Standards Based Map

7th Grade English Language Arts

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies/ Activities	Resources/ Materials	Assessments	Notes / Self - Reflection
	Essential Writing ELA.7.W.C9.3 write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.	**I Can:** *Write a narrative *Develop an introduction *Develop a narrator and/or characters *Develop point of view *Develop a plot *Use dialogue	*How does a writer's knowledge of their audience and purpose contribute to their writing? *How do graphic organizers or planning guides support the writer?	• Narrative • Coherent • Relevant • Purpose • Reflection • Revision • Modify • Clarify • Analyze • Develop • Engage • Illustrate • Identify • Precise	*Provide a variety high-interest narrative texts/exemplars *Student choice for writing/reading topic *Literature circles *Historically	Plot Charts Mentor Texts Universal Design for Learning lesson planning See: http://iris.peabody.vanderbilt.edu/udl_02.html Cast.org: learning tools (free) Bookshare.org: students can make books or view other books to make them accessible electronically (could be	Use a narrative writing rubric across the grade level for *all content areas* *Podcasts *Photostory/ MovieMaker with relevant images and self-recorded audio overlay *goanimate.com	

		*Use transitions *Use descriptive vocabulary and sensory language *Provide a conclusion	*Why do organized events require a particular sequence? *How is revising a piece of writing as essential as the initial effort?		based narratives *Science Journaling (ie. writing about what you did in a lab)	used to present one's own writing or to summarize a piece one read) Readworks.org (leveled reading passages, genre selection)	
➢ ELA.7.W.C10.1 produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience. ** **(Any CSOs with asterisks will appear in multiple units. Any time they appear in the future, only the CSO number will be listed)**		*Produce grade-level appropriate task, purpose, and audience	*How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? *How do writers prepare their writing for different audiences? If piece of writing has many errors or is difficult to read, what are readers' thoughts about that piece and about the writer?				
➢ ELA.7.W.C10.2 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. **		*Use revision and editing and strategies *Revise for a specific purpose and audience *Use feedback from teachers and/or peers	*How does a writer know he/she has				

	➢ ELA.7.W.C12.1 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.. **	*Write for many reasons	done enough editing? How does editing make someone a better writer? *How would changing the setting, character, plot, or point of view affect the outcome of a story?			
	Essential Reading ELA.7.R.C4.1 by the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*Comprehend literature at my grade level	*How do authors appeal to the reader's emotions and beliefs? *How does understanding the author's purpose help readers comprehend the text?			
	➢ ELA.7.R.C1.2 determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of the text.	*Determine two or more central ideas *Explain how two or more central ideas develop throughout the text *Write or present an unbiased summary	*How are literary texts similar? How are they different? *Why does point of view matter? How does it contribute to conflict? How			

	➢ ELA.7.R.C1.3 analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	*Explain how people, ideas, and situations interact	can point of view reduce conflict? How do different characters represent different points of view? *How does a reader determine the primary message that the author wants interpreted from the passage? *How can readers support their opinions from using evidence within texts? * How do you make an effective discussion? *How can everyone contribute without a few people dominating the discussion? *How could you		
	➢ ELA.7.R.C2.3 analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.	*Define point of view *Determine author's point of view *Explain how the author's point of view is different from others			
	➢ ELA.7.SL.C13.1 engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 texts, building on others' ideas and expressing their own clearly. **	*Engage in one-on-one discussions, group discussions, and teacher-led discussions *Prepare and follow rules for discussion *Ask and respond to questions in my group *Summarize the group's			

