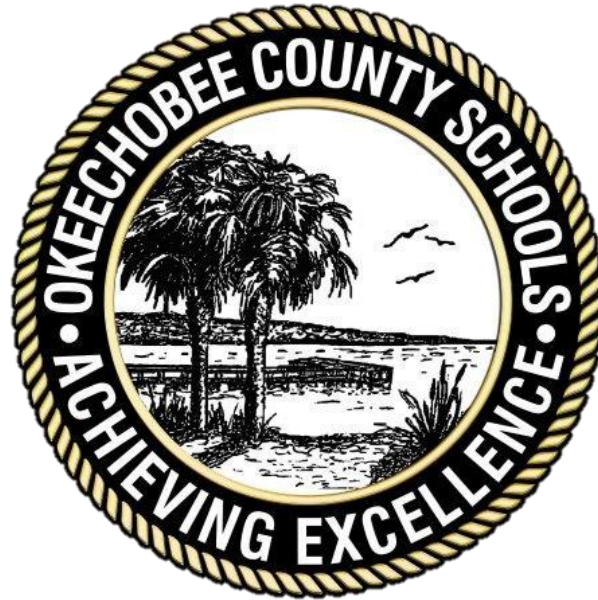


# Grade 7 ELA Curriculum Map



2018 - 2019

## Grade 7 ELA Curriculum Map

### Quarter 1: “Bold Actions” Collection One

Quarter 1 Pacing Guide		Big Ideas - Guiding Questions
<i>Ongoing: The Cay</i> <b>As ready: Edmentum Standard Assessment Benchmarks</b> <b>When instructed: Edmentum Benchmark 1</b>		
August, Part 1	Edmentum Benchmark 1 (wait for window)	<ul style="list-style-type: none"> <li>- How do writers use structure to guide ideas? How do past experiences shape what people do in the future?</li> <li>- Words matter. How does word choice affect meaning?</li> <li>- How does the organization of a text affect the meaning?</li> <li>- What makes an action bold? What is a bold action?</li> </ul>
August, Part 2	Lesson: Flight of Icarus <ul style="list-style-type: none"> <li>• Close Reader: Greek Myth “Arachne”</li> <li>• Poem “Icarus’s Flight”</li> </ul>	
September, Part 1	Lesson: Suggested (not in Collections): “Jabberwocky,” by Lewis Carroll “I Wandered Lonely as a Cloud,” by William Wordsworth	
September, Part 2	Lesson: “Parents of Rescued Sailor Abbey Sutherland Accused of Risking her Life,” p. 19A  Lesson: “Ship of Fools” pg. 24	
October (until end of quarter)	Lesson: Informational Text “Women in Aviation,” p. 43A  <b>Fall District Interim Writing Assessment</b>	
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. Please see your reading coach for further clarification.	

Novel - The Cay, Theodore Taylor	
<b>Use as an anchor text, modeling skills and standards</b> <ul style="list-style-type: none"> <li>- Novel study guidelines:               <ul style="list-style-type: none"> <li>- Small group/stations</li> </ul> </li> </ul>	<b>Standards Correspondence to:</b>  <b>RL 1.3, RL 2.4, RL 1.2, RL 1.1</b>

<ul style="list-style-type: none"> <li>- Students read independently (outside of modeled Read Aloud)</li> <li>- Activities should include short responses, discussion, and other standards-based activities</li> <li>- Check-in with teacher-led group discussions</li> </ul>	
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RI 1.1 and RL 1.1 have intentionally been left out of this scope. These standards are embedded as a supporting standard for all stories.

<b>Required Assessments:</b> <b>Mid-Quarter</b> (before Progress Reports) - <b>Mid-Quarter: Part A: RL.1.3, RL 2.4 RL.1.2</b> <b>End of Quarter - RI.2.6 RI 1.2, RI 2.5</b>			<b>Required District Writing Prompt:</b> <i>From Achieve the Core</i> <a href="#">District Interim Writing Assessment, #1</a>	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	<b>Writing Focus: Argumentative Writing</b> *You will choose an option for teaching argumentative writing. You can teach using Option 1: Performance Assessment Booklet, or Option 2: Modified Collection Performance Task
<b>“The Flight of Icarus,” p. 31a</b>	<p><b>Anchor Standard:</b>            LAFS R.L. 1.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>LAFS R.L 1.2 - 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.</p> <p><b>Supporting Standards:</b>            LAFS.R.L 2.4 - 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.</p>	<p><b>Vocabulary:</b>            Noun Suffixes -ty and -ity</p> <p><b>Language:</b>            Commas and Adjectives</p>	Moderate prowess Frantic anxiety	Writing Activity: Graphic Comic
<b>Close Reader:</b> * Greek Myth “Arachne”				

