

7th Grade ELA Curriculum Map

Standard: Reading/Literature	Key Concepts	Vocabulary
<p>Content 1: Vocabulary The student will expand vocabulary through word study, literature, & class discussion</p>	<ol style="list-style-type: none"> 1. Words in Context: <i>stated & unstated (definitions, restatement, example, comparison, or contrast)</i> 2. Words in Origin <ol style="list-style-type: none"> a. <i>foreign words</i> b. <i>Greek & Latin roots</i> 3. Idioms & Comparisons <ol style="list-style-type: none"> a. <i>Idioms</i> b. <i>Analogies</i> c. <i>Metaphors</i> d. <i>Similies</i> 	
<p>Content 2: Fluency The student will identify words rapidly so that attention is directed to the meaning of the text</p>	<ol style="list-style-type: none"> 1. <i>Independent Level</i>- read regularly, fluently, & accurately with appropriate time, change in voice, & expression 2. <i>Instructional Level</i>- read regularly materials that are challenging but manageable 3. <i>Silent Reading</i>- increased reading speed & comprehension 4. <i>Silent Reading</i>- for increased periods of time 5. Use <i>punctuation as a cue</i>- for pausing & characterization 	<p><i>fluency</i></p>
<p>Content 3: Comprehension The student will interact with the words and concepts in a text to construct an appropriate meaning</p>	<ol style="list-style-type: none"> 1. Literal Understanding <ol style="list-style-type: none"> a. apply <i>pre-reading strategies</i> for both fiction & non-fiction (<i>determine purpose for reading, preview material, use prior knowledge, & make connections</i>) b. Recognize <i>transition words</i> to guide understanding of text c. <i>Asking questions & supporting answers with literal information from the text</i> 2. Inference & Interpretation <ol style="list-style-type: none"> a. <i>Make Inferences & Draw Conclusions</i> with evidence drawn from the text b. <i>Make Inferences</i> supported by character's thoughts, words, & actions, or narrator's description 	<p><i>assumption interpretation</i></p>

	<p>3. Summarization & Generalization</p> <ul style="list-style-type: none"> a. Summarize the <i>main idea</i> & how it is supported with <i>specific details</i> b. Recall <i>major points</i> in the text / <i>make & revise predictions</i> c. Recognize <i>importance & relevance</i> of <i>details on plot development</i> d. Support <i>reasonable statements</i> by reference to <i>relevant aspects of text & examples</i> <p>4. Analysis & Evaluation</p> <ul style="list-style-type: none"> a. Compare & contrast <i>POV (first person, third person, limited & omniscient, & explain their effect on the overall theme of a literary work)</i> b. Evaluate <i>events that advance the plot & how those events relate to past, present, or future events</i> c. Analyze <i>character traits, conflicts, motivations, POV, & changes</i> that occur within the story & discuss the <i>importance to the plot or theme</i> d. Evaluate the <i>accuracy or appropriateness of author's evidence to support claims & assertions</i> e. Distinguish between <i>stated fact, reasoned judgment, & opinion</i> in text <p>5. Monitoring & Correction Strategies</p> <ul style="list-style-type: none"> a. Monitor the <i>understanding of text & use correcting strategies (rereading a portion, using reference aids, or searching for content</i> when needed) b. <i>Make, confirm, & revise predictions</i> when reading c. Adjust <i>reading rate, determine appropriate strategies</i> to match <i>purpose, difficulty, & characteristics</i> of text 	
<p>Content 4: Literature The student will read construct meaning, & respond to a wide variety of literary forms.</p>	<p>1. Literary Genres-demonstrate a knowledge of and an appreciation for various forms of literature.</p> <ul style="list-style-type: none"> a. Analyze characteristics of <i>genres (short story, novel, drama, poetry, & nonfiction)</i> b. Analyze characteristics of <i>subgenres (autobiography, biography, fable, folk tale, mystery, & myth)</i> <p>2. Literary Elements-Demonstrate knowledge of literary elements & techniques & how they affect the development of a literary work.</p> <ul style="list-style-type: none"> a. Analyze & explain elements of <i>fiction (plot, conflict, resolution, character, setting, theme, & POV)</i> 	<p><i>flashback</i> <i>foreshadowing</i> <i>imagery</i> <i>irony</i> <i>prose</i> <i>types of poetry</i></p>

