Curriculum Map: 7 English Language Arts

Course: 7 English Language Arts Sub-topic: English

Grade(s): 7

Course Description:	In seventh grade, students demonstrate their ability to read challenging complex texts closely and cite multiple examples of specific evidence to support their claims. They are able to recognize the interplay between setting, plot, and characters and provide an objective summary of a text apart from their own reaction to it. They are adept at stepping back to comparing and contrasting different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. Seventh grade students trace how an argument develops within a text and assess the validity of the evidence. They make their reasoning clear to their listeners and readers and constructively evaluate others' use of evidence while offering several sources to back up their own claims. The use of vocabulary has developed to the point where they distinguish between denotative and connotative meaning and analyze the effect of specific word choice on tone. As growing writers, students cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as useful transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.

Unit: Module 1

Timeline: 6 Weeks

Unit Description:	In this module, reading, writing, and speaking and listening are framed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational texts and literature. Key outcomes include analyzing how elements of a story or drama interact and how setting shapes characters and plot, determining a theme and analyzing its development over the course of the text, analyzing how an author develops and contrasts the points of view of different characters or narrators in a text, citing evidence that strongly supports analysis, and analyzing the influence and use of words and phrases in text. Students will examine various genre, practice deconstructing reader response prompts, and evaluate language concepts.
Unit Essential Questions:	How do literary elements contribute to stories?
	How do strategic readers create meaning from informational and literary text?
	How does what readers read influence how they should read it?
	How does a reader's purpose influence how text should be read?
	How do grammar and the conventions of language influence spoken and written communication?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Unit Materials: Scope Magazine

Independent Reading

Moby Max

Genre Notes

Accelerated Reader/STAR

Tuck Everlasting

Unit Key Terminology Elements of Plot: character, setting, plot (diagram)
& Definitions :

Genre: fiction, drama, poetry, non-fiction

Figurative Language: ishampooa

Elements of Grammar:
 -parts of speech
 -subjects/predicates
 -sentence structure
 - phrases and clauses
 - simple, compound, complex, compound-complex
 - misplaced and dangling modifiers
 - nouns/pronouns/antecedents
 - verb shifts
 - fragments and run-on sentences
 - commonly confused words
 - conventions (capitalization, punctuation, spelling)

Inference

Academic Vocabulary:

- evaluate
- connotation/denotation
- reasoning
- relevance
- soundness
- interpret
- objective
- logical
- accurate
- purpose
- audience
- linking
- citing
- plagiarism
- paraphrase
- quote
- sufficient
- relevant
- convey

Affixes and Root Words

STANDARDS:

CC.1.2.7.A (Advanced) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.B (Advanced) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.C (Advanced) Analyze the interactions between individuals, events, and ideas in a text.

CC.1.2.7.E (Advanced) Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text.

CC.1.2.7.F (Advanced) Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

CC.1.2.7.G (Advanced) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.1.2.7.J (Advanced) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.7.K (Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.A (Advanced) 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.

CC.1.3.7.B (Advanced) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C (Advanced) Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

CC.1.3.7.D (Advanced) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CC.1.3.7.E (Advanced) Analyze how the structure or form of a text contributes to its meaning.

CC.1.3.7.F (Advanced) Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.I (Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J (Advanced) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.7.B (Advanced) Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C (Advanced) Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D (Advanced) Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E (Advanced) Write with an awareness of the stylistic aspects of composition.

• Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style.

CC.1.4.7.F (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.H (Advanced) Introduce and state an opinion on a topic.

CC.1.4.7.I (Advanced) Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J (Advanced) Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K (Advanced) Write with an awareness of the stylistic aspects of composition.

• Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style.

CC.1.4.7.L (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.Q (Advanced) Write with an awareness of the stylistic aspects of writing.

? Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ? Use sentences of varying lengths and complexities ? Use precise language. ? Develop and maintain a consistent voice.

CC.1.4.7.R (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

STATE: PA Core Anchors and Eligible Content (2014)

E07.A-K.1.1.2 (Advanced) 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.

