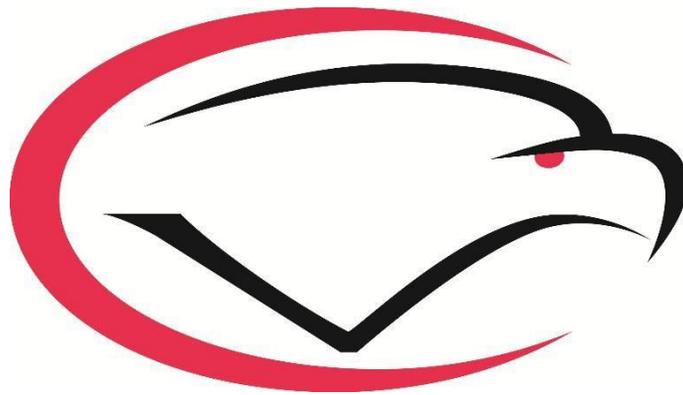


Secondary Curriculum Maps



Cumberland Valley School
District

Soaring to Greatness, Committed to
Excellence

Grade 7 Academic
Literature/Reading

| Grade: 7 | | Grade 7 Academic Literacy/Reading Strategies | |
|--|----------------------------------|---|--|
| Unit | Timeline | Topics | Priority Standards |
| UNIT 1 - Informational Text: Approaching, Reading, and Interacting | First Marking Period (18 Weeks) | Determine author's central ideas | CC.1.2.7.A 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. |
| | | Identifying and Citing Text Evidence | CC.1.2.7.B 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. |
| | | Analyzing Text | CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text |
| | | Determining Meanings of Unfamiliar Words | CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| | | Objective Summary Writing | CC.1.2.7.A 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. |
| | | Strategies for Reading Informational Text | CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| UNIT 2 - Informational Text: Evaluating and Analyzing | Second Marking Period (18 Weeks) | Author's POV | CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her positions from that of others. |
| | | Bias and Reliability | CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. |
| | | Evidence Based Writing (Informational Text) | CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| | | Comparing Texts | CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic. |
| | | Determining Meanings of Unfamiliar Words | CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| | | Research: Gathering Evidence | CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| | | Research: Assessing reliability and relevance | CC.1.4.7.W. 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 conclusions of others while avoiding plagiarism and following a standards format for citation. |
| | | Reading Comprehension Skills | CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| UNIT 3 - Fiction: Approaching, Reading, and Interacting | Third Marking Period (18 Weeks) | Vocabulary/Figurative Language | CC.1.3.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| | | Evidence Based Writing (Informational Text) | |
| | | Reading Comprehension Skills | CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| | | Citing and Analyzing Text Evidence | CC.1.3.7.B 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. |
| UNIT 4 - Fiction: Collaborative Reading and Discussion | Fourth Marking Period (18 Weeks) | Engagement in Collaborative Discussion | CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | | Determining Meanings of Unfamiliar Words | CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| | | Reading Comprehension | CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
| | | Listening: Evaluating Speaker's Argument | 1.5.7.D 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. CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |

Curriculum Map

| CV Priority Standard/PA Core Standard | |
|---|---|
| CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | |
| Taught in Unit(s) | |
| Unit 1, Unit 2 | |
| Explanation/Example of Standard | |
| Students will be able to independently read and understand various nonfiction texts written at a 7th grade level and be able to respond in writing or discussion. | |
| Common Misconceptions | |
| Students believe that nonfiction is boring and not important to their everyday lives. | |
| Big Idea(s) | Essential Question(s) |
| <p>Students are not truly reading if they are not comprehending and learning.</p> <p>Proficient reading involves the reader being able to engage in written or verbal discussion of the main points.</p> | <p>What are literary and informational texts?</p> <p>What types of reading strategies are helpful when encountering nonfiction texts?</p> <p>How can a reader use strategies to increase comprehension?</p> <p>What does it mean to read a text proficiently?</p> |
| Assessments | |
| | |
| Assessment Anchor | Eligible Content |
| N/A | N/A |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● Text features ● Text structure ● The difference between fiction/non-fiction ● Literacy knowledge (print concepts, genres, etc.) ● Background knowledge of the text ● Vocabulary knowledge ● Language structures (syntax, semantics) | <ul style="list-style-type: none"> ● Read and comprehend grade level informational texts ● Use strategies appropriate to the text and for the intended purpose |

