

Curriculum Mapping
Grade 7 English/Language Arts
Teacher: Mrs. Tiffani Thornburg
1st Nine Weeks

Yearlong Theme: “We make choices, and our choices make us.”

Yearlong Project: Students will identify a significant need in society. They will plan and execute a community service project as an individual or in small groups to learn civic responsibility and to strengthen society.

1st Nine Weeks Big Question:

What are my responsibilities to society as a reader and writer?

How does conflict affect the choices we make?

Unit 1 Essential Questions:

- What drives a story?
- What are the devices that authors use to drive a story?
- How can exploring the setting or theme of a story help a reader to better understand and appreciate it?
- How are characters’ experiences like real-life experiences?
- How can historical fiction enrich our understanding of the past?

Unit/ Lesson	Indiana Standard(s)	Key Concepts/ Questions/ Learning Targets	Resources/ Activities	Unit Vocabulary	Assessments
<p><u>Unit 1:</u> “What are my responsibilities to society as a reader and writer?” “How does conflict affect the choices we make?”</p>	<p><u>Reading Literature</u> 7.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. 7.RL.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. 7.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a</p>	<p><u>Reading Literature</u> ● Elements of a short story ● Plot ● Setting ● Character and Point of View ● Conflict and Resolution ● Theme ● Comparing Characters ● Conflict ● Structure</p>	<p><u>Assorted Selections</u> ● Fiction Selections ● Nonfiction Selections</p> <p><u>Texts for Modeling</u> ● <i>The Dinner Party</i> by Mona Gardner ● <i>The Treasure of Lemon Brown</i> by Walter Dean Myers</p> <p><u>Short Stories</u> ● <i>Seventh Grade</i> by Gary Soto</p>	<p><u>Marzano Vocabulary</u> ● inference ● historical fiction ● narrator ● paraphrase ● criteria ● mechanics ● plagiarize ● character trait ● diction ● allegory</p> <p><u>Literary Terms</u> ● Plot</p>	<ul style="list-style-type: none"> ● Do Now Tasks ● Exit Tickets ● Selection Reading Tests ● Vocabulary in Context Tests ● Literary Terms Tests ● Spelling Tests ● Unit Test ● Blog Responses (Rubric Evaluation) ● Reading Response Entries (Rubric Evaluation)

