

CURRICULUM MAP

English Language Arts: 7th Grade

MAMS and CHS

COURSE DESCRIPTION

Seventh grade English Language Arts concentrates on reading literature and non-fiction text, as well as basic grammar and composition. Literary selections include poetry, short stories, a variety of non-fiction pieces, and novels. The course is designed to enhance reading and writing skills that are assessed on the English Language Arts PSSA test. The class adopts and applies the philosophies of a “Reading Apprenticeship Classroom.” Students learn to think about their own thinking (“metacognition”) as they read in order to acquire knowledge from text.

BIG IDEAS

- 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
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one’s ability to express ideas and information.
- Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

ESSENTIAL QUESTIONS

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How does interaction with text provoke thinking and response?
- How do readers know what to believe in what they read, hear, and view?
- How does what a reader reads influence how they should read?
- Why learn new words?
- What strategies and resources do I use to figure out unknown vocabulary?
- How do learners develop and refine their vocabulary?

GRAMMAR COMPETENCIES

- Spell words correctly
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- Explain the function of phrases and clauses in general and their function in sentences
- Choose among simple, compound, complex and compound-complex sentences to show different relationships between ideas.
- Place phrases and clauses within a sentence; recognize and correct misplaced and dangling modifiers.
- Recognize and correct: inappropriate shifts in pronoun number and person, vague pronouns, inappropriate shifts in verb tense , inappropriate fragments and run-on sentences, inappropriate use of confused words (i.e., to, too, two; their, there, they're), incorrect use of subject-verb and pronoun-antecedent agreement.
- Use a comma to separate items in a series
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical element

WRITING COMPETENCIES

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone
- Choose punctuation for effect.
- Choose words and phrases for effect.

NARRATIVE WRITING

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Provide relevant descriptive details, and well-structured event sequences.
- Organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

ARGUMENTATIVE WRITING

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented

INFORMATIVE WRITING

- Introduce a topic clearly, previewing what is to follow
- Provide relevant descriptive details, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

UNIT TITLE Fiction Versus Nonfiction
TIME FRAME 4-6 weeks
STANDARDS CC.1.2.7, CC.1.3.7, CC.1.4.7

COMPETENCY	VOCABULARY	STRATEGY	RESOURCES
<ul style="list-style-type: none"> • Comprehend, interpret, analyze literature/vocabulary before, during, and after reading • Analyze and evaluate non-fiction text before, during, and after reading • Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). • Support ideas with textual evidence • 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 • Identify, define, and apply academic vocabulary • Write an informational piece 	Fiction / Non-fiction Context Clues Author's Purpose Point of View Narrative Text Conflict (Internal / External) Character (e.g. protagonist, antagonist, dynamic, etc.) Setting Mood Imagery Affixes Genre	Independent Reading Comprehension Strategies Class Discussion Graphic Organizers Think-aloud (Metacognition), Modeling QAR 25-Word Summary Think-Pair-Share Reading Apprenticeship Skills Inquiry Based Learning Text Dependent Analysis Peer Editing and Revising Brainstorming	Reader’s Journey Unit 1 Assessments <p style="text-align: center;">MAMS</p> Academic <i>Rosa Parks - My Story</i> <i>Lottery Rose</i> <i>Heat</i> <i>Guys Write Guys Read</i> Accelerated <i>Black Duck</i> <i>The Kite Rider</i> <i>The Glory Field</i> <p style="text-align: center;">CHS</p> Academic <i>Rosa Parks - My Story</i> <i>Heat</i> <i>Guys Write Guys Read</i> <i>True Confessions of Charlotte Doyle</i> Accelerated <i>Black Duck</i> <i>The Kite Rider</i> <i>Hatchet</i>

UNIT TITLE Fiction (The Novel)
TIME FRAME 6-8 weeks
STANDARDS CC.1.2.7, CC.1.3.7, CC.1.4.7

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
<ul style="list-style-type: none"> • Comprehend, interpret, analyze literature before, during, and after reading • Analyze how a plot develops over the course of a narrative text • Make inferences and draw conclusions • 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 • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) • Support ideas with textual evidence • Make connections between texts (e.g., compare/contrast historical fiction and a historical account of the same time period.) • Write a narrative piece 	Plot (i.e. exposition, rising action, etc.) Flashback Foreshadowing Characterization Irony Theme Inferences Conclusions	Independent Reading Comprehension Strategies Class Discussion Graphic Organizers Think-aloud (Metacognition), Modeling QAR 25-Word Summary Think-Pair-Share Open-Ended Response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Peer Editing and Revising Brainstorming Pre-Writing Activities	Reader’s Journey Unit 2 Assessments MAMS <i>Michael Vey: Prisoner of Cell 25</i> CHS <i>Michael Vey: Prisoner of Cell 25</i>