Curriculum Map

| CV Priority Standard/PA Core Standard | |
|---|---|
| CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | |
| Taught in Unit(s) | |
| Unit 1, Unit 2 | |
| Explanation/Example of Standard | |
| Students will have the ability to figure out the meanings of unknown words using context clues, knowledge of multiple-meaning words, and root word/affix knowledge. Students will recognize figurative language and understand its meaning. | |
| Common Misconceptions | |
| When a reader doesn't know a word, he should just skip it. If there are unknown words, that means the text is too difficult. | |
| Big Idea(s) | Essential Question(s) |
| <p>Readers need to pull from a variety of strategies (context clues, word parts, multiple-meaning words, parts of speech) to determine the meanings of unknown words.</p> <p>Knowledge of syntax can assist a reader when faced with an unknown word.</p> <p>Knowledge of root words and affixes can assist a reader when faced with an unknown word.</p> | <p>What does a strategic reader do when faced with an unfamiliar word?</p> <p>How does a strategic reader analyze a vocabulary question to determine which strategy is appropriate?</p> <p>How do readers expand their vocabulary?</p> <p>How can knowledge of root words and affixes help a reader determine the meanings of unfamiliar words?</p> |
| Assessments | |
| Assessment Anchor | Eligible Content |
| E07.B-V.4.1 | <p>Demonstrate understanding of vocabulary and figurative language in informational texts.</p> |
| | <p>E07.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 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.</p> <p>E07.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</p> |

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|---|--|--|
| | | words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| Concepts (what students need to know) | | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● Various strategies to determine the meaning of unknown words. ● Root words ● Prefixes/Suffixes (Affixes) ● Multiple-Meaning Words ● Synonyms/Antonyms ● How punctuation impacts a sentence ● Sentence syntax ● Parts of speech | | <ul style="list-style-type: none"> ● Apply context clues strategies ● Break down a word based on affixes/root words ● Apply knowledge of conventions of language to recognize word meanings in context clues ● Apply knowledge of sentence syntax to define unfamiliar words |

Curriculum Map

| CV Priority Standard/PA Core Standard | |
|---|---|
| <p>CC.1.2.7.I</p> <p>Analyze how two or more authors present and interpret facts on the same topic.</p> | |
| Taught in Unit(s) | |
| <p>Common Misconceptions</p> <p>Someone always has to be right, or someone always has to win.</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>Different texts require different approaches to reading.</p> <p>Applying before, during, and after reading strategies enhances the understanding of text.</p> <p>Critical readers use evidence to support written and spoken assertions.</p> | <p>How do we compare texts that discuss similar topics?</p> <p>How do different texts use the same information differently?</p> <p>How do we apply before, during, and after reading strategies enhance understanding of the text?</p> <p>How do critical readers use evidence to support written and spoken assertions?</p> |
| Assessments | |
| Assessment Anchor | Eligible Content |
| <p>E07.B-C.3.1</p> | <p>Demonstrate understanding of connections within, between, and/or among informational texts.</p> |
| <p>E07.B-C.3.1</p> | <p>E07.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.</p> <p>E07.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.</p> |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● Relevant academic vocabulary (evaluate, argument, reasoning, evidence, compare, contrast) ● How to compare two texts | <ul style="list-style-type: none"> ● Compare and contrast different texts ● Evaluate the argument in a text ● Determine whether the reasoning is sound |

- How to evaluate the argument in a text
- How to determine whether reasoning is sound
- How to determine whether evidence is relevant

