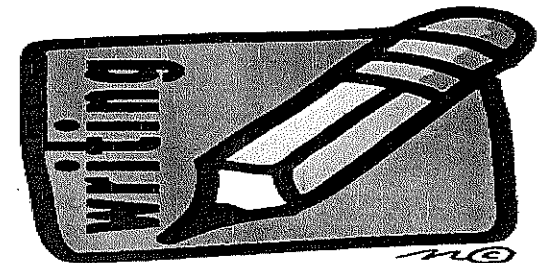
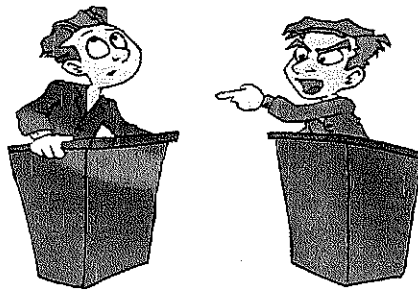
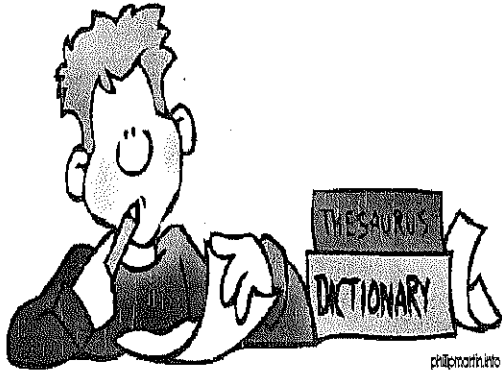


## 7<sup>th</sup> Grade Language Arts Curriculum




# 7<sup>th</sup> Grade Language Standards Map

## 1 – Vocabulary Acquisition and Use

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>All Year</p>	<ul style="list-style-type: none"> <li>• <b>L.7.5a</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>• <b>L.7.5b</b> Use the relationship between particular words (e.g., synonym/synonym, analogy) to better understand each of the words.</li> <li>• <b>L.7.5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Coach – synonym/homonym lesson</li> <li>• Weekly vocabulary words</li> <li>• Synonym/Homonym Power Point</li> <li>• Analogies</li> <li>• Rebus puzzles</li> <li>• Figurative language – idiom, allusion, metaphor, etc.</li> <li>• Using context clues to determine the meaning of idioms, metaphors, etc.</li> </ul>
<p><b>L.7.6</b> 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.</p>	<p>All Year</p>		 <p>A cartoon illustration of a boy with spiky hair, looking thoughtful with his hand to his chin. To his right are two books: one labeled 'THESAURUS' and one labeled 'DICTIONARY'. The signature 'prillman.eto' is visible at the bottom right of the illustration.</p>

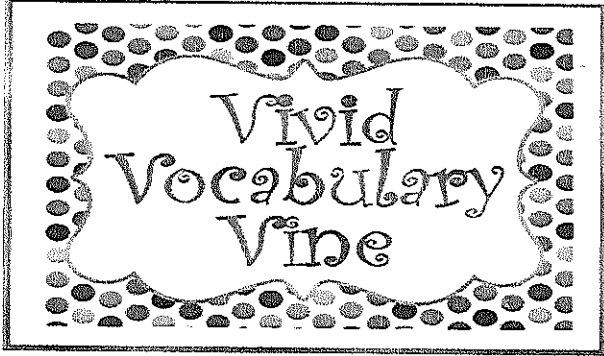
# 7<sup>th</sup> Grade Language Standards Map