Alternate Eligible Content Code E07AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E07AK1.1.2b: Summarize the text

E07.A-K.1.1.3 (Advanced) Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

	Alternate Eligible Content Code E07AK1.1.3a: Identify how two elements of a story, drama, or poem interact
E07.A-C.2.1.2 (Advanced)	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
E07.A-C.2.1.3 (Advanced)	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.
	Alternate Eligible Content Code E07AC2.1.3a: Determine how word choice changes the meaning of a text
E07.A-V.4.1.1 (Advanced)	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.
	Alternate Eligible Content Code E07AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E07AV4.1.1b: Use a root word or affix to determine the meaning of a word
E07.A-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Alternate Eligible Content Code E07AV4.1.2a: Identify the meaning of figurative language in context E07AV4.1.2b: Use relationships between words to aid comprehension
E07.B-K.1.1.3 (Advanced)	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).
	Alternate Eligible Content Code E07BK1.1.3a: Identify two interactions between individuals, events, or ideas that contribute to the text
E07.B-C.2.1.2 (Advanced)	Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.
	Alternate Eligible Content Code E07BC2.1.2a: Identify how text features or sections fit into the text structure
E07.B-C.2.1.3 (Advanced)	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.
	Alternate Eligible Content Code E07BC2.1.3a: Determine how word choice changes the meaning of text
E07.B-V.4.1.1 (Advanced)	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.

Alternate Eligible Content Code E07BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning words E07BV4.1.1b: Use a root word or affix to determine the meaning of a word

E07.B-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Alternate Eligible Content Code E07BV4.1.2a: Identify the meaning of figurative language in the context of a nonfiction text E07BV4.1.2b: Use relationships between words to aid comprehension

E07.C.1.1.1 (Advanced)	Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.
E07.C.1.1.2 (Advanced)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
E07.C.1.1.3 (Advanced)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
E07.C.1.1.4 (Advanced)	Establish and maintain a formal style.
E07.C.1.1.5 (Advanced)	Provide a concluding section that reinforces the claims and reasons presented.
E07.C.1.2.1 (Advanced)	Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.
E07.C.1.2.2 (Advanced)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
E07.C.1.2.3 (Advanced)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
E07.C.1.2.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E07.D.1.1.1 (Advanced)	Explain the function of phrases and clauses in general and their function in specific sentences.
E07.D.1.1.7 (Advanced)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
E07.D.1.1.8 (Advanced)	Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*
E07.D.1.2.1 (Advanced)	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
E07.D.1.2.2 (Advanced)	Spell correctly.
E07.D.1.2.3	Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical

(Advanced)	elements.*
E07.D.1.2.4 (Advanced)	Use punctuation to separate items in a series.*
E07.D.2.1.1 (Advanced)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
E07.D.2.1.3 (Advanced)	Maintain consistency in style and tone.*
E07.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

This Curriculum Map Unit has no Topics to display

Unit:

This Curriculum Map Unit has no Topics to display

Unit: Module 2
Timeline: 6 Weeks

Unit Description: In this module, reading, writing, and speaking and listening are framed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational texts and literature. Key outcomes include analyzing how elements of a story or drama interact and how setting shapes characters and plot, determining a theme and analyzing its development over the course of the text, analyzing how an author develops and contrasts the points of view of different characters or narrators in a text, citing evidence that strongly supports analysis, and analyzing the influence and use of words and phrases in text. Students will examine various genre, practice deconstructing reader response prompts, and evaluate language concepts.

Unit Essential Questions: What is this text really about?

How do readers know what to believe?

How do literary elements contribute to stories?

How do strategic readers create meaning from informational and literary text?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do grammar and the conventions of language influence spoken and written communication?

What do good listeners do and how do they make meaning?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Key Terminology Drama (introduce elements of drama): stage directions, dialogue, setting, characters, characterization, asides, monologue
& Definitions :

Elements of Plot: character, setting, plot (diagram)

Genre: fiction, drama, poetry, non-fiction

Figurative Language: ishampooa

Elements of Grammar:
 -parts of speech
 -subjects/predicates
 -sentence structure
 - phrases and clauses

- simple, compound, complex, compound-complex
- misplaced and dangling modifiers
- nouns/pronouns/antecedents
- verb shifts
- fragments and run-on sentences
- commonly confused words
- conventions (capitalization, punctuation, spelling)

Inference

Academic Vocabulary:

- evaluate
- connotation/denotation
- reasoning
- relevance
- soundness
- interpret
- objective
- logical
- accurate
- purpose
- audience
- linking
- citing
- plagiarism
- paraphrase
- quote
- sufficient
- relevant
- convey
- implicit/explicit
- objective
- redundancy

Mentor sentences

Affixes and Root Words

Dialogue

Text Dependent Analysis

Argumentative Elements: claims, supporting details, refutation, counterargument

Text Structures

Text Features

Theme

Point of View

including interpretation of figurative, connotative meanings.