- Determine whether the evidence is relevant

Curriculum Map

| CV Priority Standard/PA Core Standard | |
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| CC.1.2.7.H | |
| Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. | |
| Taught in Unit(s) | |
| | |
| Explanation/Example of Standard | |
| Students are expected to evaluate data, arguments, and claims in a text in order to distinguish those supported by evidence from those which are not. Students also evaluate if these are enough evidence to support a particular claim within an informational text. | |
| Authors provide reasons/examples/evidence in informational text to support their arguments and specific claims. | |
| Strategic readers evaluate the reasons and evidence that the authors use to support their arguments and specific claims in informational texts. | |
| Common Misconceptions | |
| Every argument is as sound as every other argument. | |
| Big Idea(s) | Essential Question(s) |
| <p>Applying before, during, and after reading strategies enhances the understanding of text.</p> <p>Critical readers use evidence to support written and spoken assertions.</p> <p>Effective reading involves determining whether the claims and evidence in a piece of writing support the author’s argument.</p> | <ul style="list-style-type: none"> ● How do we evaluate an author’s argument? ● How do we determine how sound an author’s argument is sound? ● How do we determine whether evidence is relevant to the author’s claim? ● What is the claim and how can you support it? ● How do you determine if evidence actually supports the author’s claim? |
| Assessments | |
| | |
| Assessment Anchor | Eligible Content |
| E07.B-C.3.1 | Demonstrate understanding of connections within, between, and/or among informational texts. |
| | <p>E07.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.</p> <p>E07.B-C.3.1.2 Analyze how two or more authors writing about the same topic shape their presentations of key</p> |

| | | information by emphasizing different evidence or advancing different interpretations of facts. |
|---|--|---|
| Concepts (what students need to know) | | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● Informational text ● Relevant academic vocabulary (argument, evidence, reasoning, claim) ● Structure of an argumentative text ● How to determine an author's argument ● How to determine whether an argument is sound/relevant ● How to determine whether evidence is relevant ● How to trace an author's argument and specific claims? ● How to evaluate an author's argument and specific claims? ● Main/key ideas ● Supporting details ● Relevant vs. Irrelevant details ● Reasons/examples/evidence ● Arguments ● Invalid/Valid Claims | | <ul style="list-style-type: none"> ● Determine an author's argument ● Evaluate the argument and claims made ● Assess whether the reasoning is sound ● Identify author's supporting evidence ● Determine whether the evidence is relevant ● Differentiate between claims which are supported by reasons/evidence and those which are not ● Explain how an author uses particular arguments and specific claims in a text, identifying which reasons and evidence support which point (s). ● Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not |

Curriculum Map

| CV Priority Standard/PA Core Standard | |
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| CC.1.2.7.D | |
| <p>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.</p> | |
| Taught in Unit(s) | |
| | |
| Explanation/Example of Standard | |
| <p>Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g. content, point of view, style, word choice)</p> <p>Author’s choices distinguish their position, viewpoint, or attitude that of others.</p> <p>Effective readers analyze the text to better understand the author’s viewpoint/attitude and purpose.</p> | |
| Common Misconceptions | |
| <p>Confuse point of view (1st, 2nd, 3rd, etc) and author’s viewpoint (the perspective of the author)</p> <p>Confuse purpose (PIE) with the view point (the perspective of the author)</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>Effective reading involves recognizing and analyzing the author’s purpose and point of view.</p> | <p>How do we determine an author’s point of view in a text?</p> <p>How do we determine author’s purpose?</p> <p>How do we identify conflicting viewpoints in a text?</p> |
| Assessments | |
| | |
| Assessment Anchor | Eligible Content |
| <p>E07.B-C.2.1</p> <p>Demonstrate understanding of craft and structure in informational texts.</p> | <p>E07.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.</p> |
| | <p>E07.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.</p> |
| | <p>E07.B-C.2.1.3 Determine how the 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.</p> |

| Concepts (what students need to know) | Skills (what students must be able to do) |
|---|---|
| <ul style="list-style-type: none"> ● How to determine an author’s point of view (1st, 3rd, omniscient) ● How to determine an author’s purpose (PIE) ● How to identify the author’s viewpoint/perspective ● How to identify conflicting viewpoints ● Understand the structure of argumentative writing ● Audience ● Author’s viewpoint ● Difference between text structure and text feature ● Various text features (e.g. title, author, cover pictures, captions, maps, chapter headings, charts, graphics, illustrations, glossaries) ● Relationship between the parts of the text and whole text (as indicated by text features and structures) | <ul style="list-style-type: none"> ● Identify an author’s point of view ● Identify an author’s purpose ● Identify an author’s viewpoint/perspective ● Identify conflicting viewpoints ● Identify evidence used to support the conflicting viewpoint ● Identify text structure ● Identify text features ● Make predictions about text based on text features and text structures ● Explain how structure and/or features enhance text’s purpose/central idea ● Describe the relationship between the text organization and development of ideas. ● Analyze the pattern and structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |

