GRADE 7 ENGLISH/LANGUAGE ARTS CURRICULUM

Course 50007

Seventh grade students read, comprehend, and objectively summarize fiction and non-fiction texts. In seventh grade, students analyze texts making inferences, conclusions, and generalizations based on specifics details from the text. Students will analyze the structure of a text and identify how structure supports the author's purpose and development of the text. They will write in response to texts, analyzing them for main idea, theme, character development, author's purpose, and point of view. They will also evaluate author's claims and compare texts on similar topics. Students should have command of language conventions. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

GRADE SEVEN ENGLISH/LANGUAGE ARTS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
 Analyze the interactions between individuals, events, and ideas in a text. 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 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. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. 	 Evaluate an author's argument, reasoning and specific claims for soundness of reason and the relevance of evidence. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Analyze texts for how author develops characters' points of view and how structure contributes to meaning. Write expository, opinion and narrative pieces that are clear, well organized, and use various structural features and strategies to convey the message more effectively. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Demonstrate command of the conventions of Standard English when speaking based on Grade 7 level and content. 	Unit Assessments PSSA	1-year	Vocabulary for the College Bound PA Core English Language Arts 7 Play: <u>A Mid-Summer Night's</u> <u>Dream</u> Additional Novels

GRADE SEVEN ENGLISH/LANGUAGE ARTS MAP:

TIME	BIG IDEAS	CONCEPTS	ESSENTIAL	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
FRAME Grammar and Vocabu- lary Unit (Marking Periods 1-4+	 Effective use of vocabulary builds social and academic knowledge Spoken language can be represented in print. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text Language is used to communicate and to deepen understanding. Writing is a recursive process that conveys ideas, thoughts and feelings Writing is a means of documenting thinking. 	In the English language words can be understood by analyzing both the phonetic and the morphological parts. Acquiring and applying a robust vocabulary assists in constructing meaning. Changes in word parts affect meaning. Focus, content, organization, style, and conventions work together to impact writing quality	QUESTIONS • How can the knowledge of language help us to communicate and understand? • How does interaction with text provoke thinking and response? • How do we develop into effective writers?	CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. CC.1.2.7.J 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. CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. CC.1.3.7.J 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	 Use the knowledge of language, including word origins and morphology to unlock meaning of specialized vocabulary across disciplines Apply academic vocabulary across disciplines. Develop an increasingly sophisticated working vocabulary including specialized vocabulary from academic content areas. Generate connections between and among words based on meaning, content, and context Identify the literal, figurative, and idiomatic meaning of vocabulary Use grade appropriate resources to confirm and extend meaning of vocabulary Apply word analysis skills (e.g.: syllabication, root words, prefixes, suffixes, inflectional 	Guided notes Study guides Cooperative groups Read aloud directions One-on-one instruction	Vocabulary assessment Performance assessment Presentation

		expression.	endings) to read and unlock	
		001475		
		CC.1.4.7.F	meaning of words.	
		Demonstrate a grade-	Write to create	
		appropriate command	style, tone, and	
		of the conventions of	voice using a	
		standard English	variety of sentence	
		grammar, usage,	structures and	
		capitalization,	descriptive word	
		punctuation, and	choices, and	
		spelling.	literary devices.	
			(style)	
		CC.1.4.7.K		
		Write with an		
		awareness of the		
		stylistic aspects of		
		composition. • Use		
		precise language and		
		domain-specific		
		vocabulary to inform		
		about or explain the		
		topic. • Use sentences		
		of varying lengths and		
		complexities. • Develop		
		and maintain a		
		consistent voice. •		
		Establish and maintain		
		a formal style.		
		CC.1.4.7.L		
		Demonstrate a grade-		
		appropriate command		
		of the conventions of		
		standard English		
		grammar, usage,		
		capitalization,		
		punctuation, and		
		spelling.		
		CC.1.4.7.R		
		Demonstrate a grade-		
		appropriate command		
		of the conventions of		
		standard English		
		grammar, usage,		
		capitalization,		
		punctuation, and		
		spelling.		
		CC.1.4.7.X		
		Write routinely over		
		extended time frames		
			•	•