CC.1.3.7.G (Advanced) Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CC.1.3.7.H (Advanced) 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.

CC.1.3.7.I (Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J (Advanced) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.7.K (Advanced) Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.7.C (Advanced) Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D (Advanced) Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E (Advanced) Write with an awareness of the stylistic aspects of composition.

• Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style.

CC.1.4.7.F (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.H (Advanced) Introduce and state an opinion on a topic.

CC.1.4.7.I (Advanced) Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J (Advanced) Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K (Advanced) Write with an awareness of the stylistic aspects of composition.

• Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style.

CC.1.4.7.L (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.7.N (Advanced)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
CC.1.4.7.O (Advanced)	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CC.1.4.7.P (Advanced)	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
CC.1.4.7.Q (Advanced)	Write with an awareness of the stylistic aspects of writing.

? Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ? Use sentences of varying lengths and complexities ? Use precise language. ? Develop and maintain a consistent voice. |
CC.1.4.7.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.7.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.7.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.7.D (Advanced)	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.7.E (Advanced)	Adapt speech to a variety of contexts and tasks.
CC.1.5.7.F (Advanced)	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CC.1.5.7.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

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E07.A-K.1.1.1 (Advanced)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content Code E07AK1.1.1a: Answer a literal question about a text E07AK1.1.1b: Answer an inferential question about a text E07AK1.1.1c: Cite details and evidence from the text to answer literal and inferential questions |
| E07.A-K.1.1.2 (Advanced) | 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. |

	Alternate Eligible Content Code E07AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E07AK1.1.2b: Summarize the text
E07.A-V.4.1.1 (Advanced)	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.
	Alternate Eligible Content Code E07AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E07AV4.1.1b: Use a root word or affix to determine the meaning of a word
E07.A-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Alternate Eligible Content Code E07AV4.1.2a: Identify the meaning of figurative language in context E07AV4.1.2b: Use relationships between words to aid comprehension
E07.B-C.2.1.1 (Advanced)	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Alternate Eligible Content Code E07BC2.1.1a: Identify the author's point-of-view and an alternate point-of-view in a text
E07.B-C.2.1.2 (Advanced)	Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.
	Alternate Eligible Content Code E07BC2.1.2a: Identify how text features or sections fit into the text structure
E07.B-C.2.1.3 (Advanced)	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.
	Alternate Eligible Content Code E07BC2.1.3a: Determine how word choice changes the meaning of text
E07.B-V.4.1.1 (Advanced)	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.
	Alternate Eligible Content Code E07BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning words E07BV4.1.1b: Use a root word or affix to determine the meaning of a word
E07.B-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Alternate Eligible Content Code E07BV4.1.2a: Identify the meaning of figurative language in the context of a nonfiction text E07BV4.1.2b: Use relationships between words to aid comprehension

E07.C.1.1.1 (Advanced)	Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.
E07.C.1.1.2 (Advanced)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
E07.C.1.1.3 (Advanced)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
E07.C.1.2.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E07.C.1.2.5 (Advanced)	Establish and maintain a formal style.
E07.C.1.2.6 (Advanced)	Provide a concluding section that follows from and supports the information or explanation presented.
E07.C.1.3.1 (Advanced)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.
E07.C.1.3.2 (Advanced)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
E07.C.1.3.3 (Advanced)	Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.
E07.C.1.3.4 (Advanced)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E07.C.1.3.5 (Advanced)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
E07.D.1.1.2 (Advanced)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
E07.D.1.1.3 (Advanced)	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
E07.D.1.1.4 (Advanced)	Recognize and correct inappropriate shifts in pronoun number and person.*
E07.D.1.1.5 (Advanced)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
E07.D.1.1.6 (Advanced)	Recognize and correct inappropriate shifts in verb tense.*
E07.D.1.1.8 (Advanced)	Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*
E07.D.1.1.9 (Advanced)	Ensure subject-verb and pronoun-antecedent agreement.*
E07.D.1.2.3	Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical

(Advanced)	elements.*
E07.D.1.2.4 (Advanced)	Use punctuation to separate items in a series.*
E07.D.2.1.1 (Advanced)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
E07.D.2.1.2 (Advanced)	Vary sentence patterns for meaning, reader/listener interest, and style.*
E07.D.2.1.4 (Advanced)	Choose punctuation for effect.*
E07.E.1.1.2 (Advanced)	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
E07.E.1.1.3 (Advanced)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
E07.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

This Curriculum Map Unit has no Topics to display

Unit: Module 3
Timeline: Week 48

Unit Description: In this module, reading, writing, and speaking and listening are framed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational texts and literature. Key outcomes include analyzing how elements of a story or drama interact and how setting shapes characters and plot, determining a theme and analyzing its development over the course of the text, analyzing how an author develops and contrasts the points of view of different characters or narrators in a text, citing evidence that strongly supports analysis, and analyzing the influence and use of words and phrases in text. Students will examine various genre, practice deconstructing reader response prompts, and evaluate language concepts.

Unit Essential Questions: What is this text really about?

How do readers know what to believe?

How do literary elements contribute to stories?

How do strategic readers create meaning from informational and literary text?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do grammar and the conventions of language influence spoken and written communication?

What do good listeners do and how do they make meaning?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: "A Christmas Carol"

Scope Magazine

Independent Reading

Moby Max

Accelerated Reader/STAR

Unit Key Terminology & Definitions :

Drama (introduce elements of drama): stage directions, dialogue, setting, characters, characterization, asides, monologue

Genre: fiction, drama, poetry, non-fiction

Figurative Language: ishampooa

Elements of Grammar:
 -parts of speech
 -subjects/predicates
 -sentence structure
 - phrases and clauses
 - simple, compound, complex, compound-complex
 - misplaced and dangling modifiers
 - nouns/pronouns/antecedents
 - verb shifts
 - fragments and run-on sentences
 - commonly confused words
 - conventions (capitalization, punctuation, spelling)

Inference

Academic Vocabulary:

- evaluate
- connotation/denotation
- reasoning
- relevance
- soundness
- interpret
- objective
- logical
- accurate
- purpose
- audience
- linking
- citing
- plagiarism
- paraphrase

- quote
- sufficient
- relevant
- convey
- implicit/explicit
- objective
- redundancy
- conclusion

Mentor sentences

Affixes and Root Words

Dialogue

Text Dependent Analysis

Argumentative Elements: claims, supporting details, refutation, counterargument

Text Structures

Text Features

Unit Notes: Complete second TDA ("A Christmas Carol")

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.7.A (Advanced) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.G (Advanced) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.1.2.7.H (Advanced) Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I (Advanced) Analyze how two or more authors present and interpret facts on the same topic.

CC.1.2.7.L (Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.7.G (Advanced)	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
CC.1.3.7.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.7.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.7.T (Advanced)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.7.U (Advanced)	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.
CC.1.4.7.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.7.A (Advanced)	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.7.E (Advanced)	Adapt speech to a variety of contexts and tasks.
CC.1.5.7.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

STATE: PA Core Anchors and Eligible Content (2014)

E07.A-K.1.1.1 (Advanced)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Alternate Eligible Content Code E07AK1.1.1a: Answer a literal question about a text E07AK1.1.1b: Answer an inferential question about a text E07AK1.1.1c: Cite details and evidence from the text to answer literal and inferential questions
E07.A-K.1.1.2 (Advanced)	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. Alternate Eligible Content Code E07AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E07AK1.1.2b: Summarize the text
E07.A-K.1.1.3 (Advanced)	Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). Alternate Eligible Content Code E07AK1.1.3a: Identify how two elements of a story, drama, or poem interact
E07.A-C.2.1.1 (Advanced)	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Alternate Eligible Content Code E07AC2.1.1a: Determine the points-of-view of two or more characters in a text

E07.A-C.2.1.2 (Advanced)	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
E07.A-C.3.1.1 (Advanced)	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.

