

**Spring Lake Middle School  
English 7 Curriculum map**

\*CCSS’s that are highlighted are specifically taught in that unit.

\*\*Underlined portions of the CCSS’s are not taught in previous grades.

**The following CCSS’s are embedded throughout the trimester, present in all units applicable:**

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.10 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.

S.L.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[, ] green shirt*). b. Spell correctly.

L.7.6 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.

**Trimester 1**

**Essential Questions: How does my thinking change as I read and write? How does our environment affect us?**

Unit	CCSS	Learning Targets	Possible Resources/Mentor Texts	Assessments
Launching Reading and Writing	R.L.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Introduce)	R.L.7.1 and R.I.7.1 I can make inferences as I read.	Past MEAP/Explore readings	Written responses to literature
	R.I.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Introduce)	R.L.7.1 and R.I.7.1 I can find two or more direct quotes from a text to support my inferences about the reading.	Independent Reading Books	Informal conferences
	R.L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a 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. (Introduce) b. Use common, <u>grade-appropriate</u> Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and	L.7.4.a. I can decide what a word means by using clues and the words around it in a sentence or paragraph.		Unit assessment, including analysis and reflection

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<p>digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionaries).</p> <p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, <b>with scaffolding as needed at</b> the high end of the range. (Introduce)</p> <p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, <b>with scaffolding as needed</b> at the high end of the range. (Introduce)</p> <p>W.7.9 <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> (Introduce)</p> <p>a. <b>Apply grade 7 Reading standards to literature</b> (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. <b>Apply grade 7 Reading standards to literary nonfiction.</b> (e.g. “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”). (Introduce)</p> <p>S.L.7.1 <b>Engage effectively in a range of collaborative discussions</b> (one-on-one, in groups, and teacherled) <b>with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b></p> <p>a. <b>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b> (Introduce)</p>	<p>R.L.7.10 and R.I.7.10 I can use different reading skills (ask questions, make connections, take notes like graphic organizers, make inferences, visualize, re-read) as I read.</p> <p>R.L.7.10 and R.I.7.10 I can identify when I am fake reading.</p> <p>R.I.7.10 I can use test taking strategies to help me choose the best answer.</p> <p>W.7.9 I can use evidence to support my opinions in writing.</p> <p>S.L.7.1. I can discuss text as a whole class.</p> <p>S.L.7.1.a. I can come to a discussion prepared with topics and notes to discuss.</p> <p>S.L.7.1.a. I can use my discussion preparation notes in a class discussion.</p>		
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	<p>b. <b>Follow rules for collegial discussions</b>, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. <b>Acknowledge new information expressed by others and, when warranted, modify their own views.</b> (Introduce)</p>	<p>S.L.7.1.b. I can follow the rules of a group discussion.</p> <p>S.L.7.1.d. I can change my thinking during group discussion.</p>		
Narrative Writing	<p>R.L.7.6. <b>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</b> (Introduce)</p> <p>W.7.3 <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p> <p>a. <b>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.</b> (Introduce)</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. <b>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b> (Introduce)</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory <u>language to capture the action</u> and convey experiences and events.</p> <p>e. <b>Provide a conclusion that follows from and reflects on the narrated experiences or events.</b> (Introduce)</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Introduce)</p> <p>a. <b>Use a comma to separate coordinate adjectives (e.g., <u>It was a fascinating, enjoyable movie</u> but not <u>He wore an</u></b></p>	<p>R.L.7.6. I can explain how an author creates characters who have different opinions, personalities, and beliefs.</p> <p>W.7.3. I can write a narrative.</p> <p>W.7.3.a. I can create a beginning that introduces the narrator and his or her point of view.</p> <p>W.7.3.a. I can develop a storyline that unfolds naturally.</p> <p>W.7.3.c. I can use transition words, phrases, and clauses to show shifts in time and place.</p> <p>W.7.3.e. I can write an ending that includes final thoughts and reflections</p> <p>L.7.2. I can determine when adjectives before a noun need to be separated with a comma.</p>	<p>Excerpts from <i>My Thirteenth Winter</i></p> <p>Excerpts from <i>When I Was Your Age</i></p> <p>Narratives determined by the teacher</p>	<p>Informal writing conferences</p> <p>Final memoir</p> <p>Final memoir reflection</p>