		discussion *Understand others' perspectives	communicate effectively to involve other people in the discussion? * How can speakers make people want to listen to what they have to say? *Why would I apply appropriate conventions of standard English? How can use of spelling rules and patterns improve written communication? *How can I prove what I think the author is saying? *Why would an author have portrayed a similar historical event differently than another author?				
	➢ ELA.7.L.C15.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELA.7.L.C15.2 demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use a comma to separate coordinate adjectives (e.g., it was a fascinating, enjoyable movie but not he wore an old [,] green shirt). • spell correctly. **	*Demonstrate proper usage of the eight parts of speech in writing and speaking *Use capitalization and punctuation correctly *Use a comma to separate coordinate adjectives *Spell correctly					
	➢ ELA.7.L.C16.1 use knowledge of language and its conventions when writing, speaking, reading or listening.	*Use proper conventions *Choose precise words *Recognize and eliminate					

	wordiness	
➢ ELA.7.L.C17.1 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.	*Use a range of strategies to determine the meaning of a word	
ELA.7.R.C1.1 cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	*Define cite *Find several pieces of textual evidence for support *Make Inferences	
ELA.7.R.C3.2 compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	*Explain the similarities and differences between a fictional and historical account *Explain how an author uses or alters history	
ELA.7.L.C17.3 acquire and use accurately grade-	*Use grade appropriate vocabulary	

appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.							

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	<mark>Essential Writing:</mark> ELA.7.W.C9.1 write arguments to support claims with clear reasons and relevant evidence.	I can: *Write an argumentative paper. *Define claims and argument *Create an introduction. *Create a strong claim *Organize evidence to supper a claim.	* How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences? * How does a writer gather information to	• Introduce • Cite • Evidence • Claims • Opposition • Cohesion • Clarify • Emphasize • Indicate • Evaluate • Connotative • Denotative • Bias • Fact • Perspective	*Student choice for writing/reading topic *Debate *Social Studies-examining differing viewpoints from an event or time period, etc.	Argument/ Claim/ Evidence Organizer High-interest exemplars for reading Newsela.com (free news for students with lexiled choices) for topic brainstorming	Use an Argumentative Rubric *across **all** grade level content areas*. Speech w/visual Aid Prezi Video recording with relevant visuals and instrumental music.	

		*Include relevant evidence for and against an argument *Use credible sources *Use transitions to clarify relationships *Use a formal style *Make a concluding statement.	create informative/explanatory pieces of writing? * How do writers monitor their work to include information that is relevant to the topic? * Why must opinion pieces include the writer's point of view and logically ordered reasons supported by facts and details?		*Science: Arguing for or against current scientific theories, writing proposals for solutions to current environmental problems (energy, pollution, etc.)		Skype with vested individuals	
	ELA.7.W.C11.2 gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	*Find information from print and digital sources *Use search terms *Define credible *Decide if a source is credible *Define plagiarism *Paraphrase information *Include quotes *Cite sources *Produce a bibliography	* Why does word choice play such an important part in writing? * How can a writer use his/her influence to persuade readers?					
	ELA.7.W.C11.3 draw evidence from literary or informational texts to support analysis, reflection and research.	*Use pieces	*How do writers					

	• apply grade 7 reading objectives to literature (e.g., "compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). • apply grade 7 reading objectives to literary nonfiction and other informational text (e.g. "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"). ELA.7.SL.C14.1 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.	from literary texts and informational texts to support my writing. *Present claims logically *Emphasize salient points *Use pertinent	determine what they want the audience to know? *How do writers organize information so they can reflect on the data gathered? * How can writers ensure they gather valid information for research? How do people decide on and use credible, relevant, appropriate, accurate, and valid information? What makes a source highly credible and/or lack credibility? * How do people use technology for accessing and recording information?			

