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| **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 figurative and 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 to its 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 multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera 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 course of 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 ideas throughout 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 ideas influence 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 reasoning is 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 key information 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 information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, 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 to follow. - 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, topic sentence, 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 information through 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 information through the selection, organization, and analysis of relevant content. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | 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 information through 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 information through 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 information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from and supports the information or 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 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 |  |
| 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 clauses within 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 when writing 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 on grade 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 word meanings. 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.