problem. How was it resolved? | 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? 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? 7.RN.2.3 *What change of events was influential? *How did one individual influence another? 7.RN.3.2 *How do specific paragraphs | 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? 7.RV.2.2 *What is the relationship between these words? 7.RV.2.3 *What is the denotation and/or connotation of the word? *Is there an emotion associated with the meaning? 7.RV.2.4 *Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide? 7.RV.2.5 | 7.W.3.2 *How can you clearly introduce your topic? *What organizational structure will best enable you to convey your information? *What facts/details/examples/quotations help develop your topic? *What words will assist the reader in clarifying the relationship among the ideas and concepts? *Is your piece written using academic vocabulary? *Is your concluding statement consistent with the information presented? 7.W.4 *What form of writing does the prompt call for? How do you know? | 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 anything that made you change your ideas? Did you acknowledge them? *Use the language frame: I agree/disagree with what you |

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| | <p>*What can you infer about the plot and how it is shaped by the setting?</p> <p>*An example of how a character evolves with the plot is ...</p> <p>*What can you infer about the character and how he is shaped by the setting?</p> <p>7.RL.3.1</p> <p>*What is the meaning of the text?</p> <p>*How does the structure of the text contribute to its meaning?</p> <p>7.RL.3.2</p> <p>*Which words from the text show that it is written in ... person?</p> <p>*How/why does one character's point of view differ from that of another character?</p> <p>* How does the author's word choice help to develop the narrator's or speaker's point of view?</p> | <p>relate to each other? How do they support the author's position?</p> <p>*What text features does the author use to develop his ideas?</p> <p>*What effect do the text features have on the reader, and why?</p> <p>7.RN.3.3</p> <p>*What is the author's point of view or purpose?</p> <p>*How does the author's word choice help develop the point of view/purpose?</p> <p>7.RN.4.1</p> <p>*What is the argument in the text?</p> <p>*Identify the claims used to support the argument</p> <p>*Is the argument well developed and supported? Explain your answer</p> | <p>*What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</p> <p>*What is the origin of the word? Did it derive from another language?</p> <p>7.RV.3.1</p> <p>*What does the word/phrase _____ mean in this selection?</p> <p>*The word/phrase is an example of _____.</p> <p>*Without changing the meaning of the sentence, what word can best be used to replace the underlined part?</p> <p>*How does the author's use of repetition of sounds impact the tone of the text?</p> | <p>*Who is the audience?</p> <p>*What is your purpose for writing?</p> <p>*How will you organize your thinking before beginning?</p> <p>*What style will you use? Formal? Informal? How will you know?</p> <p>*Will your writing include a thesis statement?</p> <p>*How will you conclude your writing?</p> <p>*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>said</p> <p>*Use this language frame: In addition to what _____ said, I think...</p> <p>7.SL.4.1</p> <p>*How will you plan your presentation?</p> <p>*Is your topic presented logically with sufficient and pertinent details/facts/examples?</p> <p>*Can the listener follow your presentation? Is there cohesion from beginning to end?</p> <p>7.ML.2.1-2.2</p> <p>*What is the main idea of _____?</p> <p>*Did you evaluate how those ideas are presented in different media? Is the message the same?</p> <p>*What aspect of culture is being transmitted through this media format?</p> <p>*How does using visual media/formats help clarify the ideas within a topic of study?</p> <p>*Which format or media made</p> |

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| | <p>7.RL.4.1 *Select an event from the book and compare it to a scene from the production. How are they different and why? *Evaluate the effectiveness of the media techniques used to portray the work?</p> <p>7.RL.4.2 *How are the historical events and the fictional event the same and/or different? *How does the author’s portrayal of the character compare to the historical accounts?</p> | <p>7.RN.4.2 *Select an event from the text and compare it to a scene from the production. How are they different and why? *Evaluate the effectiveness of the media techniques used to portray the work.</p> <p>7.RN.4.3 *What evidence does the author use to shape his/her presentation of key information? *How does the evidence differ?</p> | <p>7.RV.3.2 *What does the word/phrase _____ mean in this selection? *The author uses connotation to _____.</p> <p>*What is the technical meaning of the word? *How does the author’s word choice impact the meaning and tone of the passage?</p> <p>7.RV.3.3 *What type of figurative language is used and what is meant by the figurative language?</p> | | <p>the topic easier for you to understand? *What were some of the supporting details presented? *Why would presenting ideas and information in a quantitative format make it easier to understand? *Did you analyze the information presented for credibility?</p> |
| Academic Vocabulary | <p>❖ 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</p> <p>❖ ISTEP+ Standards & Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</p> | | | | |
| District Assessments | <p>❖ Grade 7 Common District Writing Prompt</p> <p>❖ Pearson Assessment Suite</p> <p>❖ Edgenuity/Compass Learning Hybridge</p> <p>❖ NWEA</p> | | | | |