|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**7th Grade ELA Curriculum Map – 2nd Quarter | **Vocabulary** | **Resources** |
| **Reading - Literature** | **Craft and Structure** | RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurativeand connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,alliteration) on a specific verse or stanza of a poem or section of a story or drama.. | I can . . .- Identify and determine the meaning of words and phrases in a text.- Identify figurative words and phrases in a text.- Identify connotative words and phrases in a text.- Identify examples of rhymes and other repetitions of sound, including alliteration, on a specific verse or stanza of a poem section of a story or drama.- Interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text.- Analyze the impact of rhymes and other repetitions of sound, including alliteration, on a specific verse or stanza of a poem section of a story or drama. | figurative language, literal language, denotative meaning, connotative meaning, tone, mood |  \*POETRY UNIT 5\* |
| RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes toits meaning. | I can:- Identify the form or structure of a drama (e.g. soliloquy).- Identify the form or structure of a poem (e.g. sonnet). - Identify the overall meaning of a drama or poem.- Analyze how the structure contributes to the overall meaning of a drama or poem. | textual evidence, theme, setting, plot, end rhyme, narrative, concrete, soliloquy, sonnet, free verse, form, structure | \*POETRY UNIT 5\* |
| **Integration of Knowledge and Ideas** | RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimediaversion, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, orcamera focus and angles in a film). | I can . .- Identify the medium-specific techniques used in audio, film, stage, and multimedia (e.g. lighting, sound, color, and camera focus and angles in a film.)-Compare and contrast a written story, drama, or poem to its audio, filmed stage, or multimedia version.- Analyze the effect of the medium-specific techniques. | compare, contrast, multimedia, media-specific techniques | Media Study: Back to the Future |
| **Reading – Informational Text** | **Key Ideas and Details** | RI.7.2 Determine two or more central ideas in a text and analyze their development over the courseof the text; provide an objective summary of the text.On-Going | I can . . .- Determine two or more central ideas of the text.- Identify the details that support the central ideas.- Track the development of the central ideasthroughout the course of the text.- Generate an objective summary of the text free from personal opinions and judgments. | central idea, summary, opinion, objective | A Wall of Remembrance/A Mother's Words/ U.S. Involvement in Vietnam |
| RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideasinfluence individuals or events, or how individuals influence ideas or events).On-Going | I can . . .- Identify a specific relationship between individuals, events, and ideas in a text.- Analyze the interactions between individuals, events, and ideas in a text. | individual, event, idea, anecdote, interactions | Eleanor Roosevelt |
| **Integration of Knowledge and Ideas** | RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoningis sound and the evidence is relevant and sufficient to support the claims. | I can . . .- Trace and evaluate the argument and specific claims in a text.- Identify evidence and support in a text.- Assess whether the reasoning is sound.- Assess whether the evidence is relevant.- Assess whether the evidence is sufficient to support the claim. | argument, credibility, claim, fact, opinion, trace, evaluate, sound reasoning, relevant, sufficient evidence | Pro Athletes' Salaries Aren't Overly Exorbitant/Do Professional Athletes Get Paid Too Much? |
| RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of keyinformation by emphasizing different evidence or advancing different interpretations of facts. | I can . . .- Identify evidence and facts used in the texts.- Compare and contrast two texts about the same topic.- Contrast the author’s emphasis of different evidence and interpretation of the facts.- Analyze how the author’s choices shape their presentations of key information. | point of view, compare, contrast, presentation, key information, emphasize, advance, interpretation | Stars With Wings |
| **Writing**  | **Text Types and Purposes** | W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, andinformation, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | I can . . .- Write a topic sentence that previews what is tofollow.- Use strategies to organize ideas, concepts, and information (definition, classification,comparison/contrast, and cause/effect).- Use comprehension aids when appropriate [formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia]. | organizational structure, formatting structure, transition, convey, topicsentence, definition,classification,comparison/contrast,cause/effect,formatting, graphics,multimedia, transitions,concrete details,strategies, precise | www.writingfix.com |
| W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | I can . . .- Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.- Accurately cite quotations and examples from supplementary texts. | organizational structure, formatting structure, transition | www.writingfix.com |
| W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas andconcepts. | I can . . .- Know appropriate transitions (conjunctive adverbs, correlative and coordinating conjunctions).- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | organizational structure, formatting structure, transition | www.writingfix.com |
| **Writing** | **Text Types and Purposes** | W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.d. Use precise language and domain-specific to inform about or explain the topic. | I can . . .- Select precise language and domain-specific vocabulary to inform about or explain the topic. | organizational structure, formatting structure, transition | www.writingfix.com |
| W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.e. Establish and maintain a formal style. | I can . . .- Use a formal style.- Maintain a formal style. | organizational structure, formatting structure, transition | www.writingfix.com |
| W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.f. Provide a concluding statement or section that follows from and supports the informationor explanation presented. | I can . . .- Write a concluding statement or section that follows from and supports the information presented. | organizational structure, formatting structure, transition | 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.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an eventsequence 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) tosignal 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 experiencesand 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 |  |
| 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 |  |
| **Language** | **Conventions of Standard English** | L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Explain the function of phrases and clauses in general and their function in specific sentences. | I can . . .- Identify phrases and clauses.- Explain the function of phrases and clauseswithin a sentence. | pronoun, antecedent, ambiguous | Writing assignment, journals, grammar book |
| L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | I can . . .- Identify simple, compound, complex, and compound-complex sentences.- Choose appropriate sentence type to show relationships among ideas. | pronoun, antecedent, ambiguous | Writing assignment, journals, grammar book |
| L.7.1 Demonstrate command of the conventions of standard English grammar and usage whenwriting or speaking.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* | I can . . .- Correctly place phrases and clauses within a sentence.- Recognize misplaced and dangling modifiers.- Correct misplaced and dangling modifiers. | pronoun, antecedent, ambiguous | Writing assignment, journals, grammar book |
| **Vocabulary Acquisition and Use** | L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based ongrade 7 reading and content, choosing flexibly from a range of strategies.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | I can . . .- Recognize grade-appropriate Greek or Latin affixes and roots.- Use grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. | affixes, roots |  |
| **Language** | **Vocabulary Acquisition and Use** | L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in wordmeanings.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | I can . . .- Understand the difference between denotations (definitions) and connotations (associations).- Identify the different connotations of words with like definitions. | connotations, denotation |  |

Please refer back to the 1st Quarter maps to maintain on-going standards.