Curriculum Map

| CV Priority Standard/PA Core Standard | |
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| <p>CC.1.2.7.C</p> <p>Analyze the interactions between individuals, events, and ideas in a text.</p> | |
| Taught in Unit(s) | |
| <p>Explanation/Example of Standard</p> <p>Authors select purposeful strategies to develop informational texts. Strategic readers analyze the development of individuals, events/concepts or steps/procedures in order to make meaning of what is read.</p> | |
| Common Misconceptions | |
| <p>Every connection is a worthwhile connection. Texts are only books or other written materials. Difficulty in distinguishing the techniques authors use to elaborate key individuals, events, or ideas.</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>Applying before, during, and after reading strategies enhances the understanding of text.</p> <p>Critical readers use evidence to support written and spoken assertions.</p> <p>Effective reading involves recognizing and analyzing the strategies that authors use to develop text.</p> | <p>How do good readers analyze connections within and without of a text?</p> <p>How can we make connections with a text?</p> <p>How do readers analyze strategies that authors use to develop the text?</p> |
| Assessments | |
| Assessment Anchor | Eligible Content |
| <p>E07.B-K.1.1</p> <p>Demonstrate understanding of key ideas and details in informational texts.</p> | <p>E07.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.</p> |
| | <p>E07.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.</p> |

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| | | E07.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). |
| <p style="text-align: center;">Concepts (what students need to know)</p> | | <p style="text-align: center;">Skills (what students must be able to do)</p> |
| <ul style="list-style-type: none"> ● prior knowledge ● how to connect current text to previously read texts ● what parts of a text lend themselves to connections ● Informational text ● How to analyze (e.g. explanation of what? why? and how?) ● Key ideas, concepts, individuals, events/steps/procedures in informational texts. ● Key ideas, concepts, individuals, events/steps/procedures in informational texts. ● Specific details that explain key ideas, individuals, events/procedures, etc. ● Develop strategies for informational texts (e.g. introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc) ● Relationships and interactions (e.g. one piece of text “explains” another stands “in contrast” to another, or “comes before” another) ● Transition/linking words that assist explanations and analysis (eg.e because, then, as a consequence, in contrast) for informational texts ● | | <ul style="list-style-type: none"> ● text-to-text connections ● text-to-self connections ● text-to-world connections ● Describe the events, key ideas/concepts, procedures, etc. in a variety of informational texts ● Identify the specific details/information that develop and individuals, events, procedures, ideas, or concepts in informational texts ● Identify words/phrases that signal relationships and interactions (e.g. one piece of text “explains” another stands “in contrast” to another, or “comes before” another) ● Describe how relationships and interactions between ideas/concepts, individuals, and events develop informational text |

Curriculum Map

| CV Priority Standard/PA Core Standard | |
|--|---|
| CC.1.2.7.B | |
| <p>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.</p> | |
| Taught in Unit(s) | |
| | |
| Explanation/Example of Standard | |
| <p>Effective readers use strong textual evidence, connections to their own lives, and their background information to make inferences and to draw conclusions about what they read.</p> <p>Effective readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</p> <p>Students should be able to quote correctly from the text and to explain what the text is about (paraphrase) and when drawing conclusions (making an inference). Use question and prompts such as: <i>Can you tell me the reasons why you think...? Show where you linked your thinking to the text.</i></p> | |
| Common Misconceptions | |
| <p>Everything an author writes is important. A conclusion is only found at the end of an article. Inferences are too difficult to make. Rereading is not necessary Any quote from the text is sufficient evidence</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>Critical readers use evidence to support written and spoken assertions.</p> <p>Strategic readers can develop, select, and apply strategies to enhance comprehension</p> <p>Effective readers use textual evidence to analyze and draw conclusions</p> | <p>How do good readers use evidence to support written and spoken assertions?</p> <p>How can I use evidence to support written and spoken assertions?</p> <p>How does one make an inference?</p> <p>How does a reader use quotes from a text to support inferences ?</p> <p>How do I determine which evidence most strongly supports an analysis of the text?</p> |
| Assessments | |
| | |
| Assessment Anchor | Eligible Content |
| | |