ELA.7.SL.C14.2 include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. _____ ELA.7.SL.C14.3 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (see grade 7 language objectives for specific expectations.) _____ ELA.7.W.C10.1 ** ELA.7.W.C10.2 ** ELA.7.W.C12.1 ** ELA.7.SL.C13.1 ** ELA.7.L.C15.1 ** ELA.7.L.C15.2 ** _____ <mark>Essential Reading:</mark> ELA.7.R.C4.2 by the end of the year, read and comprehend literary nonfiction and other informational texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at	descriptions, facts, and details *Use appropriate eye contact, volume, and pronunciation _____ *Use multimedia components in a presentation to clarify claims. _____ *Use formal language in a classroom setting. _____	*How do presenters make a good impression and make themselves clear when speaking with others? *How do I persuade audience members? *How can I use technology to enhance the effectiveness of a presentation? *Why is it important to use good research strategies when finding information on a topic? *How does the author use language to convey his/her viewpoint? (For example, pro-slavery—			

the high end of the range.		the words used show a bias toward owning slaves.)			
➢ ELA.7.R.C1.4 cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	*Comprehend many genres of literature at my grade level	*How do readers know if the text is informing them or trying to persuade them? How can readers distinguish between facts and an author's opinion? Why does this matter?			
➢ ELA.7.R.C1.5 determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.	*define cite *find several pieces of textual evidence for support *make inferences	*How does using multiple perspectives and points of view expand people's thinking?			
➢ ELA.7.R.C1.6 analyze the interactions between individuals, events and ideas in an informational text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).	*Determine two or more central ideas *Explain how two or more central ideas develop throughout the text. *Write or present an unbiased	*How are multiple sources valuable when you are learning new information? *How and when do readers adjust			

	ELA.7.R.C3.4 trace and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. ELA.7.R.C3.5 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. ELA.7.R.C2.6 determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others.	summary. *Explain how people, ideas, and situations interact in a text *Evaluate an argument and its claims *Determine if the support is relevant and sufficient. *Explain the differences between the presentation of evidence in two or more written works on the same topic.	reading strategies to better understand different types of text? *Why are text features helpful? How do text features help readers to access information quickly? Why do authors use specific text features to convey a message?		

	ELA.7.SL.C13.2 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively orally) and explain how the ideas clarify a topic, text or issue under study. ELA.7.SL.C13.3 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (we added this at the end. Needs eq's, etc)	*Explain the differences between the interpretation of facts in two or more written works on the same topic. *Define point of view *Determine the author's point of view in a text *Explain how the author's point of view is different from others *Understand and explain information presented in various formats *Explain how the ideas clarify the topic				

		*Define delineate *Evaluate the soundness, relevance, and sufficiency of evidence.					

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	Essential Writing: ELA.7.W.C9.2 write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection organization and analysis of relevant content. ELA.7.W.C10.3 use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	I can: *Write an informative/explanatory paper *Create an introduction *Introduce a topic previewing the content *Use multiple strategies to organize information *Use charts, pictures, heading, etc. to organize *Support the topic with facts, details, quotes, and examples *Use transitions and descriptive vocabulary *Use a formal style *Make a concluding statement *Use technology to publish writing *Link and cite sources *Use technology to collaborate	*How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences? *How does a writer gather information to create informative/explanatory pieces of writing? *How do writers monitor their work to include information that is relevant to the topic? *Why must opinion pieces include the writer's point of view and logically ordered reasons supported by facts and details? *Why does word choice play such an important part in writing? *How can a writer use his/her influence to persuade readers?	• Informative • Explanatory • Convey • Conduct • Identify • Generate • Plagiarism • Sources • Credible • Accuracy • Quote • Paraphrase • Cite • Salient • Pertinent • Emphasize • Demonstrate • Command • Publish	*Teacher models writing a research paper with the class as students work on their own *Mini lessons on paraphrasing and direct quotations *Guided practice in outlining answers to essential questions that guide research *Students collaborate in partners or groups to review where he/she is at in the process, ask/answer	*Create research checklist with all components (topic, thesis, essential questions, etc.) *Create a Livebinder.com Folder to organize ongoing research materials *Teachingchannel.org To view videos of common core lessons and strategies on various topics in action *Use kidblog.com (free) for students to ask and answer ongoing questions when groups are not meeting; require students to answer and ask questions daily from the blog.	Research rubric across *all* grade level content areas Various forms of presentation and publishing: talk summarizing main points and learning outcomes with visual aid, Prezi, PowerPoint, etc. Invite the community and hold a presentation night of student work. *Require students to create a handout/pre and post quiz for classmates to increase engagement	