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	<p><u>old[, ] green shirt</u>). (Reinforce) b. Spell correctly.</p> <p>W.7.5 <u>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.</u> (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) (Introduce)</p> <p>W.7.4. <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u> (Introduce) (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.7.5 I can try new techniques in my writing.</p> <p>W.7.5 I can consider others’ ideas for my writing.</p> <p>W.7.5 I can improve my writing by planning and revising.</p> <p>W.7.4 I can write a piece that is developed and organized.</p> <p>W.7.4 I can write a piece that matches its purpose and audience.</p>		
<p>Introduction to Grammar</p> <p>Short Unit</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Introduce all)</p> <p>a. <u>Explain the function of phrases and clauses in general and their function in specific sentences.</u></p> <p>b. <u>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</u></p> <p>c. <u>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</u></p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. <u>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[, ] green shirt</i>).</u> (Introduce)</p> <p>b. Spell correctly.</p>	<p>L.7.1a. I can define phrase (a group of words that functions as a single part of speech) and clause (a group of words that contains a subject and a verb).</p> <p>L.7.1.a. I can explain the purpose of a phrase or clause in my writing.</p> <p>L.7.1.b. I can use different sentence structures to make my writing clear and more interesting.</p> <p>L.7.2. I can decide when adjectives before a noun need to be separated with a comma.</p>	<p>Independent Reading Books</p>	<p>Written assignments</p> <p>Final memoir</p> <p>Final memoir reflection</p>

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<p>Informational Text</p>	<p>R.I.7.2 Determine <u>two or more central ideas</u> in a text and <u>analyze their development over the course of the text</u>; <u>provide an objective summary of the text</u>. (Introduce)</p> <p>R.I.7.3. <u>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)</u>. (Introduce)</p> <p>R.I.7.5. <u>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</u>. (Introduce)</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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. (Reinforce)</p> <p>b. Use common, <u>grade-appropriate</u> Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning or its part of speech</u>. (Introduce)</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>R.I.7.2 I can describe the main ideas in informational text.</p> <p>R.I.7.2 I can explain how an author uses details to express the main ideas.</p> <p>R.I.7.2 I can write a factual summary that does not include my opinions or inferences.</p> <p>R.I.7.3. I can explain how people, events, and/or ideas in a text affect one another.</p> <p>R.I.7.5. I can determine the organizational structure of a non-fiction text.</p> <p>R.I.7.5. I can explain how the organizational structure fits the main idea</p> <p>L.7.4.a. I can decide what a word means by using clues and the words around it in a sentence or paragraph.</p> <p>L.7.4.c. I can use a reference book (dictionary, thesaurus, glossary) to look up unfamiliar words.</p> <p>L.7.4.d. I can check whether my understanding of a word is correct by looking it up.</p>	<p>Articles from Cobblestone Magazine:          “Baked Out and Broke”          “Turning Dust into Art”          “Sifting Through the Dust”          “Keeping Down the Dust”          “Hugh Bennett, Soil Scientist”          “Firing Not Hiring”          “From Dreams to Dust”          “That’s Entertainment”</p> <p>Other non-fiction texts determined by teacher</p>	<p>Written responses to text</p> <p>Informal conferences</p> <p>Group or individual projects or presentations</p>
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	<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., <u>literary, biblical, and mythological allusions</u>) in context.  b. <u>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</u> (Introduce)  c. Distinguish among the connotations (associations) of words with similar denotations (definitions).</p> <p>W.7.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>  a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “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”).  b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “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”). (Introduce)</p> <p>S.L. 7.4. <u>Present claims and findings, emphasizing salient points in a focused, coherent manner</u> with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Introduce)</p>	<p>L.7.5.b. I can use how words are related to help me better understand the text.</p> <p>W.7.9 I can find evidence to support my opinions in writing.</p> <p>S.L.7.4 I can create a organized presentation that presents important parts of my work.</p>		
<p>Historic al Fiction Reading</p>	<p>R.L.7.1 <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences draw from the text.</u> (Reinforce)</p> <p>R.L.7.3. <u>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</u> (Introduce)</p>	<p>R.L.7.1 I can make inferences as I read.</p> <p>R.L.7.1 I can find several pieces of textual evidence to back up my inferences.</p> <p>R.L.7.3 I can explain how the elements of a story (setting, characters, plot, conflict) affect one another.</p>	<p><i>Out of the Dust</i></p> <p>Or another historical fiction text determined by the teacher</p>	<p>Written responses to literature</p> <p>Informal conferences</p> <p>Unit assessment, including analysis and reflection</p>

