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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  7th Grade ELA Curriculum Map – 1st Quarter | **Vocabulary** | **Resources** |
| **Reading - Literature** | **Key Ideas and Details** | RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. On-Going | I can: -Accurately cite several pieces of textual evidence by stating page number or line number to prove understanding. -Cite textual evidence to support inferences drawn from the text. -Identify and analyze the explicit meaning of a text. - Identify inferences from a text. - Formulate inferences from textual material. | textual evidence, analyze, inference, explicit | Seventh Grade, The Scholarship Jacket |
| RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. On-Going | I can: - Recognize the theme and central idea of a text. - Identify supporting details. - Develop an objective summary. - Determine a theme or central idea of a text. - Analyze the development of a theme or central idea over the course of a text. - Provide an objective summary of a text. | theme, central idea, summary, opinion, objective | Amigo Brothers, The War of the Wall |
| RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). On-Going | I can: - Describe elements of a story or drama. - Identify changes in elements of a story or drama. - Identify interactions between elements. - Analyze how a change in one element shapes another. - Analyze how elements of a story or drama interact. | plot structure, direct characterization, indirect characterization, static character, dynamic character, setting, climax, theme, mood, resolution, conflict | Seventh Grade, Rikki-tikki-tavi, Zebra |
| **Reading - Literature** | **Craft & Structure** | RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. On-Going | I can . . .  - Distinguish the points of view of different characters or narrators in a text. - Trace the development of the points of view of different characters or narrators in a text. - Analyze the contrasting points of view of different characters or narrators in a text. | point of view, first person, second person , third person, third person limited, third person omniscient | The Scholarship Jacket, A Retrieved Reformation |
| **Integration of Knowledge and Ideas** | RL.7.9 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. On-Going | I can: - Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period. - Distinguish how authors of fiction use or alter history. | genre, theme, compare, contrast, fictional portrayal, historical account | Clara Barton: Battlefied Nurse/from The War Diary of Clara Barton |
| **Reading Informational Text** | **Key Ideas and Details** | RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. On-Going | I can. . . - Accurately cite several pieces of textual evidence by stating page number or line number to prove understanding. - Analyze the explicit meaning of a text. - Examine text and draw inferences from a given text. | textual evidence, analyze, inference, explicit, cite, support | Homeless, Stars With Wings, Eleanor Roosevelt |
| **Craft & Structure** | RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. On-Going | I can . . . - Locate and explain the meaning of words and phrases in a text. - Examine figurative, connotative, and technical meanings of words and phrases in a text. - RI.7.4 Judge the impact of a specific word choice on meaning and tone. | figurative language, literal language, denotative meaning, connotative meaning, tone, mood, technical meaning | Remarks at the Dedication of the Aerospace Medical Health Center |
| **Reading -Informational Text** | **Craft and Structure** | RI.7.5 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. On-Going | I can . . . - Determine the structure an author uses to organize a text. - Analyze how major sections contribute to the whole. -Analyze how major sections contribute to the development of ideas. | textual evidence, central idea, structure, organize | Stars With Wings, Eleanor Roosevelt |
| RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. On-Going | I can . . . - Identify the point of view of the author. - Determine the author’s purpose. - Analyze how the author distinguishes his position from that of others. | point of view, author's purpose, distinguish | Homeless |
| **Integration of Knowledge Ideas** | RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). On-Going | I can . . . - Compare and contrast a text to an audio, video, or multimedia version of the text. - Analyze each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impacts of the words). | media (medium), format, compare, contrast | Speech, Research Project |
| **Writing** | **Text Types and Purposes** | W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | I can . . . - Make a claim - Acknowledge alternate or opposing claims - Provide reasons and evidence to support my claim - Organize my reasons and evidence logically | argument, claim, evidence, credible sources, transition, debate, relevant evidence, logical reasoning, cohesion, clarify, formal style, concluding statement | www.writingfix.com |
| **Writing** | **Text Types and Purposes** | W.7.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | I can . . . - Identify accurate credible sources - Demonstrate an understanding of the topic or text - Support claim(s) with logical reasoning and relevant evidence. | argument, claim, evidence, credible sources, transition, debate | www.writingfix.com |
| W.7.1 Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | I can . . . - Compose a variety of phrases and clauses. - Choose the words, phrases, and clauses that will create cohesion. - Choose the words, phrases, and clauses that will show the relationships among claim(s), reasons, and evidence. | argument, claim, evidence, credible sources, transition, debate | www.writingfix.com |
