

Month	<i>Next Generation Standards</i>	Program Materials/ Resources	Vocabulary	Assessment
<p>September</p> <p><u>Focus:</u> Literary Elements</p> <p><u>Essential Questions:</u> How does an author connect to the reader?</p> <p>What strategies do author's use to get readers hooked?</p>	<p>7R2, 7R3, 7R4 7W3 7SL1, 7SL2, 7SL4, 7SL5 7L1, 7L2, 7L3, 7L4, 7L5</p>	<p><u>Intro to ELA 7</u> Classroom Expectations Syllabus</p> <p>Independent Reading Novel</p> <p>"A Tell Tale Heart" by Edgar Allan Poe and other assorted short stories</p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> ● Author's Purpose ● Imagery ● Personification ● Archetype ● Hyperbole ● Simile ● Metaphor ● Symbolism ● Text Evidence ● Cite ● Connotation ● Denotation <p>Tier II:</p> <ul style="list-style-type: none"> ● Foresight ● Dissimulation ● Vexed ● Sagacity ● Harkening ● Awe ● Distinctness ● Over-acuteness: ● Concealment ● Waned ● Scantlings ● Suavity ● Bade 	<p><u>Formative/On-Going:</u> Routine Write Exit Ticket</p> <p><u>Mid-Unit:</u> Short story quizzes and short-answer writing</p> <p><u>End-of-Unit</u> Identity Bento</p>

			<ul style="list-style-type: none"> • Audacity • Reposed • Derision 	
<p>October <u>Focus:</u> Cross-Culture Connections</p> <p><u>Essential Questions:</u> How do individuals survive in challenging environments?</p> <p>How do culture, time, and place influence the development of identity?</p>	<p>7R1, 7R2, 7R3, 7R9 7W2, 7W3 7SL1, 7SL2, 7SL4, 7SL6 7L3, 7L4, 7L5</p>	<p><u>Unit 2</u> “A Long Walk to Water” by Linda Sue Park</p> <p>God Grew Tired of Us (2006) film</p> <p><u>Supporting/Informational Texts:</u> 1. “Life and Death in Darfur: Sudan’s Refugee Crisis Continues” featured in <i>Current Events</i> 2. “Sudanese Tribes Confront Modern War,” by <u>Karl Vick</u> 3. “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” by <u>Stephen Buckley</u></p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> • Perspective • Cite • Analyze • Support • Point of View • Develop • Evidence • Theme • Central Idea • Relevant • Paraphrase • Quote • Figurative Language • Characterization <p><u>Tier II:</u></p> <ul style="list-style-type: none"> • Refugee • Sudanese • Tribe • Adrift • Rebels • Shrouded • Mortars • Artillery • Sympathy • Daze • Gingerly • Stride • Inhabited 	<p><u>Formative/On-Going:</u></p> <ol style="list-style-type: none"> 1. Routine Write 2. Novel Short-Answer Questions 3. GIST Chapter Summaries <p><u>Mid-Unit:</u> Character Comparisons (comparing perspectives in <i>A Long Walk to Water</i>)</p> <p><u>End of Unit:</u> Literary Analysis using PBL Choice Board</p>

			<ul style="list-style-type: none">• Makeshift• Solemn• Nausea• Wailing• Reeds• Papyrus• Prow• Monotonous• Gauged• Ferried• Desperate• Relentless• Eternal• Arid• Parched• Tamarind• Revived• Scythed• Mourned• Grudgingly• Emaciated• Despair• Scavenging• Surge• Merciless• Earnestly• Prodding• Welter• Peril• Misery• Ration• Terminal• Frigid• Vague• Remote	
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			<ul style="list-style-type: none"> ● Frantic ● Contaminate ● Dispute 	
November	7R1, 7R2, 7R6 7W2, 7W7 7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6 7L3, 7L6	<u>Unit 2 (continued)</u>	Unit 2 (continued)	Unit 2 (continued)
December Focus: Irony in Literature Essential Questions: What effect does dramatic irony have on a reader? Why would an author use irony in their writing?	7R2, 7R3, 7R4, 7R6, 7R7 7W2, 7W3, 7W4, 7W5 7SL1, 7SL2, 7SL3, 7SL5 7L3, 7L4, 7L6	<u>Unit 2 (continued)</u> <u>Unit 3:</u> "Gift of the Magi" by O. Henry "The Monkey's Paw" by W.W. Jacobs	<u>Tier III:</u> <ul style="list-style-type: none"> ● Irony ● Characterization ● Figurative Language ● Hyperbole ● Suspense ● Foreshadowing <u>Tier II:</u> <ul style="list-style-type: none"> ● placid ● amiable ● desirous ● condoled ● rubicund ● proffered ● doughty ● talisman ● fate ● dubious ● maligned 	
January	7R2, 7R3, 7R4, 7R6, 7R7 7W2, 7W3, 7W4, 7W5 7SL1, 7SL2, 7SL3, 7SL5	<u>Unit 4:</u> Book Circles	<u>Tier III</u> <ul style="list-style-type: none"> ● Interpret ● Analyze 	<u>Formative/Ongoing:</u> Booktalk Logs Teacher Conferences