<p>detailed summary that supports the analysis.</p> <p>7.RL.2.3 Analyze the interaction of elements in a work of literature.</p> <p>7.RL.2.4 Make and confirm predictions</p> <p>7.RL.3.1 Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.</p> <p>7.RL.3.2 Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p> <p>7.RL.4.2 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.</p> <p>Vocabulary</p> <p>7.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases.</p> <p>7.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p> <p>7.RV.2.2 Use the relationship between particular words to better understand each of the words.</p> <p>7.RV.2.5 Consult general and specialized reference materials, both print and digital to find the pronunciation of a word or determine or clarify its precise</p>	<ul style="list-style-type: none"> • Persuasive Techniques • Context clues • Make Predictions • Make Inferences • Using a Dictionary and Thesaurus • Synonyms • Antonyms • Analogies • Informational reading <p>Grammar</p> <ul style="list-style-type: none"> • Sentences • Sentence Fragments • Run-ons • Parts of Speech • Complements • Punctuation and capitalization will be reviewed <p>Writing</p> <ul style="list-style-type: none"> • Blog responses • Essay test responses • Paragraph writing • Objective summaries • Reading responses • Problem-solution Essay • Personal narrative <p>Spelling</p>	<ul style="list-style-type: none"> • <i>Rikki-tikki-tavi</i> by Rudyard Kipling • <i>The Third Wish</i> by Joan Aiken • <i>Ribbons</i> by Laurence Yep <p>Comparing Texts</p> <ul style="list-style-type: none"> • <i>The Night the Bed Fell</i> by James Thurber • <i>Stolen Day</i> by Sherwood Anderson <p>Anchor Text</p> <ul style="list-style-type: none"> • <i>Amigo Brothers</i> by Piri Thomas <p>Novel</p> <ul style="list-style-type: none"> • <i>Roll of Thunder, Hear My Cry</i> by Mildred E. Taylor <p>Writing</p> <ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Grammar</p> <ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Vocabulary</p> <ul style="list-style-type: none"> • Marzano • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources 	<ul style="list-style-type: none"> • -Exposition • -Rising Action • -Climax • -Falling Action • -Resolution • Characterization • -Direct • -Indirect • Setting • Conflict • -External • -Internal • Theme • -Slated • -Implied • -Universal • Symbol • Suspense • Flashback • Foreshadowing • Media • Literacy • Prediction • Inference • Cause and Effect • Sequence • Narrator • -Objective • -Subjective • Point of view • -1st Person POV • -2nd Person POV • -3rd Person POV (all types) • Memoir • Narrative • Character • -motives • -traits • -protagonist • -antagonist • synonym 	<ul style="list-style-type: none"> • Problem-Solution Essay (Rubric Evaluation) • Personal Narrative (Rubric Evaluation)
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<p>meaning, part of speech, or origin.</p> <p>7.RV.3.3 Interpret figures of speech in context.</p> <p>Writing</p> <p>7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>7.W.2 Write informative compositions in a variety of forms.</p> <p>7.W.3 Write narrative compositions in a variety of forms</p> <p>7.W.4 Apply the writing process</p> <p>Grammar</p> <p>7.W.6.1 Demonstrate command of English grammar and usage</p> <p>7.W.6.1e Usage</p> <p>7.W.6.2a Capitalization</p> <p>7.W.6.2b Punctuation</p> <p>7.W.6.2c Spelling</p> <p>Speaking and Listening</p> <p>7.SL.1 Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.</p> <p>7.SL.2.1 Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>7.SL.2.2 Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p>	<ul style="list-style-type: none"> • Suffixes that form nouns (-ant, -ent, -ment, -ance, -ence, -ee) • Suffixes that form nouns (-er, -or, -ar, -ess, -ness) • Suffixes that form nouns (-ian, -ion, -ism, -ist, -ure, -al) • Suffixes that form adjectives (-able, -ible, -less, -ous, -al) • Suffixes that form adjectives (-ish, -ive, -ful, -some, -ine) • Suffixes that form verbs (-ate, -ize, -yze, -ify, -en) • Suffixes that form adverbs (-erly, -fully, -ward, -ways, -wise) 	<p>Spelling</p> <ul style="list-style-type: none"> • <i>Elements of Language</i> • <i>Other Sources</i> 	<ul style="list-style-type: none"> • antonym • analogy <p>Content Vocabulary</p> <p>*Additional vocabulary specific to readings</p>
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	<p>7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>7.SL.2.4 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.</p> <p>7.SL.3.1 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p>				
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Curriculum Mapping
Grade 7 English/Language Arts
Teacher: Mrs. Tiffani Thornburg
2nd Nine Weeks

Yearlong Theme: “We make choices, and our choices make us.”

2nd Nine Weeks Big Question:

What should we learn in order to make wise choices?

Unit 2 Essential Questions:

- What is unique about nonfiction compared to fiction?
- What are the purposes authors have for writing nonfiction texts?
- How does a reader determine validity of an informational text?
- How can primary and secondary sources complement one another in helping us understand history?
- How does historical nonfiction contribute to our understanding of the present?