Short Story Unit- Genre and Point of View Literature Unit (Marking period 1)	• Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text	Essential content, literary elements and devices inform meaning	• How does interaction with text provoke thinking and response?	 (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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text. CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Analyze how two or more outbers. 	 Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, and hyperbole) Identify and explain the use of literary elements within and among texts Identify and explain the use of conflict, theme, and/or point of view within and among texts Identify stated facts, reasoned judgments, and opinions across texts 	Model read-aloud and questioning Cooperative groups Teacher read aloud Writing while reading	Formative assessments Summative assessments
				Analyze how two or more authors present and interpret facts on the same topic.			
				CC.1.2.7.L Read and comprehend literary non-fiction and informational text on grade level, reading			

		independently and		
		proficiently.		
		CC.1.3.7.A		
		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.		
		004070		
		CC.1.3.7.B		
		Cite several pieces of		
		textual evidence to		
		support analysis of		
		what the text says		
		explicitly as well as		
		inferences, conclusions,		
		and/or generalizations		
		drawn from the text.		
		CC.1.3.7.C		
		Analyze how particular		
		elements of a story or		
		drama interact and how		
		setting shapes the		
		characters or plot.		
		CC.1.3.7.D		
		Analyze how an author		
		develops and contrasts		
		the points of view of		
		different characters or		
		narrators in a text.		
		CC.1.3.7.E		
		Analyze how the		
		structure or form of a		
		text contributes to its		
		meaning.		
		CC 1 2 7 K		
		CC.1.3.7.K		
		Read and comprehend		
		literary fiction on grade		
		level, reading		
		independently and		
		proficiently.		
		CC.1.5.7.A		
		Engage effectively in a		
		range of collaborative		
L I				

Common Core Reading (Marking Periods 1 and 2)	 Purpose, topic and audience guide types of writing Language is used to communicate and to deepen understanding. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text 	Various types of writing are distinguished by their characteristics Changes in word parts affect meaning. In the English language words can be understood by analyzing both the phonetic and the morphological parts. Essential content, literary elements and devices inform meaning	 How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience? How can the knowledge of language help us to communicate and understand? How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience? How does interaction with text provoke thinking and response? 	discussions, on grade- level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.7.D 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. CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.7.A Determine a theme or central idea of a text and analyze its	 Write narrative pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays). Apply word analysis skills (e.g.: syllabication, root words, prefixes, suffixes, inflectional endings) to read and unlock meaning of words. Use the knowledge of language, including word origins and morphology to unlock meaning of specialized vocabulary across disciplines Develop an 	Read content aloud Reading strategies Word definition	Formative assessment Summative assessment
				Determine a theme or central idea of a text	vocabulary across		

Book Shares (Marking Periods 1-4)	 Writing is a recursive process that conveys ideas, thoughts and feelings Language is used 	Focus, content, organization, style, and conventions work together to impact writing quality	 How do we develop into effective writers? What role does writing play in our lives? 	CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text;	texts to make assertions, inferences, generalizations, and to draw conclusions • Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, and hyperbole) • Identify and explain the use of literary elements within and among texts • Question, reflect on, and interpret essential content across texts and subject areas • Use grade appropriate conventions of written language when writing and editing. (i.e.	Oral summary vs written summary	Oral presentation Writing assessment (Summary)
	 Language is used to communicate and to deepen understanding. Word choice and sentence structure are used to express ideas. 	Word choice and sentence structure are used to express ideas.	 lives? How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience? To what extent does the writing process contribute to the quality of writing? How can the knowledge of language help us to communicate and understand? 	course of the text; provide an objective summary of the text. CC.1.2.7.G 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). CC.1.5.7.C Analyze the main ideas and supporting details	editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions) • Recognize how parts of speech within a sentence impact meaning and how sentence structure is used to express more complex ideas.		Use of visual aids