Alternate Eligible Content Code E07AC3.1.1a: Identify similarities or differences in a fictional portrayal and a historical account of the same period

E07.D.1.1.4 (Advanced)	Recognize and correct inappropriate shifts in pronoun number and person.*
E07.D.1.1.5 (Advanced)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
E07.D.2.1.1 (Advanced)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
E07.D.2.1.2 (Advanced)	Vary sentence patterns for meaning, reader/listener interest, and style.*
E07.D.2.1.3 (Advanced)	Maintain consistency in style and tone.*
E07.D.2.1.4 (Advanced)	Choose punctuation for effect.*
E07.D.2.1.5 (Advanced)	Choose words and phrases for effect.*
E07.E.1.1.1 (Advanced)	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E07.E.1.1.2 (Advanced)	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
E07.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
E07.E.1.1.5 (Advanced)	Establish and maintain a formal style.
E07.E.1.1.6 (Advanced)	Provide a concluding section that follows from and supports the analysis presented.

This Curriculum Map Unit has no Topics to display

Unit: Module 4
Timeline: 6 Weeks
Unit Description: In this module, reading, writing, and speaking and listening are framed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational texts and literature. Key outcomes include analyzing how elements of a story or drama interact and how setting shapes characters and plot, determining a theme and analyzing its development over the course of the text, analyzing how an author develops and contrasts the points of view of different characters or narrators in a text, citing evidence that strongly supports analysis, and analyzing the influence and use of words and phrases in text. Students will examine various genre, practice deconstructing reader response prompts, and evaluate language concepts.

Unit Essential Questions: What is this text really about?

How do readers know what to believe?

How do literary elements contribute to stories?

How do strategic readers create meaning from informational and literary text?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do grammar and the conventions of language influence spoken and written communication?

What do good listeners do and how do they make meaning?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: Scope Magazine

Independent Reading

Moby Max

Accelerated Reader/STAR

Unit Key Terminology Drama (introduce elements of drama): stage directions, dialogue, setting, characters, characterization, asides, monologue
& Definitions :

Genre: fiction, drama, poetry, non-fiction

Figurative Language: ishampooa

Elements of Grammar:
 -parts of speech
 -subjects/predicates
 -sentence structure
 - phrases and clauses
 - simple, compound, complex, compound-complex
 - misplaced and dangling modifiers
 - nouns/pronouns/antecedents
 - verb shifts
 - fragments and run-on sentences
 - commonly confused words
 - conventions (capitalization, punctuation, spelling)

Inference

Academic Vocabulary:

- evaluate
- connotation/denotation
- reasoning
- relevance
- soundness
- interpret
- objective
- logical
- accurate
- purpose
- audience
- linking
- citing
- plagiarism
- paraphrase
- quote
- sufficient
- relevant
- convey
- implicit/explicit
- objective
- redundancy
- conclusion

Mentor sentences

Affixes and Root Words

Dialogue

Text Dependent Analysis

Argumentative Elements: claims, supporting details, refutation, counterargument

Text Structures

Text Features

Unit Notes: Continue with TDAs

STANDARDS:

STANDARDS

<u>STATE: PA Core Standards (2014)</u>

CC.1.2.7.A (Advanced)   Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.B (Advanced)   Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.G (Advanced)   Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.1.2.7.H (Advanced)   Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I (Advanced)   Analyze how two or more authors present and interpret facts on the same topic.

CC.1.2.7.L (Advanced)   Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.7.K (Advanced)   Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.7.G (Advanced)   Write arguments to support claims.

CC.1.4.7.S (Advanced)   Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.7.T (Advanced)   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.7.U (Advanced)   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.

CC.1.4.7.X (Advanced)   Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.7.A (Advanced)   Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.B (Advanced)   Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.C (Advanced)   Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D (Advanced)   Present claims and findings, emphasizing salient points in a focused, coherent manner with

pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.E (Advanced) Adapt speech to a variety of contexts and tasks.

CC.1.5.7.G (Advanced) Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

STATE: PA Core Anchors and Eligible Content (2014)

E07.A-C.2.1.2 (Advanced)	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
E07.A-C.2.1.3 (Advanced)	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.
	Alternate Eligible Content Code E07AC2.1.3a: Determine how word choice changes the meaning of a text
E07.A-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Alternate Eligible Content Code E07AV4.1.2a: Identify the meaning of figurative language in context E07AV4.1.2b: Use relationships between words to aid comprehension
E07.B-K.1.1.2 (Advanced)	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
	Alternate Eligible Content Code E07BK1.1.2a: Identify two main ideas/central ideas in a text E07BK1.1.2b: Summarize the text
E07.B-C.2.1.1 (Advanced)	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Alternate Eligible Content Code E07BC2.1.1a: Identify the author's point-of-view and an alternate point-of-view in a text
E07.B-C.2.1.2 (Advanced)	Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.
	Alternate Eligible Content Code E07BC2.1.2a: Identify how text features or sections fit into the text structure
E07.B-C.2.1.3 (Advanced)	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.
	Alternate Eligible Content Code E07BC2.1.3a: Determine how word choice changes the meaning of text