## 1 – Vocabulary Acquisition and Use

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>L.7.4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies.</p>	<p>All Year</p>	<ul style="list-style-type: none"> <li>• <b>L.7.4a</b> 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.</li> <li>• <b>L.7.4b</b> Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>• <b>L.7.4c</b> 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.</li> <li>• <b>L.7.4d</b> 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.)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Coach – Prefix, suffix, and root word lesson</li> <li>• Weekly vocabulary words</li> <li>• Prefix and Suffix Power Point</li> <li>• Prefix and Suffix word game</li> <li>• Etymology Lesson</li> <li>• Implementation of dictionaries and thesauruses</li> <li>• Glossary implementation</li> <li>• Context Clues Power Point</li> <li>• Context Clues lesson plan</li> <li>• Analogies</li> <li>• Rebus puzzles</li> </ul> <div style="text-align: right; margin-top: 20px;">  <p><b>Vocabulary Development</b> at pppst.com 021</p> </div>


# 7<sup>th</sup> Grade Language Standards Map

## 1 – Knowledge of Language

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>All Year</p>	<ul style="list-style-type: none"> <li>• <b>L.7.3a</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Wordiness Power Point</li> <li>• Wordiness Lesson Plan</li> <li>• Implementation of vivid verbs, nouns, adjectives etc.</li> <li>• Writing Coach – parts of speech lesson</li> <li>• Writing Coach – proper sentence usage and development</li> <li>• Writing Coach – synonyms, antonyms, homonyms lesson</li> <li>• Weekly vocabulary words</li> <li>• Antonym, synonym, homonym bingo</li> <li>• Implementation of Thesauruses</li> </ul> <div data-bbox="1180 769 1780 1122" style="text-align: center; border: 1px solid black; padding: 10px; margin-top: 20px;">  <p style="font-family: cursive; font-size: 1.2em;">Vivid Vocabulary Vine</p> </div>

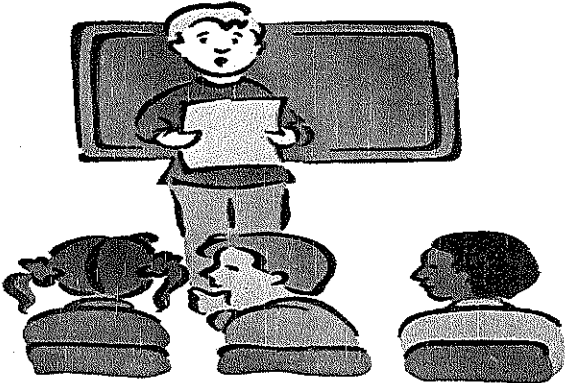
# 7<sup>th</sup> Grade Language Standards Map

## 1 – Conventions of Standard English

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	All Year	<ul style="list-style-type: none"> <li>• <b>L.7.1a</b> Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>• <b>L.7.1b</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• <b>L.7.1c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Coach – Grammar Lesson</li> <li>• Jumpstart Punctuation</li> <li>• Grammar Reproducibles</li> <li>• Partners – Students will edit and review one another's writing with a certain focus (adjectives, subject verb agreement, etc.)</li> <li>• Schoolhouse Rock – parts of speech</li> </ul>
<p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization punctuation and spelling when writing.</p>	All Year	<ul style="list-style-type: none"> <li>• <b>L.7.2a</b> Use a comma to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie)</li> <li>• <b>L.7.2b</b> Spell correctly</li> </ul>	

# 7<sup>th</sup> Grade Speaking and Listening Standards Map

## 1 – Comprehension and Collaboration. (continued)

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
SL.7.4	Apr.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Select a topic</li> <li>Current Events</li> <li>Complete I know/You know T Chart</li> <li>Students Share what they know about the topic</li> <li>Summarize peers' ideas on right side of T-Chart</li> <li>Debate a side</li> <li>Group Discussions</li> <li>Write Conclusions</li> </ul> 
SL.7.5	Apr.	<ul style="list-style-type: none"> <li>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> </ul>	
SL.7.6	Apr.	<ul style="list-style-type: none"> <li>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 for specific expectations.)</li> </ul>	

# 7<sup>th</sup> Grade Speaking and Listening Standards Map

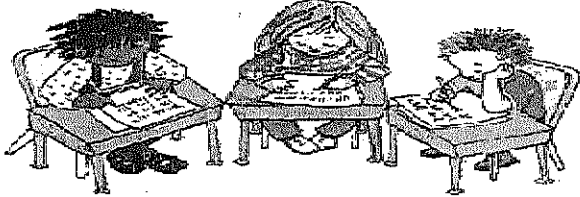
## 1 – Comprehension and Collaboration.