Unit/ Lesson	Indiana Standard(s)	Key Concepts/ Questions Learning Targets	Resources/ Activities	Unit Vocabulary	Assessments
Unit 2: “What should we learn in order to make wise choices?”	<p>Reading Literature</p> <p>7.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8.</p> <p>7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>7.RN.2.2 Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.</p> <p>7.RN.2.3 Analyze the interactions between individuals, events, and ideas in a text.</p> <p>7.RN.3.1 Know and use various text features.</p>	<p>Reading Literature</p> <ul style="list-style-type: none"> ● Elements of Nonfiction ● Literary nonfiction ● Forms of literary nonfiction ● Types of nonfiction ● Structure ● Author’s purpose ● Text features ● Main idea and details 	<p>Assorted Selections</p> <ul style="list-style-type: none"> ● Fiction Selections ● Nonfiction Selections <p>Texts for Modeling</p> <ul style="list-style-type: none"> ● <i>from Freedom Walkers</i> by Russell Freedman ● <i>from What Makes a Rembrandt?</i> by Richard Muhiberger <p>Nonfiction Readings</p> <ul style="list-style-type: none"> ● <i>Life Without Gravity</i> by Robert Zimmerman ● <i>I Am a Native of North America</i> by Chief Dan George 	<p>Marzano Vocabulary</p> <ul style="list-style-type: none"> ● business letter ● salutation ● closing ● caption ● editorial ● documentary ● propaganda ● biographical sketch ● autobiography ● transition <p>Literary Terms *Previous literary terms need to be incorporated for this unit as well as the following:</p>	<ul style="list-style-type: none"> ● Do Now Tasks ● Exit Tickets ● Selection ● Reading Tests ● Vocabulary in Context Tests ● Literary Terms Tests ● Spelling Tests ● Unit Test ● Blog Responses (Rubric) ● Evaluation ● Reading Response ● Entries

<p>7.RN.3.2 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.</p> <p>7.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.</p> <p>7.RN.4.1 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, noting instances of bias and stereotyping</p> <p>7.RN.4.2 Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.</p> <p>7.RN.4.3 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.</p> <p>Vocabulary</p> <p>7.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>7.RV.2.5 Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.</p> <p>7.RV.3.2 Determine the meaning of words and phrases as they are used</p>	<ul style="list-style-type: none"> • Fact and opinion • Point of view • Logical relationships • Word choice or diction • Figurative language • Primary sources • Secondary Sources <p>Grammar</p> <ul style="list-style-type: none"> • Phrases • Clauses • Sentence Structure • Punctuation and Capitalization <p>will be reviewed</p> <p>Writing</p> <ul style="list-style-type: none"> • Blog responses • Essay test responses • Paragraph writing • Objective summaries • Reading responses • Book Review • Expository essay • Persuasive business letter 	<ul style="list-style-type: none"> • <i>All Together Now</i> by Barbara Jordan • <i>Rattlesnake Hunt</i> by Marjorie Kinman Rawlings <p>Comparing Texts</p> <ul style="list-style-type: none"> • <i>from Barrio Boy</i> by Ernesto Galarza • <i>A Day's Wait</i> by Ernest Hemingway <p>Anchor Text</p> <ul style="list-style-type: none"> • <i>No Gumption</i> by Russell Baker <p>Memoir</p> <ul style="list-style-type: none"> • <i>Farewell to Manzanar</i> by Jeanne Wakazuki Houston <p>Writing</p> <ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Grammar</p> <ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Vocabulary</p> <ul style="list-style-type: none"> • Marzano • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources 	<ul style="list-style-type: none"> • Nonfiction -functional texts -literary nonfiction Purposes Structure -chronological -spatial -compare/contrast -cause/effect -problem/solution Narrative Nonfiction Articles Essays Speeches Expository Persuasive Narrative Descriptive Reflective Humorous Analytical Author's purpose Text features Main idea & supporting details Point of view Logical Relationships Word Choice -tone -connotation Figurative language <p>Content Vocabulary</p>	<p>(Rubric Evaluation)</p> <ul style="list-style-type: none"> • Book Review Presentation (Rubric Evaluation) • Expository Essay (Rubric Evaluation) • Persuasive Business Letter (Rubric Evaluation) • 1st Semester LIA
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<p>in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Writing</p> <p>7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>7.W.3.1 Write arguments in a variety of forms.</p> <p>7.W.4 Apply the writing process</p> <p>Grammar</p> <p>7.W.6.1 Demonstrate command of English grammar and usage</p> <p>7.W.6.1d Phrases and Clauses</p> <p>7.W.6.1e Usage</p> <p>7.W.6.2a Capitalization</p> <p>7.W.6.2b Punctuation</p> <p>7.W.6.2c Spelling</p> <p>Speaking and Listening</p> <p>7.SL.1 Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.</p> <p>7.SL.2.1 Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>7.SL.2.2 Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Prefixes with meanings “no”, “not”, or “against” (a-, anti- counter-, dys-, il-, im-, ir-, non-, un-) • Prefixes with meanings “away from” (ab-, de-, ex-) and “together” (co-, con-) • Prefixes with meanings “under or below” (sub-, hypo-, infra-, under-) and “upper or over” (up-, super-, hyper-) • Prefixes with meanings “earlier or before” (ante-, pre-, proto-, fore-) and “after or later” (post-, after-) • Prefixes with meanings “middle or half” (dia-, mid-, demi-, semi-) and “across or through” (trans-, per-) 	<p>Spelling</p> <ul style="list-style-type: none"> • <i>Elements of Language</i> • Other Sources 	<p>*Additional vocabulary specific to readings</p>
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	<p>7.SL.2.4 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.</p> <p>7.SL.3.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>7.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p> <p>7.ML.2.1 Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.</p> <p>7.ML.2.2 Analyze the ways that the media use words and images to attract the public's attention.</p>	<ul style="list-style-type: none"> • Number prefixes and combining forms (bi-, tri-, quadr-, quart-, tetra-, oct-, deci-) • Prefixes for "one or self" (auto-, mono-, self-) and "many" (poly-, multi-) 	
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Curriculum Mapping
Grade 7 English/Language Arts
Teacher: Mrs. Tiffani Thornburg
3rd Nine Weeks