<b>Poem, “Icarus’s Flight,” p. 39A</b>	<p><b>Anchor Standard:</b> LAFS.R.L.2.4 - 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.</p> <p>LAFS.R.L.2.5 -The student will be able to understand how elements of form and the use of alliteration emphasize ideas and meaning in a poem.</p> <p><b>Supporting Standard:</b> LAFS.R.L.1.2 - 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.</p>	<p><b>Vocabulary:</b></p> <p><b>Language:</b> Poetry</p>		<p>Speaking Activity: Oral Response</p>
<p><i>Suggested (not in Collections):</i> <b>“Jabberwocky,” by Lewis Carroll</b></p> <p><b>“I Wandered Lonely as a Cloud,” by William Wordsworth</b></p>	<p><b>Anchor Standard:</b> LAFS.R.L.2.4 - 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.</p> <p>LAFS.R.L.2.5 -The student will be able to understand how elements of form and the use of alliteration emphasize ideas and meaning in a poem.</p>	<p><b>Vocabulary:</b></p> <p><b>Language:</b></p>		
<b>Optional</b>	<p><b>Anchor Standard:</b> LAFS.R.L.1.3 - The students will be</p>	<p><b>Vocabulary:</b> Latin Roots</p>	<p>inference</p>	<p>Writing Activity: Movie Outline</p>

<p><b>“Rogue Wave,”</b> <b>p. 3A</b></p>	<p>able to identify, analyze, and make inferences about the elements of a short story.</p>	<p><b>Language:</b> Sentence Structure</p>		
<p><b>Close Reader:</b> Big Things Come in Small Packages (p. 3)</p>				
<p><b>“Parents of Rescued Sailor Abbey Sutherland Accused of Risking her Life,” p. 19A</b></p> <p><b>“Ship of Fools” pg. 24</b></p>	<p><b>Anchor Standard</b> LAFS.RI. 1.2 - The students will determine two or more central ideas from a text. The students will provide an objective summary of a text.</p> <p>LAFS.R.I 3.8 - 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.</p> <p>RI.2.6</p> <p><b>Supporting:</b> RI.3.7</p>	<p><b>Vocabulary:</b></p> <p><b>Language:</b></p>	<p>Central idea, objective summary, trace, evaluate, argument, claim, reasoning, sound, relevant, sufficient</p>	<p><b>Argumentative Writing Workshop</b> <b>Choose between the following options to teach a writing workshop on argumentative writing (required):</b></p> <p><b>Option 1:</b> Performance Assessment Booklet</p> <p>This option does not use texts from the collection. If choosing option 1, ignore the writing focus in the map from this point. Refer to what is in the Performance Assessment booklet.</p> <p>Note about writing using this option:</p> <ul style="list-style-type: none"> <li>The student writing models provided in the booklet do not contain proper citation or a proper counter argument, and should not be used as a good model of writing for students.</li> <li>For examples of argumentative writing at varying score points for 7th grade, please click the following link: <a href="#">Argumentative Writing Samplers</a></li> </ul> <p><b>Option 2:</b> This workshop is based off of page 30, and is a modified version of the Collection Performance Task. Students will learn the process of writing an argumentative essay based on the following texts:</p> <p><b>Step #1:</b> As students read the following texts, have them <u>gather text evidence</u> surrounding the following question (to later be used in an essay).</p> <ol style="list-style-type: none"> <li>“Parent of Rescued Teenage Sailor Abby Sunderland...” p. 20</li> <li>“Ship of Fools” p. 24</li> </ol> <p><u>Focus/Prompt:</u> <b>“Were Abby Sunderland’s parents acting irresponsibly by allowing her to attempt a solo round-the-world voyage?”</b> (Teachers may alter or focus this question as a collaborative team).</p>