	<p>b. Identify & explain <i>techniques of direct & indirect characterization</i> in fiction</p> <p>c. Describe how the <i>author's perspective, argument, or POV</i> affects the text</p> <p>d. Analyze <i>inferred & recurring themes</i> in literary works (<i>bravery, loyalty, historical</i>)</p> <p>3. Figurative Language & Sound Devices- The student will identify figurative language & sound devices & will analyze how they affect they develop of a literary work</p> <p>a. Identify & explain the use of <i>figurative language</i> in literary works to convey <i>mood, images, & meaning (metaphor, personification, simile)</i></p> <p>b. Identify & explain the use of <i>sound devices</i> in literary works to convey <i>mood, images, & meaning (alliteration, onomatopoeia, rhyme)</i></p> <p>c. Analyze <i>poetry</i> & evaluate <i>poetic styles (rhymed, free verse, & patterned (cinquain, diamante))</i></p> <p>4. Literary Works-The student will read & respond to historically/ culturally significant works of literature</p> <p>a. Analyze & evaluate works of literature and the <i>historical context</i> in which they were written</p> <p>b. Analyze & evaluate literature from <i>various cultures</i> to broaden cultural awareness</p> <p>c. Compare similar <i>characters, settings, & themes from varied literary traditions</i></p>	
<p>Content 5: Research & Information-The student will conduct research & organize information</p>	<p>1. Accessing Information-Select the best source for a given purpose</p> <p>a. Use <i>library catalogs & computer databases</i> to locate sources for research topics</p> <p>b. Access a variety of <i>primary & secondary sources</i> to locate information relevant to <i>research questions</i></p> <p>c. Gather data for research purposes through <i>interviews (prepare & organize relevant questions, makes notes of responses, & compile the information)</i></p> <p>d. Use <i>organizational strategies</i> as an aid to comprehend increasingly difficult content material</p> <p>e. Note instances of <i>persuasion, propaganda, & faulty reasoning</i> in text</p> <p>f. Use <i>reference features</i> of printed text (<i>citations, endnotes, & bibliographies</i>)to locate information about a topic</p> <p>2. Interpreting Information-The student will analyze & evaluate information from a variety of sources</p> <p>a. <i>Record, analyze, & display</i> relevant information from multiple sources in</p>	

	<p><i>systematic ways (outlines, graphic organizers)</i></p> <p>b. Interpret & use <i>graphic sources</i> of information (<i>graphs, maps, timelines, tables, etc.</i>) to address research questions</p> <p>c. Analyze and <i>paraphrase or summarize</i> information gathered from a <i>variety</i> of sources into a <i>research paper</i></p> <p>d. Determine the <i>appropriateness of an information source</i> for a <i>research paper</i></p> <p>e. <i>Identify & credit the sources</i> used to gain information for both <i>quoted and paraphrased information</i> in a <i>bibliography</i> using a <i>consistent format</i></p>	
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Standard: Writing, Grammar, Usage, & Mechanics	Key Concepts	Vocabulary
<p>Content 1: Writing Process-The student will use the writing process to write coherently</p>	<ol style="list-style-type: none"> 1. Use a <i>writing process</i> to develop compositional skills. Students are expected to use <i>prewriting strategies, write & revise multiple drafts, edit, and share</i> their compositions. 2. Use <i>details, examples, reasons, & evidence</i> to develop an idea. 3. Use <i>spatial, chronological, & climactic organizational patterns</i> as appropriate to purpose. 4. Use <i>effective transitions between sentences & paragraphs</i>. 5. Use <i>precise word choices</i>, including <i>figurative language</i>, that convey <i>specific meaning & tone</i>. 6. Use a <i>variety of sentence structures, types, & lengths</i> to contribute to <i>fluency & interest</i>. 7. <i>Edit</i> for errors in <i>Standard English Usage, sentence structure, mechanics, & spelling</i>. 8. <i>Publish & present</i> writing to <i>peers & adults</i>. 	
<p>Content 2: Modes & Forms of Writing-The student will write for a variety of purposes & audiences using narrative,</p>	<ol style="list-style-type: none"> 1. Compose <i>fictional, autobiographical, & biographical narratives</i> that: <ol style="list-style-type: none"> a. Establish a <i>plot</i> using <i>action segment to create a sequence of events</i>. b. Establish & develop <i>character(s) & settings</i>. c. Maintain a <i>consistent POV</i>. d. Use a <i>range of narrative devices (dialogue, suspense, anecdotes, foreshadowing)</i>. e. Adjust <i>tone & style</i> as necessary to make writing interesting & engaging to the audience. 	<p><i>description</i> <i>exposition</i> <i>expository</i> <i>viewpoint/</i> <i>opinion</i></p>