Yearlong Theme: “We make choices, and our choices make us.”

3rd Nine Weeks Big Question(s):

- How should I choose to express myself?
- How do my choices affect others?

Unit 3 Essential Questions:

- How do poetic devices help a reader better understand and analyze a poem?
- How is the written form of a poem different from other pieces of literature?
- Why would an author choose to write a poem rather than a short story or novel?
- How does knowledge of history enrich our reading of poetry?
- How can poetry use language to convey images and ideas more deeply and beautifully than can prose?

Unit 4 Essential Questions:

- What is the process to plan and practice various forms of drama?
- How are the mind, body, and voice used to communicate character?
- What are the various support tools of a performance?
- How is a drama different from reading other types of texts?

Unit/ Lesson	Indiana Standard(s)	Key Concepts/ Questions Learning Targets	Resources/ Activities	Vocabulary	Assessments
Unit 3: “How should I choose to express myself?”	Reading Literature 7.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. 7.RL.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Reading Literature ● Elements of Poetry ● Sound Devices ● Structure ● Imagery ● Figurative language ● Forms of poetry	Assorted Selections ● Fiction Selections ● Nonfiction Selections Texts for Modeling ● <i>The Railway Train</i> by Emily Dickinson ● <i>Maestro; The Desert is My Mother; Bailando</i> by Pat Mora	Marzano Vocabulary ● lyric poem ● meter ● rhythm ● alliteration ● onomatopoeia Literary Terms *Previous literary terms need to be incorporated for this unit as well as the following:	● Do Now Tasks ● Exit Tickets ● Selection Reading Tests ● Vocabulary in Context Tests ● Literary Terms Tests ● Spelling Tests ● Unit Test ● Blog Responses