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|---|---|--|
| E07.B-K.1.1 | Demonstrate understanding of key ideas and details in informational texts. | E07.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. |
| | | E07.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. |
| | | E07.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). |
| Concepts (what students need to know) | | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● how to identify text evidence that supports their analysis ● how to paraphrase text ● how to make inferences (using prior knowledge and text) ● how to make generalizations/find the gist ● Text support ● Inference ● MLA citation ● How and Why to cite ● "CE" citation and explanation/analysis of ICE quote integration ● Background knowledge | | <ul style="list-style-type: none"> ● Make, test, and revise predictions as they use ● Use explicitly state information, background, knowledge, and connections to the text to answer questions they have as they read ● Make inferences about the content of a text ● Make critical or analytical judgments to make generalizations. ● Differentiate between appropriate and inappropriate textual support ● Use quotes from the text when explaining what the text says ● Use quotes from the text when drawing inferences from the text ● Use quotes from the text to support inferences ● Cite accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. ● Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis. |

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| | <ul style="list-style-type: none">● Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text.● "CE" citation and explanation/analysis of ICE quote integration● MLA citation● How and Why to cite |
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Curriculum Map

| CV Priority Standard/PA Core Standard | |
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| CC.1.2.7.A | |
| <p>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.</p> | |
| Taught in Unit(s) | |
| | |
| Explanation/Example of Standard | |
| <p>Authors of informational text follow a pattern or plan and include key details in order to help readers make meaning of text.</p> <p>Effective readers use key details in an informational text to identify the main topic. Strategic readers develop effective summaries that capture the main idea of informational text and excludes personal opinions or judgments.</p> | |
| Common Misconceptions | |
| <p>Central idea in informational text is the message or theme. An objective summary includes students' opinions. A summary is not an analysis.</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>Different texts require different approaches to reading.</p> <p>Applying before, during, and after reading strategies enhances the understanding of text.</p> <p>Reading is critically important to everyday life.</p> | <p>How do good readers know how to approach different texts differently?</p> <p>How do we approach different texts differently?</p> <p>How do we determine the central idea of a text?</p> |
| Assessments | |
| | |
| Assessment Anchor | Eligible Content |
| <p>E07.B-K.1.1</p> | <p>Demonstrate understanding of key ideas and details in informational texts.</p> <p>E07.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.</p> |
| | <p>E07.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.</p> |

| | | |
|---|--|---|
| | | <p>E07.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).</p> |
| <p style="text-align: center;">Concepts (what students need to know)</p> | | <p style="text-align: center;">Skills (what students must be able to do)</p> |
| <ul style="list-style-type: none"> ● Relevant academic vocabulary (summary, central idea, supporting details, objective) ● How to write a summary ● How to determine the central idea ● How to analyze the central ideas ● relationship to supporting details ● 10% Summary Writing ● START Sentence ● Objective/Subjective | | <ul style="list-style-type: none"> ● Determine central idea ● Provide objective summary ● Analyze the development of an idea throughout the text ● Analyze central ideas relationship to supporting details ● Identify supporting details ● How to write a START sentence ● How to write a 10% summary ● Determine the central idea of a text how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgement (10% summary) |

Curriculum Map

| CV Priority Standard/PA Core Standard | |
|--|---|
| CC.1.3.7.I | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | |
| Taught in Unit(s) | |
| Unit 3, Unit 4 | |
| Explanation/Example of Standard | |
| Students will have ability to figure out the meanings of unknown words using context clues, knowledge of multiple-meaning words, and root word/affix knowledge. Students will recognize figurative language and understand its meaning. | |
| Common Misconceptions | |
| When a reader doesn't know a word, he should just skip it. If there are unknown words, that means the text is too difficult. | |
| Big Idea(s) | Essential Question(s) |
| <p>Readers need to pull from a variety of strategies to determine the meanings of unknown words.</p> <p>Knowledge of syntax can assist a reader when faced with an unknown word.</p> <p>Knowledge of root words and affixes can assist a reader when faced with an unknown word.</p> | <p>What does a strategic reader do when faced with an unfamiliar word?</p> <p>How do readers expand their vocabulary?</p> <p>How can knowledge of root words and affixes help a reader determine the meanings of unfamiliar words?</p> <p>How does a reader interpret figurative language?</p> |
| Assessments | |
| Assessment Anchor | Eligible Content |
| <p>E07.A-C.2.1</p> | <p>Demonstrate understanding of craft and structure in literature.</p> |
| | <p>E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> |
| | <p>E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> |
| | <p>E07.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.</p> |