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Feb.</p>	<ul style="list-style-type: none"> <li>• <b>SL.7.1a</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.</li> <li>• <b>SL.7.1b</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• <b>SL.7.1c</b> Pose questions that elicit elaboration and respond to others' questions and comments with and define individual roles as needed.</li> <li>• <b>SL.7.1d</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a topic</li> <li>• Current Events</li> <li>• Complete I know/You know T Chart</li> <li>• Students Share what they know about the topic</li> <li>• Summarize peers' ideas on right side of T-Chart</li> <li>• Debate a side</li> <li>• Group Discussions</li> <li>• Write Summaries</li> </ul>
<p><b>SL.7.2</b></p>	<p>Mar</p>	<ul style="list-style-type: none"> <li>• Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> </ul>	
<p><b>SL.7.3</b></p>	<p>Mar</p>	<ul style="list-style-type: none"> <li>• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> </ul>	



# 7<sup>th</sup> Grade Writing Standards Map

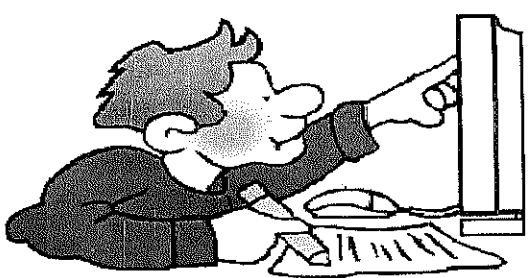
## 6 – Range of Writing.

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>W.7.10</b></p>	<p>All Year</p>	<ul style="list-style-type: none"> <li>• <b>W.7.10</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal – Students will choose one of four prompts to write about for 10 minutes each day. Students have the option of sharing what they have read.</li> <li>• Daily Log – Students take notes on what is being taught on a particular day and the following day, they will present a creative summary of their notes (poems, pictures, raps, etc.)</li> <li>• Read Alouds – Students will read out loud to each other for 10 minutes, summarize the reading, and explain the reason why they chose to read the particular text.</li> <li>• Partners – Students will edit and review one another’s writing with a certain focus (adjectives, subject verb agreement, etc.)</li> <li>• Graphic Organizers</li> <li>• Creation of portfolios</li> <li>• Quick Writes</li> <li>• 1x3x10 Writing Activity</li> <li>• Sentence Combining</li> <li>• Jumpstart Writing</li> </ul> <div style="text-align: center; margin-top: 20px;">  </div>



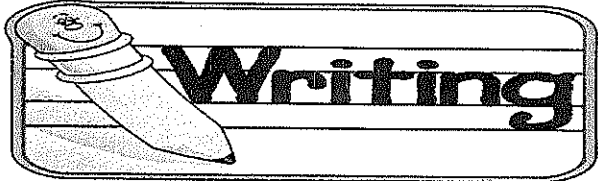
# 7<sup>th</sup> Grade Writing Standards Map

## 5 – Research to Build and Present Knowledge.

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p>	<p>Dec/Jan</p>	<ul style="list-style-type: none"> <li>• <b>W.7.8</b> 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.</li> <li>• <b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• <b>W.7.9a</b> 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").</li> <li>• <b>W.7.9b</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").</li> </ul>	<ul style="list-style-type: none"> <li>• Question – Who is Emmett Till?</li> <li>• KWL Chart</li> <li>• 4-Student Group Activity</li> <li>• 3 Research Questions</li> <li>• Research Emmett Till</li> <li>• Group Presentation</li> <li>• Create an epitaph poem on Emmett Till</li> </ul> <div style="text-align: center;">  <p>A cartoon illustration of a young boy with dark hair, wearing a dark sweater, sitting at a desk. He is leaning forward, reading a book. On the desk in front of him are several sheets of paper, some of which appear to be lined or have writing on them. To the right of the boy is a stack of three books. The illustration is simple and uses black outlines with some grey shading for the boy's hair and sweater.</p> </div>