	ELA.7.W.C11.1 conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	*Do a research project *Use several sources to answer a question *Generate focused questions for research	*How does the internet help a write produce and publish writing? *Before beginning research, why is it important to organize and have a plan? *How do writers summarize and synthesize information to reflect their ideas on a subject?		questions, self and peer evaluate progress *Collaborate with Science and/or Social Studies teachers to conduct research on a relevant topic of study		during presentation
	ELA.7.W.C11.2 gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	*Find information from print sources *Find information from digital sources *Use search terms *Define credible *Decide if a source is credible *Define plagiarism *Paraphrase information *Include quotes *Cite sources *Produce a bibliography	*How do writers determine what they want the audience to know? *How do writers organize information so they can reflect on the data gathered? *How can writers ensure they gather valid information for research? How do people decide on and use credible, relevant, appropriate, accurate, and valid information? What makes a source highly credible and/or lack credibility?				
	ELA.7.SL.C14.1 present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts,	*Present claims logically *Emphasize salient points *User pertinent descriptions, facts, and details	*How do people use technology for accessing and				

	details and examples; use appropriate eye contact, adequate volume and clear pronunciation.	*Use appropriate eye contact, volume, and pronunciation	recording information? *Why use primary sources? *How do presenters make a good impression and make themselves clear when speaking with others?			
	ELA.7.SL.C14.2 include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	*Use multimedia components in a presentation to clarify claims	*How do I persuade the audience? *Why is it important to use good research strategies when finding information on a topic?			
	ELA.7.SL.C14.3 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (see grade 7 language objectives for specific expectations.)	*Use formal language in a classroom setting	*How do I know if a source is trustworthy? *How are literary texts similar? How are they different? *How would changing the setting, character, plot, or point of view affect the outcome of a story?			
	ELA.7.W.C10.1 ** ELA.7.W.C10.2 ** ELA.7.W.C12.1 ** ELA.7.SL.C13.1 ** ELA.7.L.C15.1 ** ELA.7.L.C15.2 **		*How do authors appeal to the reader's emotions and beliefs?			
	Essential Reading: ELA.7.R.C4.2	*Comprehend many genres of literature at	*How does understanding the author's purpose help readers comprehend			

by the end of the year, read and comprehend literary nonfiction and other informational texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	my grade level	the text? *Why does point of view matter? How does it contribute to conflict? How can point of view reduce conflict? How do different characters represent different points of view?				
➢ ELA.7.R.C1.4 cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	*Define cite *Find several pieces of textual evidence for support *Make inferences	*How does a reader determine the primary message that the author wants interpreted from the passage? *How can readers support their opinions from using evidence within texts?				
➢ ELA.7.R.C1.5 determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.	*Determine two or more central ideas in a text *Explain how two or more central ideas develop throughout the text *Write or present an unbiased summary	*How does the author use language to convey his/her viewpoint? *How do readers know if the text is informing them or trying to persuade them? How can readers distinguish between facts and an author's opinion? Why does this matter?				
➢ ELA.7.R.C1.6 analyze the interactions between individuals, events and	*Explain how people, ideas, and situations interact in a text.	*How does using multiple perspectives				

ideas in an informational text (e.g., how ideas influence individuals or events or how individuals influence ideas or events). ——————— ELA.7.R.C2.4 determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. ——————— ELA.7.R.C2.5 analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas. ——————— ELA.7.R.C3.3 compare and contrast a text to an audio, video or multimedia version of the	*Determine the meaning of unknown words *Define figurative language, connotative meaning, and technical meanings *Explain how specific words impact meaning and tone ——————— *Explain how an author uses the structure to develop ideas ——————— *Define compare and contrast *Explain the similarities and differences between a written work	and points of view expand people's thinking? *When a word has multiple meanings or pronunciations, how does a reader select the correct one? *How did the English language end up with so many "borrowed" roots from Latin and Greek? *Why do words have power? * How do people adjust the words they use in different contexts? *How do informal social media enhance and/or impede communication? *Why would a director make changes to what an author had originally written? *How do those changes impact the audience's perception?				