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<p><u>.R.L.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; 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.</u> (Introduce)</p> <p>R.L.7.5. <u>Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</u> (Introduce)</p> <p>R.L.7.9. <u>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.</u> (Introduce)</p> <p>L.7.5. <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> (Introduce)</p> <p>a. <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u></p> <p>b. Use the relationship between particular words (e.g., <u>synonym/antonym, analogy</u>) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions).</p> <p>R.L.7.7 <u>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).</u> (Reinforce)</p> <p>W.7.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>a. <u>Apply grade 7 Reading standards to literature</u> (e.g., “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</p>	<p>R.L.7.4 I can decide the meaning of words as they are used in a text.</p> <p>R.L.7.5 I can recognize line breaks and stanzas.</p> <p>R.L.7.9 I can define historical fiction.</p> <p>R.L.7.9 I can compare and contrast historical fiction and a historical non-fiction account of the same time, place, or character.</p> <p>R.L.7.9. I can decide whether a writer used or altered historical facts.</p> <p>R.L.7.9 I can explain why an author used or altered historical facts, people, or events.</p> <p>L.7.5 I can understand the meaning of figurative language as it is used in a text.</p> <p>R.L.7.7 I can explain how audio and video versions of a text can add to or change the meaning or the experience of the audience.</p> <p>W.7.9 I can find evidence to back up my opinions.</p>		
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	fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “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”). (Reinforce)			
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English 7 Curriculum map**

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<b>Trimester 2</b>				
<b>Essential Questions: How can I communicate my beliefs? How can a writer’s choices affect the tone and meaning of the writing? How does my thinking change as I read and write?</b>				
Unit	CCSS	Learning Targets	Resources/Mentor Texts	Assessments
Poetry Writing	<p>R.L.7.4. Determine the meaning of words and phrases as they are used in a text, <u>including figurative and connotative meanings; 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.</u> (Reinforce first part, Introduce second)</p> <p>R.L.7.5. <u>Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</u> (Introduce)</p> <p>R.L.7.6. <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u> (Reinforce)</p> <p>R.L.7.7 <u>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).</u> (Reinforce)</p> <p>L.7.5. <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>            a. <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u> (Reinforce)            b. Use the relationship between particular words (e.g., <u>synonym/antonym, analogy</u>) to better understand each of the words.            c. Distinguish among the connotations (associations) of words with similar denotations (definitions).</p> <p>W.7.5. <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by</u></p>	<p>R.L.7.4 I can explain the meaning of figurative language as it is used in the text.</p> <p>R.L.7.4 I can explain the effects of rhyme and repetition on a poem.</p> <p>R.L.7.5 I can explain how the form or structure of a poem impacts the meaning and tone of the poem.</p> <p>R.L.7.5 I can recognize line breaks and stanzas.</p> <p>R.L.7.6. I can explain how an author creates characters who have different opinions, personalities, and beliefs.</p> <p>R.L.7.7 I can explain how audio and video versions of a text can add to or change the meaning or the experience of the audience.</p> <p>L.7.5 I can understand the meaning of figurative language.</p> <p>W.7.5 I can try new techniques in my writing.</p> <p>W.7.5 I can consider others’ ideas for my writing.</p>	<p>Excerpts from <i>Out of the Dust</i></p> <p>Excerpts from <i>Joyful Noise</i></p> <p>Various poems of teacher’s choice, including multi-media versions of poetry</p>	<p>Informal writing conferences</p> <p>Final poetry writing</p> <p>Final poetry reflection</p>