<p>7.RL.2.3 Analyze the interaction of elements in a work of literature.</p> <p>7.RL.4.1 Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version analyzing the effects of techniques unique to each medium.</p> <p>Vocabulary</p> <p>7.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>7.RV.2.3 Distinguish among the connotations of words with similar denotations.</p> <p>7.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words.</p> <p>7.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds within a story, poem or play.</p> <p>Writing</p> <p>7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>7.W.3.1 Write arguments in a variety of forms.</p>	<p>Draw</p> <ul style="list-style-type: none"> Conclusions Paraphrase Theme Repetition Diction Irony Author's viewpoint Draw conclusions <p>Grammar</p> <ul style="list-style-type: none"> Subject-verb agreement Using verbs correctly Punctuation and capitalization will be reviewed <p>Writing</p> <ul style="list-style-type: none"> Blog responses Essay test responses Paragraph writing Objective summaries Responses to Poetry <p>Spelling</p> <ul style="list-style-type: none"> Greek and Latin roots Greek and Latin roots Greek and Latin roots 	<p>Several Poetry Collections</p> <p>Anchor Text</p> <ul style="list-style-type: none"> <i>The Highway Man</i> by Alfred Noyes <p>Verse Novel</p> <ul style="list-style-type: none"> <i>Out of the Dust</i> by Karen Hesse <p>Writing</p> <ul style="list-style-type: none"> <i>Pearson Common Core Literature</i> <i>Elements of Language</i> Other Sources <p>Grammar</p> <ul style="list-style-type: none"> <i>Pearson Common Core Literature</i> <i>Elements of Language</i> Other Sources <p>Vocabulary</p> <ul style="list-style-type: none"> Marzano <i>Pearson Common Core Literature</i> <i>Elements of Language</i> Other Sources <p>Spelling</p> <ul style="list-style-type: none"> <i>Elements of Language</i> Other Sources 	<ul style="list-style-type: none"> Poetry -lines -stanzas -stanza break -refrain -variations Sound Devices -rhythm -meter -feet -rhyme -scheme -alliteration -repetition -onomatopoeia Denotation Connotation Imagery Figurative Language -simile -metaphor -personification Narrative poetry Haiku Free Verse Lyric Ballad Concrete poem Limerick <p>Content Vocabulary *Additional vocabulary specific to readings</p>	<p>(Rubric Evaluation)</p> <ul style="list-style-type: none"> Reading Response Entries (Rubric Evaluation) Personal Responses to Poetry-Poetry Anthology (Rubric Evaluation)
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7.W.4 Apply the writing process.

Grammar

7.W.6.1 Demonstrate command of English grammar and usage

7.W.6.1b Verbs

7.W.6.2a Capitalization

7.W.6.2b Punctuation

7.W.6.2c Spelling

Speaking and Listening

7.SL.1 Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.

7.SL.2.1 Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

7.SL.2.2 Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

7.SL.2.4 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.