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	informational text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	and an audio/visual presentation of the same work *Analyze the effects of the techniques used.						

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	<mark>Essential Standard:</mark> ELA.7.R.C4.1 by the end of the year, read and comprehend literature, including dramas and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. ELA.7.R.C2.1 determine the meaning of words	I can: *Comprehend nonfiction writing at my grade level. *Determine the meaning of unknown	*How do poetic devices, such as rhyme and repetition, convey the author's theme? *How does a reader determine the primary message that the author wants interpreted from the poem/drama? *How can	• Drama • Poem • Figurative • Connotative • Distinct • Intense • Exaggerate • Tradition • Transmit • Restrict • Indicate • Form • Structure • Compare • Contrast • Technique • Nuances • Distinguish	Mimic poetry (students model original poems based on poems studied in class) Poetry Out Loud event Sensory brainstorming Teacher and peer conferencing Create rhyming poetry for	Schools.nyc.gov/documents/teachandlearn/poetryunit_2-24final.pdf Poetryoutloud.org Mimic poetry lesson that can be modified for specific grade level accordingly by choosing poetry that fits what you want to teach: www.readwritethink.org/classroom-resources/lesson-plans/poetry-sound-sense-848.html?tab=4 Teach21 NxG Unit Plan: No Easy Answers Achievethecore.org (Free Common Core-aligned lessons and student samples)	Poetry writing and performance rubric across all grade level content areas Multimedia presentation of original poem with images and music (photostory, movie maker) Poetry portfolios	

and phrases as they are used in a literary 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 70 story or drama.	words

*Define figurative language, connotative meaning, and technical meanings

*Explain how specific words impact meaning and tone | readers support their opinions from using evidence within poems/dramas?

*How do authors appeal to the reader's emotions and beliefs?

*How do I analyze a poem?

*How do I use a poem's form or structure to help understand its meaning?

*How can I utilize figurative language to convey thoughts and feelings in my writing? | | Science and Social Studies terms for study tools.

Poetry written about an aspect of Science or Social Studies to practice or demonstrate understanding | |
| ELA.7.R.C2.2 analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | *Explain how poetic or dramatic structure affects meaning | | | | |
| ELA.7.R.C3.1 compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique | *Define compare and contrast

*Explain the similarities and differences between a written work and an | *Why do writers use figurative language to enhance their writing?

*How do I distinguish figurative language from | | | |

to each medium (e.g., lighting, sound, color or camera focus and angles in a film).	audio/visual presentation of the same work. *Analyze the techniques used.	literal language? *How do writers use techniques to demonstrate author's purpose in different types of poetry?				
ELA.7.L.C17.2 demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figures of speech (e.g., literary, biblical and mythological allusions) in context. • use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful,	*Interpret figurative language (similes, metaphors, personification, idioms, alliteration, onomatopoeia, allusions, and others) *Use figurative language (similes, metaphors, personification, idioms, alliteration, onomatopoeia, allusions, and others) *Find relationships between words to better understand them	*Why would I use figurative language in my writing? *How do poets use poetic devices used to engage readers? *How do different forms and structures of poetry affect meaning? *How can I express myself through poetry?				

	polite, diplomatic, condescending).	*Use grade appropriate vocabulary					
	————————	————————					
	ELA.7.W.C10.1 ** ELA.7.W.C10.2 ** ELA.7.W.C12.1 ** ELA.7.SL.C13.1 ** ELA.7.L.C15.1 ** ELA.7.L.C15.2 **						