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	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52. (Reinforce)</p>	<p>W.7.5 I can improve my writing by planning and revising.</p> <p>W.7.5 I can write a piece that matches its purpose and audience.</p>		
<p>Mystery Reading and Writing</p>	<p>R.L.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences draw from the text. (Reinforce)</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Introduce and Reinforce)</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>R.L.7.1 I can find several pieces of textual evidence to back up my inferences.</p> <p>W.7.3. I can write a narrative.</p> <p>W.7.3. I can create a beginning that introduces the narrator and his or her point of view, characters, setting, and events.</p> <p>W.7.3. I can develop a storyline.</p> <p>W.7.3. I can use dialogue, action, thoughts, and description in a narrative.</p> <p>W.7.3. I can incorporate description to capture the action into my writing.</p> <p>W.7.3. I can write description that has a purpose into my writing.</p> <p>W.7.3. I can use transition words, phrases, and clauses to show shifts in time and place.</p> <p>W.7.3. I can write an ending that includes final thoughts and reflection.</p>	<p><i>Ace Lacewing: Bug Detective</i></p> <p><i>Mystery at the Club Sandwich</i></p> <p><i>Shakespeare’s Secret</i></p> <p>Independent reading books</p>	<p>Written responses to literature</p> <p>Informal writing Conferences</p> <p>Final mystery writing</p> <p>Final mystery reflection</p>

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	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (Introduce)</p> <p>W.7.5. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) (Reinforce)</p>	<p>L.7.3. I can choose just the right words to capture the action in my writing.</p> <p>L.7.3 I can eliminate unnecessary description and details.</p> <p>L.7.3 I can write description that has a purpose in my writing.</p> <p>L.7.3 I can choose the appropriate literary devices for my writing.</p> <p>L.7.1.c I can identify when a word, phrase, or clause is placed too far away from a word and correct it.</p> <p>W.7.5 I can try new techniques in my writing.</p> <p>W.7.5 I can consider others’ ideas for my writing.</p> <p>W.7.5 I can improve my writing by planning and revising.</p> <p>W.7.5 I can write a piece that matches its purpose and audience.</p>		
<p>Research</p>	<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (Introduce)</p> <p>W.7.8. 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. (Introduce)</p>	<p>W.7.7 I can write my own research-worthy questions.</p> <p>W.7.7 I can choose several sources and gather information to answer my research question.</p> <p>W.7.7. I can develop additional questions as I research.</p>	<p>Media Center Resources</p>	<p>Written responses to text</p> <p>Informal conferences</p> <p>Final Writing Piece</p>

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English 7 Curriculum map**

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	<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (Reinforce)</p> <p>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.</p> <p>b. Use common, <u>grade-appropriate</u> Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>c. Consult <u>general and specialized reference</u> materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. <u>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u> (Reinforce)</p> <p>W.7.2. <u>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> (Introduce)</p> <p>a. <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p>	<p>W.7.8. I can choose effective terms to use when researching.</p> <p>L.7.4.c. I can use a reference book (dictionary, thesaurus, glossary) to look up unfamiliar words.</p> <p>L.7.4.d. I can check whether my understanding of a word is correct by looking it up.</p> <p>W.7.2 I can write an informational text.</p> <p>W.7.2 I can choose an organizational structure (definition, classification, compare/contrast, cause effect) that fits my writing.</p> <p>W.7.2 I can create a lead that explains what is to come in my piece.</p> <p>W.7.2 I can use headings, graphics, and multimedia to enhance my main ideas and important points.</p> <p>W.7.2 I can include relevant facts, details, quotations, and examples in my informational text.</p> <p>W.7.2 I can use transitions to bring my informational text together.</p> <p>W.7.2 I can use and define the domain-specific words and precise language to make my writing seem professional and formal.</p> <p>W.7.2 I can write a conclusion that ties the information together.</p>		
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**Spring Lake Middle School  
English 7 Curriculum map**

