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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  7th Grade ELA Curriculum Map – 4th Quarter | **Vocabulary** | **Resources** |
| **Reading - Literature** | **Range of Reading and Text Complexity** | RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | I can. . . Read and comprehend literature with increasing text complexity and proficiency.  - Read closer to the high end of the Lexile score. | reading strategy, comprehension | from Beowulf, Prometheus/Orpheus and Eurydice |
| **Reading – Informational Text** | **Range of Reading and Level of Text Complexity** | RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | I can . . . - Read and comprehend literary nonfiction with increasing text complexity and proficiency. - Read closer to the high end of the Lexile score 955-1155 with scaffolding. - Comprehend texts by thinking about, talking about, and responding to what I read. | reading strategy, comprehension | NOVEL STUDY OF TEACHER'S CHOICE |
| **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 |  |
| 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 |  |
| **Writing** | **Text Types and Purposes** | 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| **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. 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 |  |
| 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 |  |
| 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 |  |
| **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. 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 |  |
| **Speaking and Listening** | **Comprehension and Collaboration** | SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | I can . . . - Outline a speaker’s argument and specific claims. - Determine if the reasoning is logical, relevant, and sufficient to prove the point. | argument, credibility claim, fact, opinion | Persuasive Devices |
| **Speaking and Listening** | **Presentation of Knowledge and Ideas** | SL.7.4 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. | I can . . . - Deliver an oral presentation. - Provide meaningful descriptions, facts, details, and examples. - Maintain focus by emphasizing the most important points. - Use appropriate eye contact. - Use adequate volume. - Use clear pronunciation. | sequence, claim, findings, pertinent, salient points | Speech |

Please refer back to the 1st, 2nd , & 3rd Quarter maps to maintain on-going standards.