UNIT TITLE Nonfiction
TIME FRAME 6-8 weeks
STANDARDS CC.1.2.7, CC.1.3.7, CC.1.4.7

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
<ul style="list-style-type: none"> • Analyze and evaluate non-fiction text before, during, and after reading • Distinguish among facts, opinions, evidence, and essential and non-essential information • 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 • Examine author's bias/position including argument and author's claims • Make inferences and draw conclusions • Make text connections (e.g. compare/contrast historical fiction and a historical account of the same time period) • Support with textual evidence • Write an argumentative piece 	<p>Types of Nonfiction Biography Autobiography Memoir Historical Fiction Propaganda Bias Fact vs. Opinion Essential vs. Non-essential Style Tone Main Idea Supporting Details Word Origin</p>	<p>Independent Reading Literature Circles Comprehension Strategies Class Discussion Graphic Organizers Think-aloud (Metacognition), Modeling QAR 25-Word Summary Think-Pair-Share Open-Ended Response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Peer Editing and Revising Brainstorming Pre-Writing</p>	<p>Reader's Journey Unit 3 Assessments</p> <p>MAMS Academic Novels <i>Oddballs</i> <i>Who Moved My Cheese</i> <i>My Everest Story</i> <i>Black Duck</i> <i>Boy Who Invented Popsicles</i> <i>Accelerated Novel</i> <i>Promises to Keep</i> <i>Farewell to Manzanar</i> <i>5 People You Meet in Heaven</i> <i>Book Thief</i> <i>Eyes on the Prize</i></p> <p>CHS Academic Novel <i>Oddballs</i> <i>Who Moved My Cheese</i> <i>My Everest Story</i> <i>Promises: How Jackie Robinson Changed America</i> <i>Accelerated Novel</i> <i>Farewell to Manzanar</i> <i>5 People You Meet in Heaven</i></p>

UNIT TITLE Prose and Poetry
TIME FRAME 4-6 weeks
STANDARDS CC.1.2.7, CC.1.3.7, CC.1.4.7

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
<ul style="list-style-type: none"> • Identify, explain, interpret, and analyze poetry before, during and after reading • Analyze the effects of sound devices, form, structure, figurative language in poems • Make inferences and draw conclusions • Make connections between two poems or between poem and other form of text • Support ideas with textual evidence • Demonstrate knowledge of literal and figurative meanings of words, and/or connotations of words • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g, refined, respectful, polite, diplomatic, condescending) • Write a poem • Write a TDA 	Prose & Poetry Paraphrasing Denotation vs. Connotation Idioms Imagery Tone Mood Sound Devices Rhythm Meter Symbolism Forms of Poetry Figurative Language Symbolism Allusion	Independent Reading Comprehension Strategies Class Discussion Graphic Organizers Think-aloud (Metacognition) Modeling QAR Think-Pair-Share Open-Ended Response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Reading Poetry Aloud	Reader’s Journey Unit 4 Assessments MAMS <i>Touching Spirit Bear</i> CHS <i>The Cay</i>

UNIT TITLE Drama
TIME FRAME 4-6 weeks
STANDARDS CC.1.2.7, CC.1.3.7, CC.1.4.7

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
<ul style="list-style-type: none"> • Identify, explain, interpret, and analyze a play or script before, during, and after reading • Make inferences and draw conclusions • Make connections between play and/or filmed, staged or multimedia version • Support ideas with textual evidence • Write a TDA analyzing a drama and second text. 	Tragedy Comedy Playwright Dialogue Stage Directions Staging, Sets, Props Dramatization Synonyms, Antonyms, Homonyms	Independent Reading Read aloud Role Playing Class Discussion Graphic Organizers Think-aloud (Metacognition) Modeling QAR 25-Word Summary Think-Pair-Share Open-Ended Response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Peer Editing and Revising Brainstorming Pre-Writing Performing Drama Aloud	Reader’s Journey Unit 5 Assessments MAMS <i>Flowers for Algernon</i> <i>Our Town</i> CHS <i>Flowers for Algernon</i>