expository,
persuasive, &
reflective modes.
(500-750 Words)

2. Compose *expository text* to include *research reports* that:
 - a. State the *thesis & relevant/focused questions* about the topic.
 - b. Communicate *clear & accurate perspectives* on the subject.
 - c. Include *paraphrased evidence & supporting details* compiled through *formal research process*, including use of a *library catalog, magazines, newspapers, dictionaries, online sources, & other reference material*.
 - d. Document sources with *reference notes & bibliography*.
3. Compose *persuasive/ argumentative compositions* that:
 - a. State a *clear position or perspective* in support of a *proposition or proposal*.
 - b. Describe the *points in support of the proposition*; employing *well-articulated evidence & effective emotional appeal*.
 - c. *Predict, identify, & address reader concerns & counterarguments*.
4. Compose *reflective papers* that accomplish one of the following:
 - a. Express the *individual's insights* into conditions or situations.
 - b. Compare a *scene from work of fiction* with a *lesson learned from experience*.
 - c. Complete a *self-evaluation* on a *class performance*.
5. Write *responses to literature*, including *poetry*, that:
 - a. *Develop interpretations* that show *careful reading, understanding, & insight*.
 - b. *Organize the interpretation* around *several clear ideas, premises, or images* for the *literary work*.
 - c. *Justify interpretation* through *sustained use of examples & evidence from the text*.
6. Compose *summaries of reading material* that:
 - a. Include the *main ideas & most significant details*.
 - b. Use the *student's own words, except for quotations*.
 - c. Reflect *underlying meaning*, not just the superficial details.
7. Write for *different purposes & to a specific audience or person, adjusting tone & style* as necessary to make writing interesting. (example: *Write stories & reports showing a variety of word choices, or review a favorite book or film*)
8. Write *friendly, formal letters, & emails*; continue to produce other writing forms introduced in earlier grades.
9. Use appropriate *essay test-taking & time-writing strategies* that:

	<ul style="list-style-type: none"> a. Address & analyze the question (prompt). b. Use <i>organizational methods</i> required by the prompt. c. Utilize and <i>editing checklist or assessment rubric</i>, if provided. <p>10. Use legible <i>handwriting/penmanship</i> to copy and/or compose text, in manuscript or cursive, using correct spacing & formation of letters.</p>	
<p>Content 3: Grammar, Usage, & Mechanics-The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising & editing stages of writing.</p>	<ul style="list-style-type: none"> 1. Standard English Usage-Demonstrate correct use of Standard English in speaking & writing. <ul style="list-style-type: none"> a. Recognize <i>nominative, possessive, & objective nouns</i>. b. Recognize <i>abstract, concrete, & collective nouns</i>. c. Recognize <i>principal parts of regular & irregular verbs</i>. d. Use the <i>principal parts of verbs to form verb tenses</i>. e. Identify <i>transitive, intransitive, & linking verbs</i>. f. Make <i>subjects & verbs agree</i>. g. Identify <i>direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, & object compliments</i>. h. Use <i>nominative, objective, & possessive pronouns</i>. i. Make <i>pronouns agreement with their antecedents</i>. j. Use correct <i>pronoun reference</i>. k. Correctly form and use the <i>positive, comparative, & superlative forms of adjectives</i>. l. Correctly identify & use <i>interjections</i>. m. Correctly identify and use <i>restrictive (essential) & nonrestrictive (nonessential) clauses, appositives, appositive, participial, & prepositional phrases</i>. n. Correctly use all <i>conjunctions</i>. o. Distinguish <i>commonly confused words</i> (there, their, they're). 2. Sentence Structure-Demonstrate appropriate sentence structure in writing. <ul style="list-style-type: none"> a. Correct sentence <i>run-ons & fragments</i>. b. Correct <i>dangling & misplaced modifiers</i>. c. Differentiate between <i>dependent & independent clauses</i>. d. Write <i>simple, compound, complete, & complex sentences</i> of various lengths. e. Write sentences with <i>simple, complete, and compound predicates</i>. f. <i>Indent paragraphs</i> as necessary to conform to <i>specified format</i>. 	<ul style="list-style-type: none"> introductory clause adverb clause convention nominative objective types of sentences