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| E07.A-V.4.1 | Demonstrate understanding of vocabulary and figurative language in literature. | <p>E07.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 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).</p> |
| | | <p>E07.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).</p> |
| <p style="text-align: center;">Concepts (what students need to know)</p> | | <p style="text-align: center;">Skills (what students must be able to do)</p> |
| <ul style="list-style-type: none"> ● Various strategies to determine the meaning of unknown words. ● Root words ● Prefixes/Suffixes (Affixes) ● How punctuation impacts a sentence ● Sentence syntax ● Parts of speech | | <ul style="list-style-type: none"> ● Apply context clues strategies ● Break down a word based on affixes/root words ● Apply knowledge of conventions of language to recognize word meanings in context clues ● Apply knowledge of sentence syntax to define unfamiliar words |

Curriculum Map

| CV Priority Standard/PA Core Standard | |
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| CC.1.3.7A 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. | |
| Taught in Unit(s) | |
| Unit 3, Unit 4 | |
| Explanation/Example of Standard | |
| Students will be able to read literary text and make appropriate inferences, conclusions, and generalizations. They will be able to locate appropriate evidence in the text to support these inferences, conclusions, and generalizations. | |
| Common Misconceptions | |
| <p>Students believe that any quote can support their analysis.</p> <p>Students believe they can copy an author’s words.</p> | |
| Big Idea(s) | Essential Question(s) |
| Critical readers use text evidence to support written and spoken assertions. | <p>How does a reader use evidence to support written and spoken assertions?</p> <p>How does a reader locate evidence to support written and spoken assertions?</p> <p>How does a reader determine which evidence most strongly supports an analysis of the text?</p> |
| Assessments | |
| Assessment Anchor | Eligible Content |
| E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature. | E07.A-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. |
| | E07.A-K.1.1.2 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. |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● Identify text evidence that supports analysis ● Paraphrasing text ● Make inferences using prior knowledge and text ● “CE” of ICE quote integration: citation and analysis/explanation ● MLA citation | <ul style="list-style-type: none"> ● Cite text evidence that supports analysis ● Make inferences, draw conclusions, and make generalizations ● Make, test, and revise predictions as they read ● “CE” of ICE quote integration: citation and analysis/explanation ● MLA citation |

Curriculum Map

| CV Priority Standard/PA Core Standard | | | |
|---|---------------------------------|--|--|
| CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. | | | |
| Taught in Unit(s) | | | |
| Units 1,2, and 3 | | | |
| Explanation/Example of Standard | | | |
| <p>Seventh grade students use strategies for reading literary and informational text as they investigate topics:</p> <ul style="list-style-type: none"> ● When reading literary texts: seventh grade students are required to refer to specific details in the text when finding similarities and differences between two or more characters, settings, or events. ● When reading informational text: students at this level give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject. | | | |
| Common Misconceptions | | | |
| <p>Students may believe:</p> <ul style="list-style-type: none"> ● Referring to the text for specific details is not necessary because they already know the information. ● Their opinion is more important than the facts from the text. | | | |
| Big Idea(s) | | Essential Question(s) | |
| Effective writing is a coherent and logical communication tool. | | <ul style="list-style-type: none"> ● After reading a text, how does a reader write to a prompt? ● What are the key components of a literary response (analysis)? ● What are the key components of an informational text response? | |
| Assessments | | | |
| Assessment Anchor | | Eligible Content | |
| E06.E1 | Evidence-Based Analysis of Text | E06.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 related ideas are logically grouped to support the writer’s purpose. |

