

## School City of East Chicago

### Grade 7 Quarter 2 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 2	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Essential Question	<b>What Should We Learn from Other’s Experience?</b>				
<b>Constant Standards</b>	<p style="color: red;"><b>7.RL.2.1</b> 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 style="color: red;"><b>7.RL.2.2</b> 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 style="color: red;"><b>7.RN.2.1</b> 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 style="color: red;"><b>7.RN.2.2</b> 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 style="color: red;"><b>7.RN.3.2</b> 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 style="color: red;"><b>7.RV.2.1</b> Use context to determine or clarify the meaning of words and phrases.</p> <p style="color: green;"><b>7.RV.2.2</b> Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words.</p> <p><b>7.RV.2.5</b> 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 style="color: red;"><b>7.W.4</b> Apply the <b>writing process</b> to –</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.</li> </ul> <p style="color: red;"><b>7.W.6.1 a-e</b> 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 style="color: red;"><b>7.W.6.2 a-c</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and build upon and continue applying conventions learned previously</p>	<p style="color: red;"><b>7.SL.2.1</b> 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 style="color: red;"><b>7.SL.2.2</b> Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p style="color: red;"><b>7.SL.2.3</b> Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p style="color: red;"><b>7.SL.4.1</b> 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><b>7.ML.2.1</b> Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.</p> <p><b>7.ML.2.2</b> Analyze the ways that the media use words and images to attract the public's attention.</p>
Spiral Standards	<p><b>7.RL.3.2</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p>	<p><b>7.RN.3.3</b> 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><b>7.RV.2.3</b> Distinguish among the connotations of words with similar denotations.</p> <p><b>7.RV.2.4</b> 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>		
New (Focus) Standards	<p><b>7.RL.2.3</b> Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).</p>	<p><b>7.RN.4.1</b> 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,</p>	<p><b>7.RV.3.1</b> 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</p>	<p><b>7.W.3.1</b> Write <b>arguments</b> in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> </ul>	

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	<p><b>7.RL.3.1</b> 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><b>7.RL.4.1</b> 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., lighting, sound, color, or camera focus and angles in a film).</p>	<p>noting instances of bias and stereotyping.</p> <p><b>7.RN.4.2</b> 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><b>7.RN.4.3</b> 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>sounds (e.g., <i>alliteration</i>) within a story, poem, or play.</p> <p><b>7.RV.3.2</b> 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>	<ul style="list-style-type: none"> <li>● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p><b>7.W.5</b> 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"> <li>● Formulate a research question.</li> <li>● Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> <li>● Assess the credibility and accuracy of each source.</li> </ul>	

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				<ul style="list-style-type: none"> <li>● Quote or paraphrase the information and conclusions of others.</li> <li>● Avoid plagiarism and follow a standard format for citation.</li> <li>● Present information, choosing from a variety of formats.</li> </ul>	
<b>Essential Skills</b>	<p><b>7.RL.2.1</b></p> <ul style="list-style-type: none"> <li>*Reading comprehension</li> <li>*Analyze the text</li> <li>*Identify explicit textual evidence</li> <li>*Cite evidence</li> <li>*Draw inferences</li> <li>*Support inference using textual evidence</li> </ul> <p><b>7.RL.2.2</b></p> <ul style="list-style-type: none"> <li>*Reading comprehension</li> <li>*Recognize and analyze theme development</li> <li>*Make inferences</li> <li>*Write an objective summary of text</li> </ul> <p><b>7.RL.2.3</b></p> <ul style="list-style-type: none"> <li>*Analyze elements of story/drama</li> <li>*Describe how characters change throughout a story or drama</li> </ul>	<p><b>7.RN.2.1</b></p> <ul style="list-style-type: none"> <li>*Reading comprehension</li> <li>*Analyze the text</li> <li>*Identify explicit textual evidence</li> <li>*Cite evidence</li> <li>*Draw inferences</li> <li>*Support inference using textual evidence</li> </ul> <p><b>7.RN.2.2</b></p> <ul style="list-style-type: none"> <li>*Reading comprehension</li> <li>*Determine central ideas</li> <li>*Analyze development of central ideas</li> <li>*Formulate an objective summary of the text</li> </ul> <p><b>7.RN.3.2</b></p> <ul style="list-style-type: none"> <li>*Identify and analyze text structures</li> <li>*Analyze the use of text features</li> </ul>	<p><b>7.RV.2.1</b></p> <ul style="list-style-type: none"> <li>*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</li> </ul> <p><b>7.RV.2.2</b></p> <ul style="list-style-type: none"> <li>*Use the relationship between particular words (<i>e.g., synonym/antonym, analogy</i>) to better understand each of the words</li> </ul> <p><b>7.RV.2.3</b></p> <ul style="list-style-type: none"> <li>*Distinguish among the connotations (associations) of words with similar denotations (definitions)</li> <li>*Identify the explicit/direct meaning of a word</li> </ul>	<p><b>7.W.3.1</b></p> <ul style="list-style-type: none"> <li>*Understand the rhetoric of argument</li> <li>*Introduce a precise claim</li> <li>*Provide reasons and evidence to support claim(s) or counterarguments</li> <li>*Determine relevance of evidence</li> <li>*Utilize credible sources</li> <li>*Utilize transitional expressions to establish relationships among claims and reasons</li> <li>*Understand and use formal style</li> <li>*Provide an effective conclusion that follows from the argument presented</li> </ul> <p><b>7.W.4</b></p> <ul style="list-style-type: none"> <li>*Implement the writing process by: planning, revising, editing, and rewriting for clarity, consistency, and coherence</li> </ul>	<p><b>7.SL.2.1-2.3</b></p> <ul style="list-style-type: none"> <li>*Prepare for collaborative discussions</li> <li>*Know how to incorporate evidence or information into discussion which is relevant to the topic</li> <li>*Know the norms for participating in a discussion</li> <li>*Assign and assume roles in the discussion</li> <li>*Set goals and deadline, then track progress</li> <li>*Make relevant comments that help return the discussion to the topic</li> <li>*Be willing to acknowledge new information expressed by others</li> <li>*Be willing to modify your own view based on the comments and information of others</li> </ul>