	<p>3. Mechanics & Spelling-Demonstrate appropriate language mechanics in writing.</p> <p>a. Apply <i>capitalization rules</i> appropriately in writing.</p> <p>b. <i>Punctuate correctly</i> in writing, including:</p> <ul style="list-style-type: none"> ▪ end punctuation. ▪ commas to separate words in a series, city & state, question & sentence, & to set off nonrestrictive phrases. ▪ quotation marks. ▪ colon & semicolon. ▪ apostrophes in contractions & possessives. ▪ hyphens & dashes. ▪ conventions of letter writing. <p>4. Distinguish correct spelling of <i>commonly misspelled words & homonyms</i>.</p>	
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<p>Standard: Oral Language/ Listening & Speaking</p>	<p>Key Concepts</p>
<p>Standard 1: Listening- The student will listen for information & for pleasure.</p>	<ol style="list-style-type: none"> 1. Identify the <i>major ideas and supporting evidence</i> in <i>informative & persuasive messages</i>. 2. Listen in order to <i>identify & discuss</i> topic, purpose, & perspective. 3. Recognize & understand <i>barriers to effective listening</i> (internal & external distractions, personal biases, & conflicting demands). 4. Evaluate the <i>spoken message</i> in terms of <i>content, credibility, & delivery</i>.
<p>Standard 2: Speaking- The student will express & opinions in group or individual situations.</p>	<ol style="list-style-type: none"> 1. Analyze <i>purpose, audience, and occasion</i> & consider this information in <i>planning an effective presentation or response</i>. 2. <i>Compose a presentation</i> with a <i>well-organized introduction, body, & conclusion</i> that is appropriate for <i>different purposes, audiences, & occasions</i>. 3. Communicate <i>oral presentations to the class</i> using appropriate <i>delivery, volume, rate, enunciation, & movement</i>. 4. Use <i>level-appropriate vocabulary in speech</i> (<i>metaphorical language, sensory details, or specialized vocabulary</i>).

Standard: Visual Literacy Skills	Key Concepts
<p>Content 1: Interpret Meaning-The Student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent writing.</p>	<ol style="list-style-type: none"> 1. Interpret a <i>variety of messages conveyed by visual images</i>. 2. Identify <i>film & television features</i> that <i>characterize different styles of dress & genres (setting in a western or drama)</i>.
<p>Content 2: Evaluate Media-The student will evaluate visual & electronic media (such as film) as compared with print images</p>	<ol style="list-style-type: none"> 1. Identify the <i>different ways</i> in which <i>people are stereotyped in visual media & consider alternative representations (clever people wearing glasses, super heroes wearing capes, scientists wearing white coats)</i> 2. Identify the <i>basic elements of advertising in visual media (sales approaches & techniques aimed at children)</i>. 3. Analyze the <i>effect on the viewer</i> of <i>text, sound, images, & organization</i> in <i>electronic media</i> & discuss the <i>techniques used to create the effects</i>.
<p>Content 3: Compose Visual Messages-The student will create a visual message that effectively communicates an idea.</p>	<ol style="list-style-type: none"> 1. <i>Select, organize, or produce</i> visuals such as <i>maps, charts, graphs, video segments, or technology presentations</i> to complement & extend meaning for a selected topic. 2. Use <i>media forms</i> to <i>create a visual message</i> that will compare & contrast <i>ideas & points of view</i>.