Marsh_Grade 7 Curriculum Map: 2024-2025

<p>Focus: Real-World Reading Skills and Practices</p> <p>Essential Questions: How does Literature bring us together?</p>	<p>7L3, 7L4, 7L6</p>		<ul style="list-style-type: none"> • Theme • Central Idea • Plot • Context Clues • Collaborate • Socratic Seminar • Reflection • Discourse <p><u>Tier II</u></p> <ul style="list-style-type: none"> • dependent on student's choice of novel 	<p>Reading Portfolio</p> <p><u>Mid-Unit:</u> Group Book Presentation</p> <p><u>End of Unit:</u> Group Work Reflection Book Bento Review</p>
<p>February</p>		<p><u>Unit 4 (cont)</u></p>		
<p>March</p> <p>Focus: Prepare for State Assessments</p>	<p>7R1 - 7R9 7W1, 7W2, 7W5, 7W7 7SL1, 7SL2, 7SL3 7L3, 7L4, 7L5, 7L6</p>	<p><u>State Assessment Review</u></p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> • Metaphor • Simile • Tone/Mood • Author's Purpose • Analyze • Infer • Figurative Language 	<p><u>Formative/On-Going:</u> Figurative Language Review Notes Comprehension Quizzes Poetry Analysis</p> <p><u>End of Unit:</u> Practice State Assessment</p>
<p>April</p> <p>Focus: Coming of Age Stories</p>	<p>7R1, 7R2, 7R6 7W2, 7W7 7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6 7L3, 7L6</p>	<p><u>Continue State Assessment Review</u></p> <p><u>Unit 5</u> <i>The Giver</i> by Lois Lowry</p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> • Author's Purpose • Structure • Point of View 	<p><u>Formative/On-Going:</u> Routine Write Novel Short-Answer Questions</p>

<p><u>Essential Questions:</u> What is home?</p> <p>How do relationships shape who we are?</p>			<ul style="list-style-type: none"> ● Central Idea ● Theme ● Narrator ● Conflict ● Figurative Language ● Illusion ● Dialogue ● Protagonist <p><u>Tier II</u></p> <ul style="list-style-type: none"> ● Adherence ● Admonition ● Anguish ● Apprehensive ● Aptitude ● Assuage ● Augmented ● Buoyancy ● Carnage ● Chastise ● Chortle ● Dejected ● Distraught ● Exasperate ● Excruciating ● Exhilarate ● Exuberant ● Fretful ● Immobilize ● Implore ● Indolence ● Indulgent ● Infraction ● Interdependence ● Languid 	<p>4. GIST Chapter Summaries</p> <p><u>Mid-Unit:</u> Character Analysis Plot Map Conflict Chart</p> <p><u>End of Unit:</u> Literary Analysis using PBL Choice Board</p>
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			<ul style="list-style-type: none">• Lethargy• Meticulous• Mystified• Nondescript• Obsolete• Ominous• Palpable• Peril• Permeate• Pervade• Prestige• Relinquish• Reprieve• Rueful• Sarcastic• Scrupulous• Serene• Sinuous• Solace• Solitude• Syringe• Transgression• Wretched	
May		Unit 5 (cont)		

Marsh_Grade 7 Curriculum Map: 2024-2025

<p>June</p> <p><u>Focus:</u> Reflection on Year-Long Independent Reading and Quick Writes</p> <p><u>Essential Questions:</u> What works and doesn't work for me when reading and writing?</p>	<p>7R2, 7R3, 7R5, 7R9 7W1, 7W3, 7W4, 7W5 7SL1, 7SL2, 7SL6 7L3, 7L4, 7L5, 7L6</p>	<p><u>Unit 6</u> SSR/Independent Reading Reflection</p>	<p><u>Tier III</u></p> <ul style="list-style-type: none"> ● Analyze ● Reflect ● Formulate ● Review ● Literary Lens ● Dialogue ● Plot ● Theme ● Central Idea ● Conflict ● Resolution ● Summarize ● Cite <p><u>Tier II</u></p> <ul style="list-style-type: none"> ● Successful ● Unsuccessful ● Critical ● Recommend ● Improve 	<p><u>End of Unit</u> SSR Final Project Choice Board Final Project Written Justification</p>
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