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	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.8. 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.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Introduce)</p> <p>W.7.6. 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.</p>	<p>W.7.8 I can choose effective terms to use when researching.</p> <p>W.7.8. I can gather information from many different sources.</p> <p>W.7.8.I can choose search terms to help me find information.</p> <p>W.7.8. I can determine which sources to disregard.</p> <p>W.7.8. I can use a standard format for citing my sources.</p> <p>W.7.9 I can use evidence to support my opinions.</p> <p>W.7.4 I can write a piece that is developed and organized.</p> <p>W.7.4 I can write a piece that matches its purpose and audience.</p> <p>W.7.6 I can use technology to produce writing.</p> <p>W.7.6. I can use technology to publish writing.</p> <p>W.7.6 I can collaborate with others.</p>		
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**Spring Lake Middle School  
English 7 Curriculum map**

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<p>Book Clubs</p>	<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, <u>grade-appropriate</u> Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <u><i>belligerent, bellicose, rebel</i></u>). (Introduce)</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.).</p> <p>S.L.7.1. <u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <u>grade 7 topics, texts, and issues</u>, building on others’ ideas and expressing their own clearly.</u></p> <p>a. <u>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</u></p> <p>b. <u>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</u></p> <p>c. <u>Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</u></p> <p>d. <u>Acknowledge new information expressed by others and, when warranted, modify their own views.</u></p>	<p>L.7.4 I can use common Greek and Latin affixes and roots to help me determine the meaning of an unfamiliar word.</p> <p>S.L.7.1. I can come to a discussion prepared with topics and notes to discuss.</p> <p>S.L.7.1. I can use my discussion preparation notes in my discussion.</p> <p>S.L.7.1 I can recognize when a discussion is getting off-track.</p> <p>S.L.7.1 I can bring a discussion back on topic.</p> <p>S.L.7.1 I can accurately assess my participation in a group discussion.</p> <p>S.L.7.1 I can ask deep questions during discussion.</p> <p>S.L.7.1 I can ask my groupmates to expand on their responses to questions.</p> <p>S.L.7.1 I can change my thinking during group discussion.</p>	<p><i>A Single Shard</i> <i>Words of the Dust</i> <i>Homeless Bird</i> <i>Habibi</i></p>	<p>Written responses to literature</p> <p>Self-assessment</p> <p>Group Theme Project</p> <p>Book Club Test, including analysis and reflection</p>
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**Spring Lake Middle School  
English 7 Curriculum map**

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	<p>R.L.7.2 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. (Introduce)</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  <u>a. Apply grade 7 Reading standards to literature (e.g., "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").</u>  <u>b. Apply grade 7 Reading standards to literary nonfiction (e.g. "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").</u></p>	<p>R.L.7.2. I can determine the theme of a text.</p> <p>R.L.7.2. I can explain how an author develops a theme throughout a text.</p> <p>W.7.9. I can support my opinions with evidence.</p>		
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**Spring Lake Middle School  
English 7 Curriculum map**