Narrative and Descripti ve Writing	 Audience and purpose influence the writer's choice of organizational pattern, language, 	Focus for Writing Range for Writing	 Why do writers write? How does one best present findings? What does a 	presented in diverse media formats (e.g. visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. CC.1.5.7.D 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. CC.1.5.7.E Adapt speech to a variety of contexts and tasks. CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content. CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a	 Informational: Identify and introduce the topic clearly, including a preview of what is 	Various narrative and descriptive pieces Quizzes
and Descripti ve	purpose influence the writer's choice of organizational		write?How does one best present findings?	Compare and contrast a fictional portrayal of a time, place, or	Identify and introduce the topic clearly, including a	and descriptive pieces

know a source can be trusted? How do grammar and conventions of language influence spoken and written communication? How do readers know what to believe in what they read, hear, and view?	alter history. CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.7.J Organize the claim(s)	on a topic. Narrative: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.		
	Introduce and state an			
	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create			
	 be trusted? How do grammar and conventions of language influence spoken and written communication? How do readers know what to believe in what they read, hear, 	 be trusted? How do grammar and conventions of language influence spoken and written communication? How do readers know what to believe in what they read, hear, and view? CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, 	 be trusted? How do grammar and conventions of language influence spoken and written communication? How do readers know what to believe in what they read, hear, and view? CC.1.4.7.D CC.1.4.7.E CC.1.4.7.E CC.1.4.7.E CC.1.4.7.E CC.1.4.7.E Write with an awareness of the stylistic aspects of compersion. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and comjexities • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.7.T CC.1.4.7.T Myrite sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.7.T CC.1.4.7.T CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a 	 be trusted? CL 1.4.7.D Organize ideas, concepts, and information using strategies such as they read, hear, and view? How do readers know what to believe in what they read, hear, and view? CC 1.4.7.D Organize ideas, concepts, and information using strategies such as comparison/contrast, and view? How do readers they read, hear, and view? CC 1.4.7.E Write vith an awareness of the stylistic aspects of composition. CC 1.4.7.E Write with an awareness of the stylistic aspects of composition. CC 1.4.7.H Introducing a propriate transitions among ideas and concluding statement or section; include formatting when useful to aling comprehension. CC 1.4.7.E Write with an awareness of the stylistic aspects of composition. CC 1.4.7.H Introduce and state an opinion on a topic. CC 1.4.7.J Organize the claim(s) with clear reasons and evidence clearly: clarify relationships among clarif(s) and reasons by using words, phrases, and clauses to create cohesion; provide a

	section that follows	
	from and supports the	
	argument presented.	
	CC.1.4.7.K	
	Write with an	
	awareness of the	
	stylistic aspects of	
	composition. • Use	
	precise language and	
	domain-specific	
	vocabulary to inform	
	about or explain the	
	topic. • Use sentences	
	of varying lengths and	
	complexities. • Develop	
	and maintain a	
	consistent voice. •	
	Establish and maintain	
	a formal style.	
	CC 1 4 7 M	
	CC.1.4.7.M	
	Write narratives to	
	develop real or	
	imagined experiences	
	or events.	
	CC.1.4.7.N	
	Engage and orient the	
	reader by establishing a	
	context and point of	
	view and introducing a	
	narrator and/or	
	characters.	
	CC.1.4.7.0	
	Use narrative	
	techniques such as	
	dialogue, description,	
	and pacing, to develop	
	experiences, events,	
	and/or characters; use	
	precise words and	
	phrases, relevant	
	descriptive details, and	
	sensory language to	
	capture the action and	
	convey experiences	
	and events.	
	CC.1.4.7.P	
	Organize an event	
	Organize an eveni	

	sequence that unfolds	
	naturally and logically,	
	using a variety of	
	transition words,	
	phrases, and clauses to	
	convey sequence and	
	signal shifts from one	
	time frame or setting to	
	another; provide a	
	conclusion that follows	
	from and reflects on the	
	narrated experiences	
	and events.	
	and events.	
	CC.1.4.7.Q	
	Write with an	
	awareness of the	
	stylistic aspects of	
	writing. • Choose	
	language that	
	expresses ideas	
	precisely and concisely,	
	recognizing and	
	eliminating wordiness	
	and redundancy. • Use	
	sentences of varying	
	lengths and	
	complexities • Use	
	precise language. •	
	Develop and maintain a	
	consistent voice.	
	CC.1.4.7.T	
	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.	
	CC.1.4.7.U	
	Use technology,	
	including the Internet, to	
	produce and publish	
	writing and link to and	
	cite sources as well as	
	to interact and	