| W.7.1 Write arguments to support claims with clear reasons and relevant evidence.  d. Establish and maintain a formal style. | I can . . . - Use a formal style. - Maintain a formal style. | argument, claim, evidence, credible sources, transition, debate | www.writingfix.com |
| W.7.1 Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented. | I can . . . - Write concluding statement or section that follows from and supports the argument presented. | argument, claim, evidence, credible sources, transition, debate | www.writingfix.com |
| **Writing** | **Text Types and Purposes** | W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | I can . . . - Choose a setting, point of view, narrator and/or characters. - Construct a natural and logical sequence of events (plot). - Engage the reader using vivid and descriptive details. | narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transition, conclusion, point of view | www.writingfix.com |
| W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | I can . . . - Identify effective dialogue in fiction and nonfiction selections. - Examine the overall effect of pacing in fiction and nonfiction selections. - Apply narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. | narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transition, conclusion, point of view | www.writingfix.com |
| W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | I can . . . - Know appropriate transitions (conjunctive adverbs, correlative and coordinating conjunctions) to signal shifts in time and setting. - Use appropriate transitions to signal shifts in time and setting. | narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transition, conclusion, point of view | www.writingfix.com |
| **Writing** | **Text Types and Purposes** | W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | I can . . . - Select precise words and phrases including descriptive details and sensory language to capture the action. | narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transition, conclusion, point of view | www.writingfix.com |
| W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | I can . . . - Write a conclusion that resolves the narrative and reflects on the experiences or events. | narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transition, conclusion, point of view | www.writingfix.com |
| **Production and Distribution of Writing** | W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) On-Going | I can . . . - Identify the task, audience, and purpose. - Create clear and coherent writing. - Use appropriate organization. - Use appropriate style. | writing style, task, purpose, audience | www.writingfix.com |
| **Writing** | **Production & Distribution of Writing** | W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.) On-Going | I can . . . - Strengthen the approach by planning, revising, editing, or rewriting. - Evaluate how well purpose and audience have been addressed. - Critique my writing by using guidance and support from peers and adults. - Demonstrate command of language conventions in my writing and editing. - Try a new approach when needed. | revision strategy, edit | www.writingfix.com |
| W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. On-Going | I can . . . - Use technology, including the Internet, to produce writing. - Link to and cite sources. - Interact and collaborate with others for an intended purpose. - Use technology, including the Internet, to publish | publish, credible website, interact, collaborate, linking, citing | Creative Writing Assignment, Debate, Speech |
| **Research to Build and Present Knowledge** | W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. On-Going | I can . . . - Conduct short research projects to answer a question. - Use information from several sources. -Generate related, focused questions for further research and investigation. | research, central question, source, focused questions | Research Project |
| W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. On-Going | I can . . . - Gather relevant information from multiple print and digital sources. - Use search terms effectively. - Evaluate the credibility and accuracy of each source. - Avoid plagiarism by quoting and paraphrasing correctly. - Produce a citation in standard format. | credibility, plagiarism, paraphrase, bibliographic information | Research Project |
| **Writing** | **Research to Build and Present Knowledge** | W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “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”). On-Going | I can . . . - Identify key ideas and details which provide evidence to support conclusions about the text accessed through research. - Cite textual evidence to support analysis of what the text says explicitly. - Draw evidence from key ideas and details as support for research. - Analyze key ideas and details in a text as evidence for support understanding of text. - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. - By comparing and contrasting a fictional and historical account, understand how authors of fiction use or alter history. | textual evidence, analysis, reflection, research | Research Project |
| W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”). On-Going | I can . . . - Identify key ideas and details which provide evidence to support conclusions about the text accessed through research. - Cite textual evidence to support analysis of what the text says explicitly. - Draw evidence from key ideas and details as support for research. - Analyze key ideas and details in a text as evidence for support understanding of text. - Reflect on key ideas and details in a text as evidence for support understanding of text. - Draw upon key ideas and details as support for research. | textual evidence, analysis, reflection, research | Research Project |