<b>Informational Text “Women in Aviation,” p. 43A</b>	<p>The student will be able to identify, analyze, and draw conclusions about an author’s purpose for writing informational texts</p> <p>RI.2.6 RI.1.1</p> <p>Supporting: RI 2.4</p>	<p><b>Vocabulary:</b> Connotations and Denotations</p> <p><b>Language:</b> Subordinate Clauses</p>	<p>Conclusion</p>	<p><b>Step #2 - Argumentative Writing Workshop</b></p> <p>After students have <u>read</u> and annotated both texts and <b><i>gathered evidence</i></b>, have students <u>choose</u> the <u>evidence</u> that <u>best supports</u> the <u>prompt</u>.</p> <p>Please click the link below to access detailed resources for this writing workshop:</p> <p>Click below:  <a href="#">Argumentative Writing Workshop Guide/Resources</a> </p> <p>FSA ELA Argumentative Writing Samplers:  <a href="#">Argumentative Writing Samplers</a> </p>
<b>Optional Texts: Rogue Wave, pg. 3 Collections</b>				

## Grade 7 ELA Curriculum Map

### Quarter 2: “Perception and Reality; Nature At Work” Collections Two & Three

Quarter 1 Pacing Guide		Big Ideas - Guiding Questions
<i>Ongoing: The Cay</i> <b>As ready: Edmentum Standard Assessment Benchmarks</b>		
October, Last half of month	The People Could Fly <ul style="list-style-type: none"> <li>Close Reader: Heartbeat</li> </ul>	<ul style="list-style-type: none"> <li>- How do we determine what words mean?</li> <li>- How do we determine what evidence is both relevant and sufficient?</li> <li>- How do ideas, individuals, and events interact in a text?</li> <li>- Determine how a structure can contribute to the meaning of a drama or a poem.</li> <li>- How does our perception affect reality?</li> <li>- How do we compare a multiple media formats with a written text?</li> </ul>
November, Part 1	Drama: Sorry, Wrong Number	
November, Part 2	From “Mississippi Solo”	
December	<b>Informative Writing Workshop</b> Close Reader: A Christmas Carol (3 texts)	
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. Please see your reading coach for further clarification.	

Novel - The Cay, Theodore Taylor	
<b>Use as an anchor text, modeling skills and standards</b> <ul style="list-style-type: none"> <li>- Novel study guidelines:               <ul style="list-style-type: none"> <li>- Small group/stations</li> <li>- Students read independently (outside of modeled Read Aloud)</li> <li>- Activities should include short responses, discussion, and other standards-based activities</li> <li>- Check-in with teacher-led group discussions</li> </ul> </li> </ul>	RL 1.1, RL 2.5, RL 3.7

<b>Required Assessments:</b> <b>Mid-Quarter</b> (before Progress Reports) - RL.1.1, RL 2.5, RL 3.7 <b>End-Quarter</b> - RI.2.4, RI 1.3, RI 1.1	<b>Required Performance Task:</b> Informative Writing Workshop from Performance Assessment
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Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus: Informative Writing
<i>From <b>The People Could Fly</b>, by Virginia Hamilton, p. 63A</i>	The student will be able to analyze the elements of a folktale and write an objective summary of the text. RL.1.2 (part 2)  RL.1.3	<b>Vocabulary:</b> Latin Suffixes	Croon Snag Shuffle plantation	Dramatic Reading pg. 69
<b>Close Reader: Heartbeat</b>				
<i>Optional: “<b>Another Place, Another Time</b>” by Cory Doctorow, p. 93A</i>	The student will be able to identify and analyze how setting affects characters’ traits, motivations, and actions. RL.1.3 RL.2.4	<b>Vocabulary:</b> Reference Aids <b>Language:</b> Spell Correctly	Trait, motivations	Writing Activity: Character Profile
<i>Drama: <b>Sorry, Wrong Number</b> by Lucille Fletcher, p. 111A</i>	The student will be able to analyze the elements of a drama and make comparisons between a script and performance. RL.2.5 RL.3.7 (126a, book, online video resources)			<p align="center"><b>Informative Writing Workshop</b></p> <p><b>Step #1:</b> As students read the following texts, have them <u>gather text evidence</u> surrounding the following question (to later be used in an essay).</p> <p><u>Focus/Prompt:</u> <b>How is the presence of Burmese pythons changing the Everglades?</b></p> <p><b>Step #1 - Continued...</b> Have students continue to <u>gather text evidence</u> focus/prompt question (to later be used in an essay).</p> <p><b>Step #2 - Informative Writing Workshop</b></p>



