ELA CURRICULUM MAP

Grade: 7

Literature Text

PA Core Standard	Eligible Content	Lessons/Activities
A-K.1.1	A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Review strategies, read passages, answer multiple choice and open-ended questions. Gather information, evaluate sources, cite evidence, respond analytically. Theme activities including finding theme, how characters show theme, how setting affects theme, how plot affects theme. Summarizing practice, theme versus main idea activities Read stories, dramas, and poems; practice close reading
A-C.2.1	A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Review Point of View types and examples Analyze texts to determine point of view

		Provide text examples to illustrate how the author develops the point of view of the narrator
	A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. A-C.2.1.3 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.	Analyze examples of poetic forms and structures Characterize poetic forms and structures Relate a poem's structure to its meaning Determine how stanzas contribute to the plot
A-C.3.1	A-C.3.1.1 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.	Provide text examples of both fiction and non-fiction to illustrate how authors use fiction Practice close reading analysis with a focus on author's purpose and text structures
A-V.4.1	A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a	Provide examples and practice of common root words, prefixes, and suffixes. Guided practice using context clues to determine meaning of unknown words

	range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Provide examples and practice applying grammar and parts of speech content and skills to help determine meaning of unknown words. Provide examples of figurative language. Analyze use of figurative language in literature through practice. Use figurative language in writing poetry. Provide examples of allusions, discuss how allusions are used, and practice identifying allusions and their effect. Provide examples and practice of synonyms, antonyms, analogies, and other word relationships. Provide examples and practice to determine positive, negative, or neutral connotations. Use words with appropriate connotations in writing with a focus on poetry.
General Resources:	Grammar Flip, Read Theory, PSSA Performance Coach, PSSA Coach Practice Assessments, PDE PSSA Samplers, Sadlier Connect,	

	BrainPOP, teacher created and teacher selected materials as needed/appropriate	

Informational Text

PA Core Standard	Eligible Content	Lessons/Activities
B-K.1.1	B-K.1.1.1 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. B-K.1.1.2 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. B-K.1.1.3 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).	(B-K.1.1.1) Provide examples of text evidence. Evaluate evidence. Define inference. Review and practice strategies for making inferences, conclusions, and generalizations. Make inferences and draw conclusions based on information from the text. Properly cite textual evidence from text to support generalizations. Explicitly explain the ideas from the text by citing evidence. Differentiate fact from opinion and identify and/or interpret statements of fact and opinion in nonfiction text. Cite text to support a response. Validate responses with complete explanations. (B-K.1.1.2)

		Identify the author's main point or message about a topic. Examine the title, pay close attention to the opening and closing paragraphs, and determine the topic. Determine what points the author has made about the topic. Analyze the supporting details to explain how the central ideas are developed throughout the text. Compose an objective summary of the text that is free from judgment and personal opinion.
B-C.2.1	B-C.2.1.1 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. B-C.2.1.2 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. B-C.2.1.3 Determine how the	(B-C.2.1.1) Describe an author's purpose in an informational text and explain how it is conveyed. Demonstrate understanding of an author's viewpoint in a specific text. Note important similarities and differences when analyzing multiple accounts of the same event or topic by various authors. Use text to compare and contrast an author's point of view or purpose to another author's point of view or purpose about a

	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.	similar topic. Make inferences about the author's viewpoint in multiple texts. B-C.2.1.2
B-C.3.1	B-C.3.1.1 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. B-C.3.1.2 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.	
B-V.4.1	B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or	Provide examples and practice of common root words, prefixes, and suffixes. Guided practice using context clues to determine meaning of unknown words Provide examples and practice applying grammar and parts of speech content and

	paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text. B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	skills to help determine meaning of unknown words. Provide examples of figurative language. Analyze use of figurative language in informational texts through practice. Use figurative language in writing. Provide examples of allusions, discuss how allusions are used, and practice identifying allusions and their effect. Provide examples and practice of synonyms, antonyms, analogies, and other word relationships. Provide examples and practice to determine positive, negative, or neutral connotations. Use words with appropriate connotations in writing.
General Resources:	Grammar Flip, Read Theory, PSSA Performance Coach, PSSA Coach Practice Assessments, Sadlier Connect, BrainPOP, teacher	

	created and teacher selected materials as needed/appropriate	

Conventions Of Standard English

PA Core Standard	Eligible Content	Lessons/Activities
D.1.1	D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences. D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.* D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* D.1.1.6 Recognize and correct inappropriate shifts in verb tense.*	GrammarFlip lessons (examples, explanation, practice, and activities): 1.22 - Prepositions 1.23 - Objects of Prepositions 1.24 - Prepositional Phrases 2.22 - Phrases Defined 2.23 - Appositive Phrases 2.25 - Clauses Defined 2.26 - Independent Clauses 2.27 - Subordinating Conjunctions 2.28 - Dependent/Subordinate Clauses 2.29 - Simple and Compound Sentences 2.30 - Semicolons: Between Independent Clauses 2.31 - Complex Sentences 3.03 - Misplaced Modifiers: Part 1 (Words and Phrases) 3.18 - Misplaced Modifiers: Part 2 (Clauses) 2.32 - Commas After Introductory Clauses 1.30 - Run-on Sentences, Comma Splices, and Fragments

	D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.*	1.18 - Common Homophones 1.19 - Commonly Confused Pairs 1.12 - Personal Pronouns and Antecedents 1.25 - Subject/Verb Agreement
D.1.2	D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). D.1.2.2 Spell correctly. D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* D.1.2.4 Use punctuation to separate items in a series.*	2.07 - Commas: Between Two Adjectives 2.24 - Commas: Essential and Non-Essential Elements 1.08 - Commas: Items in a Series
D.2.1	D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	

	D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.* D.2.1.3 Maintain consistency in style and tone.* D.2.1.4 Choose punctuation for effect.* D.2.1.5 Choose words and phrases for effect.*	
General Resources:	Grammar Flip, Read Theory, PSSA Performance Coach, PSSA Coach Practice Assessments, Sadlier Connect, BrainPOP, teacher created and teacher selected materials as needed/appropriate	

Text-Dependent Analysis

PA Core Standard	Eligible Content	Lessons/Activities
E.1.1	E.1.1.1 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.	Provide examples of TDA responses to model organizational structure. Provide examples of graphic organizers, outline techniques, etc. Provide examples of and practice for writing topic sentences and thesis statements.

	E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E.1.1.5 Establish and maintain a formal style. E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	Practice identifying which details support various claims. Instruct and practice EIA: Evidence–what it says, Inference–what it means, and Analysis–why it matters. Practice close reading and using specific evidence from text. Practice drawing inferences from details. Provide models of transition words and phrases; practice using transition words and phrases in writing and identifying use of them in passages (to signal text structure, etc.). Identify domain-specific terms and ensure student familiarity/understanding by providing examples and using terms in context. Provide examples and practice concluding section to summarize main points.
General Resources:	Grammar Flip, Read Theory, PSSA Performance Coach, PSSA Coach Practice Assessments, Sadlier Connect, BrainPOP, teacher created and teacher selected materials as needed/appropriate	