Literature Unit (Marking period 2)	 Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Effective readers use appropriate strategies to construct meaning. 	Collaborative Discussions Point of View Text Analysis Analysis Across Text Evaluating Arguments	 What do good listeners do? How do readers know what to believe in what they read, hear, and view? How do strategic readers create meaning from informational and literary text? How does what readers read influence how text should be read? How does interactions with text provoke thinking and response? 	collaborate with others, including linking to and citing sources. CC.1.4.7.X 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. CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D 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. CC.1.2.7.I Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. CC.1.2.7.I Analyze how two or more authors present	 Engage effectively in a range of collaborative discussions, on grade level topics, texts and issues, building on others' ideas and expressing their own clearly. Determine and author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history. Analyze how two or more authors present and interpret facts on the same topic. Evaluate an 		Observation Formative assessments Summative assessments
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Dept De		Conventions of		and interpret facts on the same topic. CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade- level topics, texts, and issues, building on others' ideas and expressing their own clearly.	 author's argument, reasoning, and specific claims for the soundness of the argument and the rnce of the evidence. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or ge drawn from the text. Analyze the interactions between individuals, events, and ideas in a text 		
Poet Re- search and Personal Memoirs (Marking period 3)	 Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Effective readers use appropriate strategies to construct meaning. Audience and purpose influence the writer's choice of organizational pattern, language, and literary techniques. Effective research requires multiple 	Conventions of Standard English Critical listening Purpose, Audience and Task Text Analysis Focus for Writing Content for Writing Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources	 What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear? How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke 	CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.4.7.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.	 Demonstrate command of the conventions of Standard English when speaking based on grade 7 level and content. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye 	Give choice of a different product (Poet poster, PowerPoint, etc.)	Poet portfolio Personal memoir

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sources of	thinking and		contact, adequate	
information to gain	response? Why	CC.1.4.7.C	volume, and clear	
or expand	do writers write?	Develop and analyze	pronunciation.	
knowledge.	What is the	the topic with relevant	Cite several	
kilowicage.	purpose? What	facts, definitions,		
			pieces of textual	
	makes clear and	concrete details,	evidence to	
	effective writing?	quotations, or other	support analysis of	
	How does one	information and	what the text says	
	present findings?	examples; include	explicitly as well	
	What does a	graphics and	as inferences,	
	reader look for and	multimedia when useful	conclusions,	
	how can s/he find	to aiding	and/or	
	it?	comprehension.		
	11 !	comprenension.	generalizations	
			drawn from the	
		CC.1.4.7.G	text.	
		Write arguments to	 Analyze the 	
		support claims.	interactions	
			between	
		CC.1.4.7.I	individuals,	
		Acknowledge alternate	events, and ideas	
		or opposing claims and		
			in a text.	
		support claim with	 Informational: 	
		logical reasoning and	Identify and	
		relevant evidence,	introduce the topic	
		using accurate, credible	clearly, including a	
		sources and	preview of what is	
		demonstrating an	to follow.	
		understanding of the	Argumentative:	
		topic.		
		topic.	Introduce and	
		0044711	state an opinion	
		CC.1.4.7.U	on a topic.	
		Use technology,	Narrative: Engage	
		including the Internet, to	and orient the	
		produce and publish	reader by	
		writing and link to and	establishing a	
		cite sources as well as	context and point	
		to interact and	of view and	
		collaborate with others,	introducing a	
		including linking to and	J	
		citing sources.	narrator and/or	
		citing sources.	characters.	
		004471	 Argumentative: 	
		CC.1.4.7.V	Acknowledge	
		Conduct short research	alternate or	
		projects to answer a	opposing claims	
		question, drawing on	and support claim	
		several sources and	with logical	
		generating additional	reasoning and	
		related, focused	relevant evidence,	
		questions for further		
		research and	using accurate,	
			credible sources	
		investigation.	and demonstrating	