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	<p>*Describe how story elements influence the characters as the plot moves toward resolution <b>7.RL.3.1</b></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 <b>7.RL.3.2</b></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>*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) <b>7.RN.3.3</b></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 <b>7.RN.4.1</b></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 <b>7.RV.2.4</b></p> <p>*Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word <b>7.RV.2.5</b></p> <p>*Consult reference materials (<i>e.g., 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 <b>7.RV.3.1</b></p> <p>*Understand connotations/denotations</p> <p>*Understand figurative language (<i>e.g., simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia</i>)</p> <p>*Identify repetition of sounds (<i>e.g., rhyme scheme, alliteration, assonance</i>)</p> <p>*Understand how word choice impacts meaning and tone</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 able to write a strong conclusion that supports ideas presented in the writing</p> <p>*Edit for language conventions</p> <p>*Possess computer literacy skills</p> <p>*Know how to format and design page layouts</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><b>7.SL.4.1</b></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><b>7.ML.2.1-2.2</b></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><b>7.RL.4.1</b> *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 *Analyze effects unique to each medium: lighting, sound, color, camera focus, camera angles</p>	<p><b>7.RN.4.2</b> *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 <b>7.RN.4.3</b> *Compare and contrast two texts *Identify and analyze interpretation of facts *Identify and analyze use of evidence</p>	<p><b>7.RV.3.2</b> *Identify and interpret connotations *Identify and interpret figurative language *Identify and interpret technical language *Analyze the impact of word choice on meaning and tone</p>	<p><b>7.W.5</b> *Know the steps of an investigation including development of a research question *Know how to gather relevant information from multiple print and digital sources *Know how to assess the credibility and accuracy of each source *Know how to quote and/or paraphrase information without plagiarizing *Be able to create a bibliography using a standard format for citation <b>7.W.6.1 a-e</b> *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 <b>7.W.6.2 a-c</b> *Understand and apply conventions of standard English for capitalization, punctuation, and spelling when writing	
<b>Suggested Anchor Texts</b>	❖ “We Wear the Mask” by Paul Laurence Dunbar <a href="https://www.poets.org/poetsorg/poem/we-wear-mask">https://www.poets.org/poetsorg/poem/we-wear-mask</a>  ❖ Excerpts from <i>The House on Mango Street</i> by Sandra Cisneros <a href="http://nlcphs.net/SummerReadings/Freshmen/HouseOnMango.pdf">http://nlcphs.net/SummerReadings/Freshmen/HouseOnMango.pdf</a>  ❖ <i>Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie	❖ “All Together Now” (Pearson)  ❖ <i>Barrio Boy</i> by Ernesto Galarza (Pearson)  ❖ “I am a Native of North America” (Pearson)	<b>Quarter 2- Argument Essay</b>  “Anger and intolerance are the enemies of correct understanding.” (Mahatma Gandhi)  <b>Background</b> In this unit, we learned about the experiences of others who may be different from us. Being tolerant of these differences makes us stronger and more united as a country.  <b>Task</b> Write an argument essay in which take a position on being tolerant of other’s differences; do our differences make us stronger or weaker? Draw upon the reading selections from this unit to support your claim and conduct further research if necessary to support your claim.  <b>Argumentative Essay Checklist</b> <ul style="list-style-type: none"> <li>• Introduce a claim by stating a position</li> <li>• Support position with relevant evidence that is logically organized</li> <li>• Conduct research to gather relevant information to support the argument presented</li> <li>• Assess the credibility and accuracy of sources</li> <li>• Quote or paraphrase the information and conclusions of others</li> <li>• Avoid plagiarism and follow a standard format for citation (MLA style)</li> </ul>		