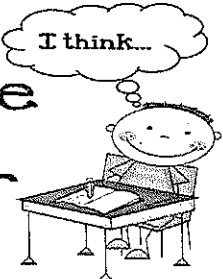
# 7<sup>th</sup> Grade Writing Standards Map

## 4 – Production and Distribution of Writing.

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specification for writing types are defined in standards 1-3.)</p>	<p>All Year</p>	<ul style="list-style-type: none"> <li>• <b>W.7.5</b> 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).</li> <li>• <b>W.7.6</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal – Students will choose one of four prompts to write about for 10 minutes each day. Students have the option of sharing what they have read.</li> <li>• Daily Log – Students take notes on what is being taught on a particular day and the following day, they will present a creative summary of their notes (poems, pictures, raps, etc.)</li> <li>• Read Alouds – Students will read out loud to each other for 10 minutes, summarize the reading, and explain the reason why they chose to read the particular text.</li> <li>• Partners – Students will edit and review one another's writing with a certain focus (adjectives, subject verb agreement, etc.)</li> <li>• Graphic Organizers</li> <li>• Creation of portfolios</li> <li>• Quick Writes</li> <li>• 1x3x10 Writing Activity</li> <li>• Sentence Combining</li> <li>• Jumpstart Writing</li> </ul> <div style="text-align: center; margin-top: 20px;">  </div>


# 7<sup>th</sup> Grade Writing Standards Map

## 3 – Argument/Persuasive

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>W.7.1</b> Write arguments to support claim(s) with clear reasons and relevant evidence.</p>	<p>Nov.</p>	<ul style="list-style-type: none"> <li>• <b>W.7.1a</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• <b>W.7.1b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• <b>W.7.1c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• <b>W.7.1d</b> Establish and maintain a formal style.</li> <li>• <b>W.7.1e</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Coach – Persuasive Writing/</li> <li>• Create an ad on a certain product that persuades the audience to use it</li> <li>• Self/Peer review</li> <li>• Debatable issue (school uniforms)</li> <li>• Creation of portfolio</li> <li>• Graphic Organizers</li> <li>• Write convincing parental letter</li> <li>• Connective Words</li> <li>• Persuasive Monologues.</li> <li>• Persuasive Power Point</li> </ul> <div style="text-align: right; margin-top: 20px;">  <p style="font-size: 1.2em; font-weight: bold;">Persuasive Writing tells your opinion.</p> </div>

# 7<sup>th</sup> Grade Writing Standards Map

## 2 – Informative/Expository

Common Core Standard	Time Frame	Common Core Standard Detail	Plan
<p><b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Oct.</p>	<ul style="list-style-type: none"> <li>• <b>W.7.2a</b> 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.</li> <li>• <b>W.7.2b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• <b>W.7.2c</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• <b>W.7.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• <b>W.7.2e</b> Establish and maintain a formal style.</li> <li>• <b>W.7.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Coach – Expository Writing</li> <li>• Creation of portfolio</li> <li>• Explain a process (how to)</li> <li>• Compare/Contrast (explain similarities and differences)</li> <li>• Compare/Contrast characters from a reading</li> <li>• Compare/Contrast informational text</li> <li>• Expository writing Graphic Organizer</li> <li>• Self/Peer Review</li> <li>• Informational Text Report</li> <li>• Transitional Words</li> <li>• Expository Power Point</li> </ul> <div data-bbox="1251 781 1797 1127" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;"><b>Expository Writing</b></p> <p style="text-align: center;">A type of writing that is meant to inform, define, or explain the author's subject to a reader.</p>  </div>