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| E06.E.1.1.2 | Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. | E.06.E.1.1.3 | Link ideas within and across categories of information using words, phrases, and clauses (<i>e.g. in contrast, especially</i>) |
| E.06.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.06.E.1.1.5 | Establish and maintain a formal style. |
| E06.E.1.1.6 | Provide a concluding section related to the analysis presented. | | |

| Concepts (what students need to know) | Skills (what students must be able to do) |
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| <ul style="list-style-type: none"> ● An argument is an opinion plus how or why ● Relevant information (e.g. facts, definitions, concrete details, quotations, observations) ● Organizational patterns (e.g. definition, classification, comparison/contrast, and cause/ effect) ● Domain specific (academic) vocabulary from the text ● Style (e.g. formal, informal, specific audience) ● Effective introduction/hook (e.g. one that is separate from the body and presents a thesis argument) ● Linking/Transition words, phrases, clauses ● Character responses to situations ● Description ● Reaction/Response (e.g. Why was this event important? How did the event make you feel?) ● Difference between relevant and irrelevant details ● Sequence of events ● Closure/ending/conclusion ● Literature TDA response: TAG + VERB + How (title, author, genre, plus a verb and a "how?") | <ul style="list-style-type: none"> ● After reading a grade level text, write a response to a prompt ● Be able to create an argument (opinion plus how or why?) ● Engage the reader with an introduction/hook that presents the topic ● Write a START sentence ● Write a TAG+ Verb+ "how?" sentence ● Group related information logically ● Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic ● Link idea within an across categories and information using words, phrases, clauses ● Use precise language and domain- specific (academic) vocabulary to inform about or explain the topic. ● Quote integration (ICE)- introduce, cite evidence, explain/analyze |

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| <ul style="list-style-type: none">● Nonfiction TDA response: START sentence (Source, topic, author, “right verb” and topic)● Quote integration (ICE)- introduce, cite evidence, explain/analyze | |
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Curriculum Map

| CV Priority Standard/PA Core Standard | |
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| CC.1.4.7.W. 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 conclusions of others while avoiding plagiarism and following a standards format for citation. | |
| Taught in Unit(s) | |
| Unit 2 | |
| Explanation/Example of Standard | |
| When conducting research, students need to know how to identify a source's credibility and where to look for reliable sources; they need to be able to paraphrase an author's words to avoid plagiarism. | |
| Common Misconceptions | |
| <p>Students think that when they search for information in a web browser, they should type the full question in the search box.</p> <p>Students think that if you read it on the internet it must be true.</p> <p>Students think that Wikipedia is a valid source for research.</p> | |
| Big Idea(s) | Essential Question(s) |
| <p>The research process involves gathering and evaluating sources.</p> <p>One must paraphrase and/or cite in order to avoid plagiarism.</p> | <p>How does one determine the credibility and accuracy of sources used for research?</p> <p>How do critical readers use evidence to support written and spoken assertions?</p> <p>How do we gather relevant information from multiple sources?</p> <p>How does one paraphrase and/or cite to avoid plagiarism?</p> |
| Assessments | |
| Assessment Anchor | Eligible Content |
| N/A | N/A |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● Relevant academic vocabulary (sources, credibility, accuracy, data, conclusions, paraphrase, quote, plagiarism, citation) ● How to gather relevant information from multiple sources ● How to use search terms effectively ● How to assess credibility and accuracy of sources ● How to quote sources ● Why citing sources is important. ● How to paraphrase sources ● Why paraphrase sources | <ul style="list-style-type: none"> ● Gather relevant information from multiple sources ● Use search terms effectively ● Assess credibility and accuracy of sources ● Quote data and conclusions ● Paraphrase data and conclusions ● Students must be academically honest ● Follow a standard format for citation (MLA) |

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| <ul style="list-style-type: none">● How to follow a standard format for citation (MLA)● Why we use Modern Language Association (MLA).● How to avoid Academic Dishonesty | |
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Curriculum Map