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	<ul style="list-style-type: none"> <li>❖ “Indian Education” by Sherman Alexie <a href="http://www.mpsaz.org/rmhs/staff/dmsokol/101/files/sherman_alexie.pdf">http://www.mpsaz.org/rmhs/staff/dmsokol/101/files/sherman_alexie.pdf</a></li> </ul>			<ul style="list-style-type: none"> <li>• Use transitions to create cohesion and clarify the relationship among claims</li> <li>• Address the objections that might be made by opponents and provide counter arguments</li> <li>• Establish and maintain a style and tone appropriate to the purpose and audience</li> <li>• Conclude with statements that logically follow from and support the argument presented</li> <li>• Demonstrate correct usage of Standard English, capitalization, punctuation, and spelling</li> <li>• Create a bibliography using the MLA format</li> </ul>	
Instructional Strategies	<ul style="list-style-type: none"> <li>❖ <b>John Hattie</b> Top 10 High Impact Instructional Strategies <a href="http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/">http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/</a></li> <li>❖ <b>LD OnLine</b> <a href="http://www.ldonline.org/">http://www.ldonline.org/</a></li> <li>❖ <b>Robert Marzano</b> 9 High Yield Instructional Strategies <a href="http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/">http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/</a></li> <li>❖ <b>Tim Shanahan</b> Close Reading <a href="https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/">https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/</a></li> <li>❖ <b>Special Needs – Teacher Resources</b> <a href="https://www.teachervision.com/teaching-strategies/special-needs">https://www.teachervision.com/teaching-strategies/special-needs</a></li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Doing It Differently: Tips for Teaching Vocabulary</b> <a href="https://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber">https://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber</a></li> <li>❖ <b>LDOnline</b> Teaching Writing to Diverse Learning Populations <a href="http://www.ldonline.org/article/22323/">http://www.ldonline.org/article/22323/</a></li> <li>❖ <b>Robert Marzano</b> 6 Step Process to Vocabulary Instruction <a href="http://www.teachthought.com/edagogy/literacy/vocabulary-instructional-strategies-marzanos-6-step-process/">http://www.teachthought.com/edagogy/literacy/vocabulary-instructional-strategies-marzanos-6-step-process/</a></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Purdue Online Writing Lab</b> <a href="https://owl.english.purdue.edu/owl">https://owl.english.purdue.edu/owl</a></li> <li>❖ <b>Writing Instruction for ELLs</b> <a href="http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells">http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells</a></li> <li>❖ <b>Writing Strategies</b> <a href="http://www.readwritethink.org/search/?strategy-guide-series=30144">http://www.readwritethink.org/search/?strategy-guide-series=30144</a></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>NCTE</b> Media Literacy Lessons <a href="http://www.ncte.org/lessons/media-literacy">http://www.ncte.org/lessons/media-literacy</a></li> <li>❖ <b>ReadWriteThink</b> Critical Media Literacy: TV Programs <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-programs-96.html">http://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-programs-96.html</a></li> <li>❖ <b>The Teaching Channel</b> Literacy in the Digital Age: 9 Great Speaking &amp; Listening Tools <a href="https://www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/">https://www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/</a></li> </ul>

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	<ul style="list-style-type: none"> <li>❖ <b>Strategies and Resources for Supporting English Language Learners</b> <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></li> <li>❖ <b>Teachers Toolkit: English Language Learners</b> <a href="https://www.teachingchannel.org/blog/2014/11/04/english-language-learners-resources/">https://www.teachingchannel.org/blog/2014/11/04/english-language-learners-resources/</a></li> <li>❖ <b>Carol Ann Tomlinson</b> *What is Differentiated Instruction? <a href="http://www.readingrockets.org/article/what-differentiated-instruction">http://www.readingrockets.org/article/what-differentiated-instruction</a></li> <li>❖ <b>WIDA</b> <a href="https://www.wida.us/">https://www.wida.us/</a></li> </ul>				<ul style="list-style-type: none"> <li>❖ <b>The Teaching Channel</b> Let’s Talk! Five Strategies for Hitting the Speaking and Listening Standards <a href="https://www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/">https://www.teachingchannel.org/blog/2015/09/02/literacy-in-the-digital-age-speaking-and-listening-sap/</a></li> </ul>
Question Stems	<p><b>7.RL.2.1</b> *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><b>7.RL.2.2</b> *What is the theme or central idea? *Cite evidence from the text to support your determination of</p>	<p><b>7.RN.2.1</b> *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><b>7.RN.2.2</b> *What is the central idea? Is there more than one central idea? *Cite evidence from the text to</p>	<p><b>7.RV.2.1</b> *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><b>7.RV.2.2</b> *What is the relationship between these words?</p>	<p><b>7.W.3.1</b> *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</p>	<p><b>7.SL.2.1 - 7.SL.2.3</b> *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?</p>