- Greek and Latin roots

<p>Unit 4: "How do my choices affect others?"</p>	<p>Reading Literature 7.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. 7.RL.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. 7.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. 7.RL.2.3 Analyze the interaction of elements in a work of literature. 7.RL.3.2 Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature. 7.RL.4.1 Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version analyzing the effects of techniques unique to each medium.</p>	<p>Reading Literature</p> <ul style="list-style-type: none"> • Elements of Drama • Structure • Conflict • Character Development • Characters' Motives • Setting • Theme • Dialogue • Stage directions • Tone • Setting a purpose • Compare and contrast • Author's Argument • Analyze Point of View <p>Grammar</p> <ul style="list-style-type: none"> • Using Pronouns • Correctly Using Modifiers • Correctly Punctuating and capitalization will be reviewed <p>Writing</p> <ul style="list-style-type: none"> • Blog responses 	<p>Assorted Selections</p> <ul style="list-style-type: none"> • Fiction Selections • Nonfiction Selections <p>Texts for Modeling</p> <ul style="list-style-type: none"> • <i>from Sorry, Wrong Number</i> by Lucille Fletcher • <i>from Dragonwings</i> by Laurence Yep <p>Drama</p> <ul style="list-style-type: none"> • <i>Brian's Song</i> by William Blinn <p>Comparing Texts</p> <ul style="list-style-type: none"> • <i>Zoos: Joys or Jails?</i> from Teen Ink • <i>Kid Territory: Why Do We Need Zoos?</i> San Diego Zoo Staff <p>Anchor Text</p> <ul style="list-style-type: none"> • <i>The Monsters Are Due on Maple Street</i> by Rod Serling <p>Three-Act Play</p> <ul style="list-style-type: none"> • <i>Our Town</i> by Thornton Wilder <p>Writing</p> <ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Grammar</p> <ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Vocabulary</p> <ul style="list-style-type: none"> • Marzano 	<p>Marzano Vocabulary</p> <ul style="list-style-type: none"> • body language • enunciate • simile • metaphor • personification <p>Literary Terms</p> <p><i>*Previous literary terms need to be incorporated for this unit as well as the following:</i></p> <ul style="list-style-type: none"> • Drama • Play • Playwright • Cast of characters • Stage directions • Dialogue • Set/scenery • Props • Acts • Scenes • Comedy • Tragedy • Tragic hero • Screenplays • Teleplays • Radio plays • Monologue • Soliloquy • Aside • Complex characters <p>Content Vocabulary</p> <p><i>*Additional vocabulary specific to readings</i></p>	<p>Do Now Tasks</p> <ul style="list-style-type: none"> • Exit Tickets • Selection Reading Tests • Vocabulary in Context Tests • Literary Terms Tests • Spelling Tests • Unit Test • Blog Responses (Rubric Evaluation) • Reading Response Entries (Rubric Evaluation) • Compare-Contrast Essay (Rubric Evaluation)
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<p>7.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds within a story, poem or play.</p> <p>Writing</p> <p>7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>7.W.3.2 Write informative compositions in a variety of forms.</p> <p>7.W.4 Apply the writing process.</p> <p>Grammar</p> <p>7.W.6.1 Demonstrate command of English grammar and usage.</p> <p>7.W.6.1a Pronouns</p> <p>7.W.6.2a Capitalization</p> <p>7.W.6.2b Punctuation</p> <p>7.W.6.2c Spelling</p> <p>Speaking and Listening</p> <p>7.SL.1 Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.</p> <p>7.SL.2.1 Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>7.SL.2.2 Investigate and reflect on ideas under discussion by</p>	<ul style="list-style-type: none"> • Essay test responses • Paragraph writing • Objective summaries • Reading responses • Compare-Contrast Essay <p>Spelling</p> <ul style="list-style-type: none"> • Greek and Latin Roots • Words of French derivation • English words that come from Spanish 	<ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • <i>Other Sources</i> <p>Spelling</p> <ul style="list-style-type: none"> • <i>Elements of Language</i> • <i>Other Sources</i> 	
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	<p>identifying specific evidence from materials under study and other resources.</p> <p>7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>7.SL.2.4 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.</p>					
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Curriculum Mapping
Grade 7 English/Language Arts
Teacher: Mrs. Tiffani Thornburg
4th Nine Weeks

Yearlong Theme: "We make choices, and our choices make us."

4th Nine Weeks Big Question:

What influences my choices?

Unit 5 Essential Questions:

- How is folklore simultaneously revealing and limiting?
- How do people or events become legendary?
- Why do we tell stories?
- What effect does folklore have on humans and nature?