| CV Priority Standard/PA Core Standard | |
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| <p>CC.1.5.7.D 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.</p> | |
| Taught in Unit(s) | |
| This concept will be introduced and taught in Unit 1 and used throughout the year in all units. | |
| Common Misconceptions | |
| <ol style="list-style-type: none"> 1. Preparation is not important for effective oral presentations. 2. Eye contact and clear verbal skills are not important if it is not a formal presentation. | |
| Big Idea(s) | Essential Question(s) |
| <ul style="list-style-type: none"> - Students will present information formally and inform audience of facts/information clearly - Students can effectively and respectfully communicate during an in-class/online discussion by responding to others and being open-minded | <ul style="list-style-type: none"> - What are the skills necessary for presenting information to an audience? - How do speakers coherently present claims and findings? - Why is it important to prepare for an in-class/online discussion? |
| Assessments | |
| See unit map for specific unit common assessments | |
| Assessment Anchor | Eligible Content |
| This is not a state-assessed item. | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <p>Students need to know:</p> <ul style="list-style-type: none"> - Claims / findings - Logical presentation - Pertinent descriptions, facts, details - Main ideas / themes - Effective communication to an audience - “Habits of discussion” - What appropriate eye contact means (looks like) | <p>Students must be able to:</p> <ul style="list-style-type: none"> - demonstrate maturity and proper demeanor - make/maintain appropriate eye contact - use/maintain adequate volume - use clear pronunciation - organize information logically for audience comprehension - awareness of audience |

7th Grade ELA Curriculum Map CC.1.5.7.A

| CV Priority Standard/PA Core Standard | |
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| CC.1.5.7A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| Taught in Unit(s) | |
| All Units (Presentations/Socratic Seminar) | |
| Explanation/Example of Standard | |
| <ul style="list-style-type: none"> ● Students need to understand that engaging in academic discussions and posing higher level questions of themselves and others leads to a higher understanding of topics, texts, and issues. Students will understand how to express their own ideas with poise, clarity, evidence (textual or schema), and understanding of tone. | |
| Common Misconceptions | |
| <ul style="list-style-type: none"> ● Students are not just to be knowledgeable on their own ideas and topics, but they are to listen to others to help strengthen , fortify, and build upon their own ideas more effectively. | |
| Big Idea(s) | Essential Question(s) |
| <ul style="list-style-type: none"> ● Effective speakers can engage in collaborative discussions concerning relevant information and build on others' ideas while maintaining clarity. ● How do effective listeners engage in discussion that promotes collaboration? | <ul style="list-style-type: none"> ● How can I engage in a collaborative discussion? ● How can I use other's ideas to build my own opinion? ● How can I use other's ideas to fortify my understanding of a text? |
| Assessments | |
| Socratic Seminars, Discussions, Group Projects & Presentations | |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● Communication Soft Skills (habits of discussion) ● Socratic Seminar ● Appropriate eye contact ● Adequate volume ● Clear pronunciation ● Working collaboratively ● How to identify relevant evidence that supports their claims | <ul style="list-style-type: none"> ● Speakers are able to engage in collaborative discussions concerning relevant information and build on others' ideas while maintaining clarity. ● Express their own ideas is a clear, logical way with evidence to support their claims. ● Build on the ideas of others ● Question peers ● Reflect ● Evaluate themselves and others ● Listen ● Use relevant evidence to support claims ● Acknowledge new information expressed by others and, when warranted, modify their own views ● 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. |

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| | <ul style="list-style-type: none">● 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. |
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Curriculum Map

| CV Priority Standard/PA Core Standard | |
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| CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | |
| Taught in Unit(s) | |
| Unit 4 | |
| Explanation/Example of Standard | |
| Students will listen critically to a speaker and evaluate if his claim is reasonable and relevant. | |
| Common Misconceptions | |
| If a speaker sounds good, they're probably right. | |
| If you agree, the speaker is probably right. | |
| Big Idea(s) | Essential Question(s) |
| Critical readers and thinkers collaborate with peers to engage in purposeful discussion. Critical readers use evidence to support written and spoken assertions. | How do we evaluate a speaker's argument? |
| Assessments | |
| Assessment Anchor | Eligible Content |
| N/A | N/A |
| Concepts (what students need to know) | Skills (what students must be able to do) |
| <ul style="list-style-type: none"> ● Relevant academic vocabulary (speaker, claim, evaluate, reliability of reasoning, relevance, evidence) ● How to actively listen to a speaker ● How to identify a speaker's claim ● How to evaluate a speaker's argument ● How to evaluate a speaker's use of evidence to support his/her claim | <ul style="list-style-type: none"> ● Actively listen to a speaker ● Identify a speaker's claim ● Evaluate the speaker's claim ● Evaluate the reliability of the speaker's reasoning ● Evaluate the relevance and sufficiency of the speaker's evidence |