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Green=Important

Black=Additional

Quarter 2	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Essential Question	<b>What Should We Learn from Other’s Experience?</b>				
	<p>the theme/central idea.</p> <p>*An example of how the theme recurs/is developed in the text is...</p> <p>*How can you objectively summarize the text?</p> <p><b>7.RL.2.3</b></p> <p>*Describe the plot of a story or drama.</p> <p>*Describe the problem. How was it resolved?</p> <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><b>7.RL.3.1</b></p> <p>*What is the meaning of the text?</p> <p>*How does the structure of the text contribute to its meaning?</p> <p><b>7.RL.3.2</b></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>support your determination of the central idea.</p> <p>*How can you objectively summarize the text?</p> <p><b>7.RN.3.2</b></p> <p>*How do specific paragraphs 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><b>7.RN.3.3</b></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><b>7.RN.4.1</b></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><b>7.RN.4.2</b></p>	<p><b>7.RV.2.3</b></p> <p>*What is the denotation and/or connotation of the word?</p> <p>*Is there an emotion associated with the meaning?</p> <p><b>7.RV.2.4</b></p> <p>*Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?</p> <p><b>7.RV.2.5</b></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><b>7.RV.3.1</b></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</p>	<p>between the claim and reasons?</p> <p>*What makes your piece formal in style?</p> <p>*Do your concluding statements support your argument?</p> <p><b>7.W.4</b></p> <p>*What form of writing does the prompt call for? How do you know?</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><b>7.W.5</b></p> <p>*What subject are you investigating?</p> <p>*What is your inquiry question?</p> <p>*Does your inquiry question need to be altered as a result of your findings?</p> <p>*How can you best summarize your findings?</p>	<p>*Reflect on what you heard, what ideas can you add to the discussion?</p> <p>*Have your partners said anything that made you change your ideas? Did you acknowledge them?</p> <p>*Use the language frame: I agree/disagree with what you said</p> <p>*Use this language frame: In addition to what _____ said, I think...</p> <p><b>7.SL.4.1</b></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><b>7.ML.2.1-2.2</b></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</p>

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	<p>* How does the author’s word choice help to develop the narrator’s or speaker’s point of view?</p> <p><b>7.RL.4.1</b></p> <p>*Select an event from the book and compare it to a scene from the production. How are they different and why?</p> <p>*Evaluate the effectiveness of the media techniques used to portray the work?</p>	<p>*Select an event from the text and compare it to a scene from the production. How are they different and why?</p> <p>*Evaluate the effectiveness of the media techniques used to portray the work.</p> <p><b>7.RN.4.3</b></p> <p>*What evidence does the author use to shape his/her presentation of key information?</p> <p>*How does the evidence differ?</p>	<p>tone of the text?</p> <p><b>7.RV.3.2</b></p> <p>*What does the word/phrase _____ mean in this selection?</p> <p>*The author uses connotation to _____.</p> <p>*What is the technical meaning of the word?</p> <p>*How does the author’s word choice impact the meaning and tone of the passage?</p>	<p>*What conclusions can you draw from your sources?</p> <p>*How will you locate information from both print and digital sources?</p> <p>*Do you know how to do a key word search on the internet?</p> <p>*What key words could you use to conduct your search?</p> <p>*You run a key word search on the internet and it comes up with several articles on the subject; which would you check first? Why?</p> <p>*How do you know that the source is credible and accurate?</p> <p>*What direct quotes will you use?</p> <p>*How will you paraphrase the information?</p> <p>*How will you cite (various) sources in a bibliography?</p> <p style="background-color: yellow;"><b>WE WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR, USAGE, AND CONVENTIONS STANDARDS</b></p>	<p>media/formats help clarify the ideas within a topic of study?</p> <p>*Which format or media made the topic easier for you to understand?</p> <p>*What were some of the supporting details presented?</p> <p>*Why would presenting ideas and information in a quantitative format make it easier to understand?</p> <p>*Did you analyze the information presented for credibility?</p>

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