				<p>Now that students have <u>read</u> all <b>four texts</b> and have <b><i>gathered evidence</i></b>, have students <u>choose</u> the <u>evidence</u> that <u>best supports</u> the <u>prompt</u>.</p> <p>Please click the link below to access detailed resources for this writing workshop:</p> <p><a href="#">Click Here: Informative Writing Workshop Resource</a></p> <p><b>Other Resources:</b></p> <p><a href="#">FSA Writing Rubric (Informative)</a></p> <p><a href="#">FSA Writing 6th Gr. Informative Samples</a></p>
<p><i>From</i> <b>“Mississippi Solo”</b> pg. 137</p>	<p>RI 2.4 RI 1.3</p> <p>Supporting RI 1.2</p>	<p><b>Precise Language pg. 144</b></p>	<p>Avalanche insulate Splinter ethereal</p>	<p>Analysis pg. 142</p>
<p><b>Close Reader:</b> A Christmas Carol (3 texts)</p>				
<p><b>Optional Texts:</b></p> <ul style="list-style-type: none"> <li>• Poems: “The Song of Wandering Aengus” and “Sonnet,” p. 71A</li> <li>• “The Magic of the Brain” by Susana Martinez-Conde and Stephen L. Macknik, p. 77A</li> <li>• <i>Pavement Chalk Art</i> by Julian Beaver, p. 89A</li> </ul>				

## Grade 7 ELA Curriculum Map

### Quarter 3: “Risk and Exploration, Guided By A Cause” Collections Four & Six

Quarter 3 Pacing Guide		Big Ideas - Guiding Questions
<i>Ongoing: I Am Malala</i> <i>As ready: Edmentum Standard Assessment Benchmarks</i> <i>When instructed: Edmentum Benchmark 3</i>		
Quarter 3A		<ul style="list-style-type: none"><li>- Risk and Exploration.</li><li>- How far is too far?</li><li>- Compare how multiple mediums (audio, video, text, etc.) portray the same subject.</li><li>- How do we trace an argument?</li><li>- What is relevant and sufficient evidence?</li><li>- How does an author develop characters?</li></ul>
January	Lesson: Speech by John F. Kennedy “Remarks at the Dedication of the Aerospace Medical Health Center,”  Lesson: Close Reader: “Is Space Exploration Worth the Cost?”	
Quarter 3B		
February, Part 1	Lesson: Commentary by Philippe Cousteau “Why Exploring the Ocean is Mankind’s Next Giant Leap  Lesson: Living in the Dark  Lesson: Stinging Tentacles Offer Hint of Oceans’ Decline	
February, Part 2	Lesson: Uprising and Flesh and Blood So Cheap	
March (until end of quarter)	FSA Writing Practice	

Novel - <i>I Am Malala</i> , (nonfiction) Lexile 1000	
<b>Use as an anchor text, modeling skills and standards</b> - Novel study guidelines: <ul style="list-style-type: none"> <li>- Small group/stations</li> <li>- Students read independently (outside of modeled Read Aloud)</li> <li>- Activities should include short responses, discussion, and other standards-based activities</li> </ul>	RI 1.1, RI 1.2 RI 1.3 RI 2.4

- Check-in with teacher-led group discussions	
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<b>Required Assessments:</b> <b>Mid-Quarter</b> (before progress reports ) - RI 3.7, RI 3.8, RI 3.9 <b>End of Quarter</b> - RL 3.9, RL 2.6			<b>Required District Writing Prompt:</b> <i>From Achieve the Core</i> <a href="#">District Interim Writing Assessment, #2</a>	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus
<i>Speech by John F. Kennedy</i> <b>“Remarks at the Dedication of the Aerospace Medical Health Center,”</b> p. 185A	RI 3.8 - 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.  RI 3.7 - 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).	<b>Capitalization</b> <b>pg. 192</b>	Metabolism Impairment impetus tedious	Research Report pg. 190
<b>Close Reader:</b> “Is Space Exploration Worth the Cost?”				
Commentary by Philippe Cousteau “Why Exploring the Ocean is Mankind’s Next Giant Leap,” p. 193A	RI 3.8 - 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.	<b>Adjectives</b> <b>Clauses pg 200</b>	Diplomat Sustain Steward exploit	