Unit/ Lesson	Indiana Standard(s)	Key Concepts/ Learning Targets	Resources/ Activities	Unit Vocabulary	Assessments
<p><u>Unit 5:</u> "What influences our choices?"</p>	<p><u>Reading Literature</u> 7.RN.2.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. 7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. 7.RN.2.3 Analyze the interactions between individuals, events, and ideas in a text. 7.RN.3.1 Know and use various text features. 7.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others. 7.RN.4.1 Trace and evaluate the argument and specific claims in a</p>	<p><u>Reading Literature</u></p> <ul style="list-style-type: none"> ● Elements of Folk Literature ● Oral tradition ● Themes ● Purpose ● Forms of folk literature ● Characteristics of folk literature ● Structural Elements ● Repetition ● Patterns ● Archetypes ● Character ● Cause and effect ● Compare and contrast 	<p><u>Assorted Selections</u></p> <ul style="list-style-type: none"> ● Fiction selections ● Nonfiction selections <p><u>Texts for Modeling</u></p> <ul style="list-style-type: none"> ● <i>The Travelers and the Bear from Aesop's Fables</i> by Jerry Pinkney <p><u>Several Folk Literature Readings</u></p> <p><u>Comparing Texts</u></p> <ul style="list-style-type: none"> ● <i>The Voyage from Tales from the Odyssey</i> by Mary Pope Osborne ● <i>To the Top of Everest</i> by Samantha Larson 	<p><u>Marzano Vocabulary</u></p> <ul style="list-style-type: none"> ● format ● extraneous information ● hyperbole ● direct address ● semicolon ● collective noun ● coordinating conjunction ● demonstrative pronoun ● Imperative sentence ● Interrogative sentence <p><u>Literary Terms</u> *Previous literary terms need to be</p>	<ul style="list-style-type: none"> ● Do Now Tasks ● Exit Tickets ● Selection Reading Tests ● Vocabulary in Context Tests ● Literary Terms Tests ● Spelling Tests ● Unit Test ● Blog Responses (Rubric Evaluation) ● Reading Response Entries (Rubric Evaluation) ● Book Review Presentation (Rubric Evaluation) ● Research Report/Multimedia

<p>text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping</p> <p>7.RN.4.3 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.</p> <p>7.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>7.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Writing</p> <p>7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>7.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <p>7.W.4 Apply the writing process</p> <p>Grammar</p> <p>7.W.6.1 Demonstrate command of English grammar and usage</p> <p>7.W.6.1e Usage</p> <p>7.W.6.2a Capitalization</p> <p>7.W.6.2b Punctuation</p>	<ul style="list-style-type: none"> • Cultural context • Figurative language • Direct Quotation • Dialogue <p>Grammar</p> <ul style="list-style-type: none"> • Common usage problems • Correcting common errors • Punctuation and capitalization will be reviewed <p>Writing</p> <ul style="list-style-type: none"> • Blog responses • Essay test responses • Paragraph writing • Objective summaries • Reading responses • Book Review • Research Report • Service-Learning Reflection <p>Spelling</p> <ul style="list-style-type: none"> • pairs of homophones • compound words • multisyllabic words that include double consonants 	<p>Anchor Text</p> <ul style="list-style-type: none"> • <i>My First Free Summer</i> by Julia Alvarez <p>Fantasy Tale</p> <ul style="list-style-type: none"> • <i>Jason and the Argonauts</i> by Mary Pope Osborne <p>Writing</p> <ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Grammar</p> <ul style="list-style-type: none"> • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Vocabulary</p> <ul style="list-style-type: none"> • Marzano • <i>Pearson Common Core Literature</i> • <i>Elements of Language</i> • Other Sources <p>Spelling</p> <ul style="list-style-type: none"> • <i>Elements of Language</i> • Other Sources 	<p><i>incorporated for this unit as well as the following:</i></p> <ul style="list-style-type: none"> • Oral tradition • Cultural perspective • Universal themes • Moral • Myths • Mythology • Legends • Tall tales • Folk tales • Fables • Epics • Heroes and Heroines • Trickster • Hyperbole • Dialect • Archetypes • Flat characters • Cultural context <p>Content Vocabulary</p> <p>*Additional vocabulary specific to readings</p>	<p>Report (Rubric Evaluation)</p> <ul style="list-style-type: none"> • Service-Learning Reflection (Rubric Evaluation) • 2nd Semester LIA
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	<p>7.W.6.2c Spelling Speaking and Listening 7.SL.1 Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes. 7.SL.2.1 Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas and expressing personal ideas clearly. 7.SL.2.2 Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources. 7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 7.SL.2.4 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views. 7.SL.4.1 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. 7.SL.4.2 Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> • multisyllabic words with five or six syllables • related words with sounded and unsounded consonants • words that are clipped to form shorter words • words that are commonly mispronounced 		
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