E07.B-C.3.1.1 (Advanced)	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. Alternate Eligible Content Code E07BC3.1.1a: Identify an argument or claim that the author makes E07BC3.1.1b: Identify the evidence that supports the argument or claim
E07.B-C.3.1.2 (Advanced)	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. Alternate Eligible Content Code E07BC3.1.2a: Identify similarities or differences with details selected in two texts by different authors about the same topic
E07.B-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Alternate Eligible Content Code E07BV4.1.2a: Identify the meaning of figurative language in the context of a nonfiction text E07BV4.1.2b: Use relationships between words to aid comprehension
E07.D.1.1.4 (Advanced)	Recognize and correct inappropriate shifts in pronoun number and person.*
E07.D.1.1.5 (Advanced)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
E07.D.1.1.6 (Advanced)	Recognize and correct inappropriate shifts in verb tense.*
E07.D.1.1.9 (Advanced)	Ensure subject-verb and pronoun-antecedent agreement.*
E07.E.1.1.1 (Advanced)	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E07.E.1.1.2 (Advanced)	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
E07.E.1.1.3 (Advanced)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
E07.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
E07.E.1.1.5 (Advanced)	Establish and maintain a formal style.
E07.E.1.1.6 (Advanced)	Provide a concluding section that follows from and supports the analysis presented.

This Curriculum Map Unit has no Topics to display

Unit: Module 5
Timeline: 6 Weeks
Unit Description: In this module, reading, writing, and speaking and listening are framed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational texts and literature. Key outcomes include analyzing how elements of a story or drama interact and how setting shapes characters and plot, determining a theme and analyzing its development over the course of the text, analyzing how an author develops and contrasts the points of view of different characters or narrators in a text, citing evidence that strongly supports analysis, and analyzing the influence and use of words and phrases in text. Students will examine various genre, practice deconstructing reader response prompts, and evaluate language concepts.

Unit Essential Questions: What is this text really about?

How do readers know what to believe?

How do literary elements contribute to stories?

How do strategic readers create meaning from informational and literary text?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do grammar and the conventions of language influence spoken and written communication?

What do good listeners do and how do they make meaning?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: Scope Magazine

Independent Reading

Moby Max

Accelerated Reader/STAR

The Boy in the Striped Pajamas

Unit Key Terminology   Drama (introduce elements of drama): stage directions, dialogue, setting, characters, characterization, asides, monologue
& Definitions :
Genre: fiction, drama, poetry, non-fiction

Figurative Language: ishampooa

Elements of Grammar:
 -parts of speech
 -subjects/predicates
 -sentence structure
 - phrases and clauses
 - simple, compound, complex, compound-complex
 - misplaced and dangling modifiers
 - nouns/pronouns/antecedents
 - verb shifts
 - fragments and run-on sentences
 - commonly confused words

- conventions (capitalization, punctuation, spelling)

Inference

Academic Vocabulary:

- evaluate
- connotation/denotation
- reasoning
- relevance
- soundness
- interpret
- objective
- logical
- accurate
- purpose
- audience
- linking
- citing
- plagiarism
- paraphrase
- quote
- sufficient
- relevant
- convey
- implicit/explicit
- objective
- redundancy
- conclusion

Mentor sentences

Affixes and Root Words

Dialogue

Text Dependent Analysis

Argumentative Elements: claims, supporting details, refutation, counterargument

Text Structures

Text Features

Unit Notes: Finish Poetry

PSSA Review

The Boy in the Striped Pajamas

Lightening Research Project

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.7.A (Advanced)   Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.B (Advanced)   Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.G (Advanced)   Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.1.2.7.H (Advanced)   Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I (Advanced)   Analyze how two or more authors present and interpret facts on the same topic.