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<b>Trimester 3</b>				
<b>Essential Questions: How can I communicate my beliefs? How can a writer’s choices affect the tone and meaning of the writing? How does my thinking change as I read and write?</b>				
Unit	CCSS	Learning Targets	Resources/Mentor Texts	Assessments
Persuasive Writing	<p>R.I. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Introduce)</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g. synonyms/antonym, analogy) to better understand each of the words. (Introduce)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions). (Introduce)</p> <p>R.I.7.2 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. (Reinforce)</p> <p>R.I.7.6. 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. (Introduce)</p> <p>R.I.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the the subject. (Introduce)</p>	<p>R.I.7.4 I can explain the meanings of words as they are used in a text.</p> <p>R.I. 7.4 I can describe how an author’s word choices affect the meaning and tone.</p> <p>L.7.5. I can notice an author’s choice of language.</p> <p>L.7.5.c. I can understand the connotations of words with similar definitions.</p> <p>R.I.7.2 I can determine the main ideas in a non-fiction text.</p> <p>R.I.7.2 I can explain how an author uses details throughout non-fiction writing to express the main ideas.</p> <p>R.I.7.6 I can identify the side of an argument an author presents in a text.</p> <p>R.I.7.6 I can describe the choices an author makes to show his or her point of view.</p> <p>R.I.7.7. I can compare and contrast a text and a multimedia version portraying the same subject.</p>	<p>Persuasive Writing Determined by the Teacher</p> <p>Teen Suicide an Alarming Social Problem by Alex Sinn, Grand Haven Tribune <a href="http://www.grandhaventr ibune.com/content/sinn-teen-suicide-alarming-social-problem">http://www.grandhaventr ibune.com/content/sinn-teen-suicide-alarming-social-problem</a></p> <p><i>Upfront Magazine</i> (April 20, 2009) “Armed and Underage.” <a href="http://teacher.scholastic.com/scholasticnews/index/upfront/features/index.asp?article=f042009_Armed">http://teacher.scholastic.com/scholasticnews/index/upfront/features/index.asp?article=f042009_Armed</a></p> <p>The efforts of the youth movement Invisible Children, to alleviate the suffering of displaced and child soldiers, in Uganda – videos and digital text <a href="http://www.invisiblechildren.com">http://www.invisiblechildren.com</a> especially: <a href="http://www.invisiblechild">http://www.invisiblechild</a></p>	<p>Informal conferences</p> <p>Final persuasive piece</p> <p>Reflection</p>

**Spring Lake Middle School  
English 7 Curriculum map**

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	<p>R.I. 7.8 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. (Introduce)</p> <p>R.I.7.9 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. (Introduce)</p> <p>S.L.7.2. Analyze the main ideas and supporting details in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (Introduce)</p> <p>S.L. 7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Introduce)</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence. (Introduce)</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>R.I. 7.8 I can determine whether the author provides enough related evidence to support the claim.</p> <p>R.I.7.8 I can evaluate the strength of the reasons and evidence in a piece of writing.</p> <p>R.I.7.9 I can compare and contrast the evidence two authors use to communicate similar topics.</p> <p>S.L.7.2 I can identify the main ideas and supporting details presented in a variety of media formats (charts, graphs, tables, websites, speeches, etc.).</p> <p>S.L.7.2 I can explain how different texts provide clarification or additional information on a topic.</p> <p>S.L.7.3 I can identify the point of view of a speaker.</p> <p>S.L.7.3 I can evaluate the strength of the reasoning and evidence in a speech.</p> <p>W.7.1 I can write an argument.</p> <p>W.7.1a I can describe my opinion on a topic.</p> <p>W.7.1.a I can support my opinions with evidence and reasons.</p> <p>W.7.1.a. I can acknowledge alternate viewpoints in my argument.</p> <p>W.7.1.a I can organize my argument in</p>	<p><a href="http://dren.com/videos/3765452">dren.com/videos/3765452</a> ‘I got soul but I’m not a soldier’</p> <p><i>A Long Way Gone</i>, by Ishmael Beah <a href="http://www.alongwaygone.com/long_way_gone.html">http://www.alongwaygone.com/long_way_gone.html</a></p> <p>Ishmael Beah on CBS News with Katie Couric <a href="http://www.youtube.com/watch?v=ozsOLdgp_y0">http://www.youtube.com/watch?v=ozsOLdgp_y0</a></p> <p>Ishmael Beah interview <a href="http://www.youtube.com/watch?v=5K4yhPSQEZ0">http://www.youtube.com/watch?v=5K4yhPSQEZ0</a></p> <p>UN Statistics on Child Soldiers <a href="http://www.un.org/cyber/schoolbus/briefing/soldiers/soldiers.pdf">http://www.un.org/cyber/schoolbus/briefing/soldiers/soldiers.pdf</a></p>	
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**Spring Lake Middle School  
English 7 Curriculum map**