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	CC.1.4.7.W	an understanding	
	Gather relevant	of the topic.	
	information from	Narrative: Use	
	multiple print and digital	narrative	
	sources, using search	techniques such	
	terms effectively;	as dialogue,	
	assess the credibility	description, and	
	and accuracy of each	pacing, to develop	
	source; and quote or	experiences,	
	paraphrase the data	events, and/or	
	and conclusions of	characters; use	
	others while avoiding	precise words and	
	plagiarism and following	phrases, relevant	
	a standard format for	descriptive details,	
	citation.	and sensory	
	citation.		
	004570	language to	
	CC.1.5.7.B	capture the action	
	Delineate a speaker's	and convey	
	argument and specific	experiences and	
	claims, evaluating the	events.	
	soundness of the	Use technology,	
	reasoning and the	including the	
	relevance and	Internet, to	
	sufficiency of the	produce and	
	evidence.	publish writing and	
	evidence.	link to and cite	
	CC.1.5.7.D		
		sources as well as	
	Present claims and	to interact and	
	findings, emphasizing	collaborate with	
	salient points in a	others, including	
	focused, coherent	linking to and	
	manner with pertinent	citing sources.	
		Conduct short	
	details, and examples;	research projects	
	use appropriate eye		
	contact, adequate	to answer a	
		question, drawing	
	volume, and clear	on several sources	
	pronunciation.	and generating	
		additional related,	
	CC.1.5.7.G	focused questions	
	Demonstrate command	for further	
	of the conventions of	research and	
	standard English when	investigation.	
		Gather relevant	
	grade 7 level and		
		information from	
	content.	multiple print and	
		digital sources,	
		using search	
		terms effectively;	
		assess the	
		credibility and	

Common Core Reading (Marking period 3)	 Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the 	Evaluating Information Purpose, Audience and Task Point of View Vocabulary Evaluating Arguments	 What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what to believe in what they hear? How do task, purpose, and audience influence 	CC.1.2.7.D 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. CC.1.2.7.F Determine the meaning of words and phrases as they are used in	 accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under 	Guided notes, Guided writing, One-on-one edits	Formative assessments Summative Assessments
					avoiding plagiarism and		
					standard format for citation.		
Core	make meaning		listeners do?	Determine an author's	ideas and		
	questioning,		meaning?	how the author	diverse media	One-on-one edits	
	responding, and evaluating.		listeners know what to believe in	position from that of	visually, quantitatively, and		
	prepare and communicate	Evaluating	 How do task, purpose, and 	Determine the meaning	how the ideas clarify a topic, text,		
	address the audience.	Text Structure	how speakers craft and deliver a	as they are used in grade-level reading and content, including	 Present claims and findings, 		
	Critical thinkers actively and skillfully		message?How do speakers employ language	interpretation of figurative, connotative, and technical	emphasizing salient points in a focused, coherent		
	interpret, analyze, evaluate, and synthesize.		and utilize resources to effectively	meanings.	manner with pertinent		
	An expanded vocabulary enhances one's		communicate a message?How do readers	Evaluate an author's argument, reasoning, and specific claims for	descriptions, facts, details, and examples; use		
	ability to express ideas and information.		know what to believe in what they hear, read,	the soundness of the argument and the	appropriate eye contact, adequate volume, and clear		
	Effective readers use appropriate strategies to		and view?What strategies and resources do I	relevance of the evidence.	pronunciation.Determine an author's point of		
	construct meaning.		use to figure out unknown vocabulary?	CC.1.3.7.B Cite several pieces of textual evidence to	view or purpose in a text and analyze how the author		
			How do strategic readers create meaning from a	support analysis of what the text says explicitly as well as	distinguishes his or her position from that of others.		
			 informational and literary text? What is this text 	inferences, conclusions, and/or generalizations drawn from the text.	 Determine the meaning of words and phrases as 		
			What is this text really about?How does	CC.1.3.7.E Analyze how the	they are used in grade level		