| **Writing** | **Range of Writing** | W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. On-Going | I can . . . - Write for a wide range of discipline-specific tasks, purposes, and audiences. - Write over extended time frames (time for research, reflection, and revision). - Write for shorter time frames (a single sitting or a day or two). | writing format, writing style, task, purpose, audience | Journals |
| **Speaking and Listening** | **Comprehension and Collaboration** | SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. On-Going | I can . . . - Participate in collaborative discussions (one-on- one, in groups, and teacher-led). - Work effectively with diverse partners. - Build on others ideas - Express my own ideas clearly. - Prepare for discussions by reading and researching material ahead of time. - Refer to previously read material during discussion. | collaborate, elaborate, paraphrase, perspective | Debate, Speech |
| SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. On-Going | I can . . . - Follow accepted rules for discussion. - Track my groups progress toward specific goals and deadlines. - Assign individual roles within the group. | collaborate, elaborate, paraphrase, perspective | Debate, Speech |
| **Speaking and Listening** | **Comprehension and Collaboration** | SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. On-Going | I can . . . - Ask open-ended questions. - Respond to what others say. - Redirect my group as needed. | collaborate, elaborate, paraphrase, perspective | Debate, Speech |
| SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views. On-Going | I can . . . - Listen to new information expressed by others. - When warranted, I can modify my original views. | collaborate, elaborate, paraphrase, perspective | Debate, Speech |
| **Speaking and Listening** | **Comprehension and Collaboration** | SL.7.2.Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. On-Going | I can . . . - Identify the main ideas and supporting details in diverse media and formats (e.g., visually, quantitatively, orally). - Explain how the ideas clarify a topic, text, or issue under study. - Identify main details and supporting details that contribute to the topic, text or issue of study of various media formats. - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually quantitatively, orally). - Explain how the ideas clarify the topic, text or issue under study | media, format | Independent Project |
| **Presentation of Knowledge and Ideas** | SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.. On-Going | I can . . . - Utilize multimedia components and visual displays to support, emphasize, and clarify the most important points. | clarification, media component, visual display | Presentation/Speech |
| SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.) On-Going | I can . . .  - Distinguish the difference between formal and informal English. - Demonstrate the accurate and appropriate use of formal English. - Modify and adjust my speech to a variety of contexts and tasks. | formal, informal | Speech |
| **Language** | **Conventions of English** | L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). On-Going | I can . . . - Apply correct capitalization. - Apply correct punctuation. - L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). | pronoun, antecedent, ambiguous | Writing assignment, journals, grammar book |
| **Language** | **Conventions of English** | L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. On-Going | I can . . . - Spell correctly. | pronoun, antecedent, ambiguous | Writing assignment, journals, grammar book |
| **Knowledge of Language** | L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* **Explicitly teach expressing ideas precisely and concisely. This skill is on-going.** | I can . . . - Use precise language to express ideas concisely. | precisely, concisely, wordiness, redundancy | Writing assignment, journals, grammar book |
| L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* **Explicitly teach eliminating wordiness and redundancy. This skill is on-going through self and peer-editing and practice.** | I can . . . - Recognize wordiness and redundancy. - Eliminate wordiness and redundancy. | precisely, concisely, wordiness, redundancy | Writing assignment, journals, grammar book |
| **Language** | **Vocabulary Acquisition and Use** | L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. On-going | I can . . . -. Use context clues to determine the meaning of a word or phrase (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence). | context clues, clarify |  |
| L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify. On-going | I can . . . - Determine which reference materials are appropriate for finding specific information. - Use reference materials to find the pronunciation of a word. - Use reference materials to determine the precise meaning of a word. - Use reference materials to determine the part of speech. | reference materials, dictionaries, glossaries, thesauruses, pronunciation |  |
| L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). On-going | I can . . . - Make a preliminary guess about the meaning of a word or a phrase. - Verify the actual meaning of a word or a phrase by checking the context or a dictionary. | reference materials, dictionaries, glossaries, thesauruses, pronunciation |  |
| **Language** | **Vocabulary Acquisition and Use** | L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. On-going | I can . . . - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | Figures of speech, allusions, literary, nuances, word relationships, Figurative language, |  |
| L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. On-going | I can . . . - Identify the relationship between particular words to better understand each word (e.g., synonym/antonym, analogy). | synonym, antonym, analogy |  |
| L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  On-going | I can . . . - Use grade appropriate academic and domain specific words and phrases. - Use vocabulary knowledge in a variety of situations. | academic vocabulary, domain-specific words, comprehension, expression |  |