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		<p>a logical way.</p> <p>W.7.1b I can choose logical and accurate evidence to support my argument.</p> <p>W.7.1b.I can explain how the evidence supports my opinion in an argument.</p> <p>W.7.1.c. I can use transitions to enhance my writing.</p> <p>W.7.1d. I can present my argument in a formal style.</p> <p>W.7.1.e. I can write a conclusion that supports my argument.</p> <p>W.7.4 I can write a piece that is developed and organized.</p> <p>W.7.4 I can write a piece that matches its purpose and audience.</p> <p>W.7.5 I can try new techniques in my writing.</p> <p>W.7.5 I can consider others' ideas for my writing.</p> <p>W.7.5 I can improve my writing by planning and revising.</p>		
Science Fiction	<p>R.L.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Reinforce)</p> <p>R.L.7.2 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. (Reinforce)</p>	<p>R.L.7.1 I can make inferences as I read.</p> <p>R.L.7.1 I can find two or more direct quotes from a text to support my inferences about the reading.</p> <p>R.L.7.2. I can determine the theme of a</p>	<p><i>The Giver</i></p> <p><i>All Summer in a Day</i></p> <p>Science fiction texts determined by the teacher</p>	<p>Written responses to literature</p> <p>Unit test, including analysis and reflection</p>

**Spring Lake Middle School  
English 7 Curriculum map**

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	<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., <u>literary, biblical, and mythological allusions</u>) in context.</p> <p>b. <u>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</u></p> <p>c. <u>Distinguish among the connotations (associations) of words with similar denotations (definitions).</u> (Introduce)</p> <p>R.L.7.6 <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u> (Reinforce)</p>	<p>text.</p> <p>R.L.7.2 I can notice that writers make a statement about the way society could be or should be.</p> <p>R.L.7.2. I can explain how an author develops a theme throughout a text.</p> <p>L.7.5. I can notice an author’s choice of language.</p> <p>L.7.5 I can understand the connotations of words with similar definitions.</p> <p>R.L.7.6. I can explain how an author creates characters who have different opinions, personalities, and beliefs.</p>		
<p>Utopia Project</p>	<p><u>W.7.5. 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.</u> (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) (Reinforce)</p> <p><u>S.L. 7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with</u></p>	<p>W.7.5 I can consider others’ ideas for my writing.</p> <p>W.7.5 I can improve my writing by planning and revising.</p> <p>W.7.5 I can write a piece that matches its purpose and audience.</p> <p>S.L.7.4 I can create a organized</p>		<p>Informal conferences</p> <p>Final utopia presentation</p>

**Spring Lake Middle School  
English 7 Curriculum map**

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	<p>pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Reinforce)</p> <p>S.L.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (Reinforce)</p> <p>S.L. 7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Reinforce)</p> <p>W.7.6. 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.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Introduce) (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>presentation that presents important parts of my work.</p> <p>S.L.7.4 I can respond to audience questions in a manner that answers their questions professionally.</p> <p>S.L.7.5 I can incorporate the appropriate multimedia tools into a presentation of my work.</p> <p>S.L.7.3 I can evaluate the strength of the reasoning and evidence in a speech.</p> <p>W.7.6 I can use technology to produce writing.</p> <p>W.7.6. I can use technology to publish writing.</p> <p>W.7.4 I can write a piece that is developed and organized.</p> <p>W.7.4 I can write a piece that matches its purpose and audience.</p>		
Careers	<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (Reinforce)</p>	<p>W.7.7 I can conduct research to answer a question.</p>	<p>District provided career booklet</p> <p><a href="http://www.careercruising.com">www.careercruising.com</a></p>	<p>Written assignments</p>