Living in the Dark pg.. 201	LAFS.7.RI.2.5 - 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.	<b>Greek Roots pg. 211</b>	Cache Geyser Meager Tectonic decompose	
<b>Close-Reader:</b> Stinging Tentacles Offer Hint of Oceans' Decline				
Uprising Flesh and Blood So Cheap, pg. 265	RI.3.9 - 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.  RL2.6	Latin Roots pg 281	flammable Reign Portable Inspection Corridor Enact	<ul style="list-style-type: none"> <li>● <b>FSA Writing Practice</b></li> <li>● Use additional Performance Assessment Booklet Units 3-4 to practice both styles of writing throughout the 1st half of the quarter. Other essay prompts from Collections can be used.</li> <li>● Intensive review on how FSA Writing is scored. Have students review writing samplers. Students should analyze the samplers, reasoning behind the given scores, and should be familiar with all aspects of the rubric.</li> </ul> <p><b>Informative/Argumentative Writing Resources:</b></p> <p><a href="#">Click Here: Informative Writing Workshop Resource</a></p> <p><a href="#">Argumentative Writing Workshop Guide/Resources</a></p> <p><b>FSA ELA Argumentative Writing Samplers &amp; Rubrics:</b></p> <p><a href="#">Informative Writing Samplers &amp; FSA Rubric</a></p> <p><a href="#">Argumentative Writing Samplers &amp; FSA Rubric</a></p>

# Grade 7 ELA Curriculum Map

## Quarter 4: “Guided By A Cause” Collection Four

Quarter 4 Pacing Guide		Big Ideas - Guiding Questions
<i>Ongoing: I Am Malala</i> <i>As ready: Edmentum Standard Assessment Benchmarks</i> <i>When instructed: Edmentum Benchmark 4</i>		
March	*Complete unfinished lessons from Quarter 3B Lesson: Train Time Lesson: Always Wanting More	Review
April	Lesson: Writing Review *Review for FSA Testing *FSA Writing Assessment	
May	*FSA Testing *Novel study	

Novel - <i>I Am Malala</i> , (nonfiction) Lexile 1000	
<b>Use as an anchor text, modeling skills and standards</b> <ul style="list-style-type: none"> <li>- Novel study guidelines:               <ul style="list-style-type: none"> <li>- Small group/stations</li> <li>- Students read independently (outside of modeled Read Aloud)</li> <li>- Activities should include short responses, discussion, and other standards-based activities</li> <li>- Check-in with teacher-led group discussions</li> </ul> </li> </ul>	RI 2.5, RI 2.6

Required Assessments: FSA Writing, FSA ELA			Required Performance Task:	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus: Review of Argumentative & Informative Writing; Understanding how FSA Writing is Scored/View &

				Analyze Models
<b>FSA Review Texts:</b> Choose appropriate texts to review for FSA.	<b>Review of Standards:</b> Use data to determine which standards need to be reviewed. Differentiate the reviews you teach by student need.  <i>*You can use Collections, grade-level texts, and/or resources in your school library. See Reading Coach.</i>			<ul style="list-style-type: none"> <li>● <b>FSA Writing Practice</b></li> <li>● Use additional Performance Assessment Booklet Units 3-4 to practice both styles of writing throughout the 1st half of the quarter. Other essay prompts from Collections can be used.</li> <li>● Intensive review on how FSA Writing is scored. Have students review writing samplers. Students should analyze the samplers, reasoning behind the given scores, and should be familiar with all aspects of the rubric.</li> </ul> <p><b>Informative/Argumentative Writing Resources:</b></p> <p><a href="#">Click Here: Informative Writing Workshop Resource</a></p> <p><a href="#">Argumentative Writing Workshop Guide/Resources</a></p> <p><b>FSA ELA Argumentative Writing Samplers &amp; Rubrics:</b></p> <p><a href="#">Informative Writing Samplers &amp; FSA Rubric</a></p> <p><a href="#">Argumentative Writing Samplers &amp; FSA Rubric</a></p>
<b>Train Time, Collections</b> pg. 327	RL 1.1, RL 1.2, RL 1.3, RL 2.4, RL 2.6	Misplaced Modifiers pg. 336	exasperate , conscience, ponderous, sustenance, inexplicable, ignorance	<b>Character Analysis, pg. 334</b>
<b>Always Wanting More</b> pg. 233	RI 1.1, RI 1.2, RI 2.4, RI 2.5 RI 3.8	Synonyms and Antonyms  Noun Clauses pg 240	Superfluity intangible exhort apathy	
<b>Optional Texts:</b> Novels for literature circle (appropriate complexity; see reading coach for assistance)				