			interaction with text	structure or form of a	reading and		
			provoke thinking	text contributes to its	content, including		
			and response?	meaning.	interpretation of		
			 How does what 		figurative,		
			readers read	CC.1.4.7.0	connotative, and		
			influence how they	Use narrative	technical		
			should read?	techniques such as	meanings.		
				dialogue, description,	Evaluate an		
				and pacing, to develop experiences, events,	author's argument,		
				and/or characters; use	reasoning, and specific claims for		
				precise words and	the soundness of		
				phrases, relevant	the argument and		
				descriptive details, and	the relevance of		
				sensory language to	the evidence.		
				capture the action and	 Analyze the 		
				convey experiences and events.	development of		
				and events.	the meaning through the overall		
				CC.1.5.7.C	structure of the		
				Analyze the main ideas	text.		
				and supporting details			
				presented in diverse			
				media formats (e.g.			
				visually, quantitatively,			
				and orally) and explain how the ideas clarify a			
				topic, text, or issue			
				under study.			
				CC.1.5.7.D			
				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			
Chaliasa	. Effective and dem	Multimodic		pronunciation.	. In alcola and the set	Tout rood aloud	Novor ondirer
Shakesp eare Unit	Effective readers	Multimedia	 How do strategic readers create 	CC.1.3.7.G Compare and contrast	Include multimedia components and	i ext read aloud,	Never-ending book, summative
(Marking	use appropriate strategies to	Sources of	meaning from	a written story, drama,	visual displays in	Small group	assessment
period 4)	construct meaning.	Information	informational and	or poem to its audio,	presentations to	instruction,	
,	Audience and		literary text?	filmed, staged, or	clarify claims and	,	Web quest
	purpose influence	Text Analysis	 Why do writers 	multimedia version,	findings and	Guided notes,	
	the writer's choice	_	write?	analyzing the effects of	emphasize salient		
	of organizational	Range of Writing	 What is the 	techniques unique to	points.	Guided research	
	pattern, language,	Doononoo to	purpose?	each medium (e.g.	 Compare and 	and web quest	
	1	Response to	1	lighting, sound, color, or			

 and literacy	Literature	How do readers	camera focus and	contrast a written	
techniques.		know what to	angles in a film).	story, drama, or	
 Critical thinkers 	Conducting	believe in what		poem to its audio,	
actively and	Research	they read, hear,	CC.1.3.7.H	filmed, staged, or	
skillfully interpret,		and view?	Compare and contrast	multimedia	
analyze, evaluate,	Credibility,	 What does a 	a fictional portrayal of a	version, analyzing	
and synthesize	Reliability, and	reader look for and	time, place, or	the effects of	
information.	Validity of Sources	how can s/he find	character and a	techniques unique	
Effective research		it?	historical account of the	to each medium	
requires multiple		How does a reader	same period as a	(e.g., lighting,	
sources of		 How does a reader know a source can 	means of	sound, color, or	
information to gain			understanding how	camera focus and	
		be trusted?	authors of fiction use or	angles in a film).	
or expand			alter history.	 Compare and 	
knowledge.			alter mistory.		
			CC.1.4.7.S	contrast a fictional	
			Draw evidence from	portrayal of a time,	
				place or character	
			literary or informational	and an historical	
			texts to support	account of the	
			analysis, reflection, and	same period as a	
			research, applying	means of	
			grade-level reading	understanding	
			standards for literature	how authors of	
			and literary nonfiction.	fiction use or alter	
				history.	
			CC.1.4.7.V	 Write routinely 	
			Conduct short research	over extended	
			projects to answer a	time frames (time	
			question, drawing on	for research,	
			several sources and	reflection, and	
			generating additional	revision) and	
			related, focused	shorter time	
			questions for further	frames (a single	
			research and	sitting or a day or	
			investigation.	two) for a range of	
			3	discipline-specific	
			CC.1.4.7.W	tasks, purposes	
			Gather relevant	and audiences.	
			information from	 Draw evidence 	
			multiple print and digital	from literary or	
			sources, using search	informational texts	
			terms effectively;		
			assess the credibility	to support	
			and accuracy of each	analysis,	
			source; and quote or	reflection, and	
			paraphrase the data	research, applying	
			and conclusions of	grade level	
				reading standards	
			others while avoiding	for literature and	
			plagiarism and following	literary non-fiction.	
			a standard format for	 Conduct short 	
			citation.	research projects	
	l	1	l		

	CC.1.4.7.X Write routinely over extended time fram (time for research, reflection, and revis and shorter time fra (a single sitting or a or two) for a range of discipline-specific ta purposes and audiences. CC.1.5.7.F Include multimedia components and vis displays in presentations to cla claims and findings emphasize salient points.	nes on several sources and generating additional related, focused questions a day for further aday for further of research and investigation. • Gather relevant information from multiple print and digital sources, using search isual terms effectively; assess the arify arify credibility and accuracy of each	
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