

School City of East Chicago

Grade 7 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Essential Question	Does Every Conflict Have a Winner?				
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>
New (Focus) Standards	<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.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</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p>7.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	

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				<ul style="list-style-type: none"> ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events. 	
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.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.RV.2.1</p> <ul style="list-style-type: none"> *Use context (<i>e.g., 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 (<i>e.g., synonym/antonym, analogy</i>) to better understand each of the words 	<p>7.W.3.3</p> <ul style="list-style-type: none"> *Understand the narrative organizational text structure: exposition, rising action (complication/problem) climax (crisis), falling action, and resolution of problem *Understand how to establish a context and point of view *Understand how to introduce a narrator and/or character *Understand how to organize an event sequence that unfolds naturally and logically *Understand narrative techniques: dialogue, pacing, and description *Understand how to develop experiences, events and/or characters 	<p>7.SL.2.1 – 7.SL.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>7.RL.3.2</p> <ul style="list-style-type: none"> *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>7.RN.3.2</p> <ul style="list-style-type: none"> *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>7.RN.3.3</p> <ul style="list-style-type: none"> *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>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 *Identify the secondary meaning of a word <p>7.RV.2.4</p> <ul style="list-style-type: none"> *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word <p>7.RV.2.5</p> <ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *Understand how to use a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another <p>7.W.4</p> <ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *Be willing to modify your own view based on the comments and information of others <p>7.SL.4.1</p> <ul style="list-style-type: none"> *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>7.ML.2.1-2.2</p> <ul style="list-style-type: none"> *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

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				<ul style="list-style-type: none"> *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 *Recognize variations from standard English 	

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	<ul style="list-style-type: none"> ❖ “Two Kinds” (Pearson) 	<ul style="list-style-type: none"> ❖ “Everyday Use” by Alice Walker http://www.dunbarhs.org/ourpages/auto/2013/8/29/50829982/2%20Everyday%20Use%20Student%20Text.pdf 			
	<ul style="list-style-type: none"> ❖ “Rikki-Tikki”(Pearson) 	<ul style="list-style-type: none"> ❖ “Mongooses” http://www.ereadingworksheets.com/reading-comprehension-worksheets/nonfiction-reading-test-mongooses.htm 			
Instructional Strategies & Resources	<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/ 		<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/ 	<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

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	<ul style="list-style-type: none"> ❖ 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/ ❖ 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"> ❖ Robert Marzano 6 Step Process to Vocabulary Instruction http://www.teachthought.com/pedagogy/literacy/vocabulary-instructional-strategies-marzano-6-step-process/ 		<ul style="list-style-type: none"> ❖ 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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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 summarize the text?</p>	<p>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>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.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.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.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.W.3.3 *What experiences or event will you write about? *How will you introduce your characters and narrator? *How will you organize the events in your story? Are they logical? *What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident? *How can you use dialogue to convey the experience? *How and where can the use of descriptive language assist in conveying the experience? *Are the descriptive details provided relevant? *Did you include a conflict and was it resolved? *How will you provide a satisfying conclusion?</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 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... 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</p>

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	<p>7.RL.3.2</p> <ul style="list-style-type: none"> *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>7.RN.3.3</p> <ul style="list-style-type: none"> *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>7.RV.2.5</p> <ul style="list-style-type: none"> *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>7.W.4</p> <ul style="list-style-type: none"> *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 style="background-color: yellow;">WE WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR, USAGE, AND CONVENTIONS STANDARDS</p>	<p>presentation? Is there cohesion from beginning to end?</p> <p>7.ML.2.1-2.2</p> <ul style="list-style-type: none"> *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 media/formats help clarify the ideas within a topic of study? *Which format or media made 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?

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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 Hybrid ❖ NWEA 				