CC.1.2.7.L (Advanced)   Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.7.K (Advanced)   Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.7.A (Advanced)   Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.G (Advanced)	Write arguments to support claims.
CC.1.4.7.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.7.T (Advanced)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.7.U (Advanced)	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.
CC.1.4.7.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.7.A (Advanced)	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.7.B (Advanced)	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CC.1.5.7.C (Advanced)	Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CC.1.5.7.D (Advanced)	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.7.E (Advanced)	Adapt speech to a variety of contexts and tasks.
CC.1.5.7.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

STATE: PA Core Anchors and Eligible Content (2014)

E07.A-C.3.1.1 (Advanced)	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. Alternate Eligible Content Code E07AC3.1.1a: Identify similarities or differences in a fictional portrayal and a historical account of the same period
E07.A-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Alternate Eligible Content Code E07AV4.1.2a: Identify the meaning of figurative language in context E07AV4.1.2b: Use relationships between words to aid comprehension
E07.B-K.1.1.1 (Advanced)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Alternate Eligible Content Code E07BK1.1.1a: Answer a literal question about a text E07BK1.1.1b: Answer an in ferential question about a text E07BK1.1.1c: Cite details and evidence from the text to

	answer liter al and inferential questions
E07.E.1.1.1 (Advanced)	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E07.E.1.1.3 (Advanced)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Topic:

Unit: Module 6
Timeline: Week 21

Unit Description: In this module, reading, writing, and speaking and listening are framed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational texts and literature. Key outcomes include analyzing how elements of a story or drama interact and how setting shapes characters and plot, determining a theme and analyzing its development over the course of the text, analyzing how an author develops and contrasts the points of view of different characters or narrators in a text, citing evidence that strongly supports analysis, and analyzing the influence and use of words and phrases in text. Students will examine various genre, practice deconstructing reader response prompts, and evaluate language concepts.

Unit Essential Questions:

What is this text really about?

How do readers know what to believe?

How do literary elements contribute to stories?

How do strategic readers create meaning from informational and literary text?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do grammar and the conventions of language influence spoken and written communication?

What do good listeners do and how do they make meaning?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: Scope Magazine

Independent Reading

Moby Max

Accelerated Reader/STAR

Myths and Fairytales

Unit Key Terminology Figurative Language: ishampooa
& Definitions :
Elements of Grammar:
 -parts of speech
 -subjects/predicates
 -sentence structure
 - phrases and clauses
 - simple, compound, complex, compound-complex
 - misplaced and dangling modifiers
 - nouns/pronouns/antecedents
 - verb shifts

- fragments and run-on sentences
- commonly confused words
- conventions (capitalization, punctuation, spelling)

Inference

Academic Vocabulary:

- evaluate
- connotation/denotation
- reasoning
- relevance
- soundness
- interpret
- objective
- logical
- accurate
- purpose
- audience
- linking
- citing
- plagiarism
- paraphrase
- quote
- sufficient
- relevant
- convey
- implicit/explicit
- objective
- redundancy
- conclusion

Mentor sentences

Affixes and Root Words

Dialogue

Text Dependent Analysis

Argumentative Elements: claims, supporting details, refutation, counterargument

Text Structures

Text Features

Unit Notes: This unit is longer than the first 5 due to PSSAs.

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.7.A (Advanced) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.B (Advanced) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.G (Advanced) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.1.2.7.L (Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.7.G (Advanced) Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CC.1.3.7.H (Advanced) 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.

CC.1.3.7.K (Advanced) Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.7.S (Advanced) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.7.T (Advanced) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.7.U (Advanced) 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.

CC.1.4.7.V (Advanced) Conduct short research projects to answer a question, drawing on several sources and generating

additional related, focused questions for further research and investigation.

CC.1.4.7.W (Advanced) 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.

CC.1.4.7.X (Advanced) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.7.A (Advanced) Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.D (Advanced) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.E (Advanced) Adapt speech to a variety of contexts and tasks.

CC.1.5.7.F (Advanced) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.1.5.7.G (Advanced) Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

STATE: PA Core Anchors and Eligible Content (2014)

E07.A-K.1.1.3 (Advanced)	Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).
	Alternate Eligible Content Code E07AK1.1.3a: Identify how two elements of a story, drama, or poem interact
E07.A-C.2.1.3 (Advanced)	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.
	Alternate Eligible Content Code E07AC2.1.3a: Determine how word choice changes the meaning of a text
E07.A-C.3.1.1 (Advanced)	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.
	Alternate Eligible Content Code E07AC3.1.1a: Identify similarities or differences in a fictional portrayal and a historical account of the same period

This Curriculum Map Unit has no Topics to display