

SAUSD 7th Grade ELA Common Core Aligned Curriculum Map (First Semester)

These curriculum maps are designed to address CCSS Literacy outcomes. The overarching focus for all curriculum maps is building student’s content knowledge and literacy skills as they develop knowledge about the world.

Each unit provides several weeks of instruction. Each unit also includes various formative and summative assessments.

Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.

Building knowledge through content-rich nonfiction	<p><i>SAUSD’s approach emphasizes effective literacy instruction integrated with content knowledge to engage students and promote inquiry. The texts are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></p> <ul style="list-style-type: none"> • Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals. • Curriculum is based in part on what resources teachers likely already have, but also includes additional authentic texts needed to craft a coherent learning progression within and among grade levels. • The curriculum includes literacy standards, but these enhance rather than replace the currently adopted content area standards in Science and Social Science.
Reading, writing, and speaking grounded in evidence from text, both literary and informational	<p><i>SAUSD’s approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers’ writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></p> <ul style="list-style-type: none"> • Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks. • Students write routinely, including a balance of on-demand and process writing. Students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. • All end-of-unit performance tasks directly build on the reading students have been doing in the unit. Many are designed to build students’ engagement by asking them to do a more real-world task. • Performance tasks may include narratives, but emphasize informative and argumentative writing.
Regular practice with complex text and its academic language	<p><i>SAUSD’s approach emphasizes active reading of complex texts by all students. Students will read a progression of complex texts and focus on building academic language and syntax in context.</i></p> <ul style="list-style-type: none"> • Texts are chosen to reflect a variety of factors: Lexile level, complexity of the topic/concept, the appropriateness of the text given the specific literacy standard or task. • Texts cultivate students’ interests, are relevant to their culture, and engage them in reading, writing, and speaking. • Curriculum directly address supports for meeting the needs of a wide range of learners in order for every student to become a more proficient and independent reader. • Curriculum emphasizes academic and domain specific vocabulary as well as other words ELLs or other struggling readers might not know • Curriculum strongly emphasize teaching students how to figure out words in context. • Students are expected to do regular independent reading to build on concepts and ideas in each unit. Research shows that students must read a high volume of text at their reading level in order to build a strong vocabulary.

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How to Read this Document

- The purpose of this document is to provide a high-level summary of each unit and name the standards each unit addresses.
- First, read each module overview paragraph. This describes the purpose for the unit the connections with previous and subsequent units.
- On the map, note the titles across the year: These show the progression of literacy skills.
- Note the distinction between standards “across units” vs. “central to this unit”.
 - Standards labeled “in each unit” are foundational to the CCSS shifts, and therefore are taught early and reinforced through the year.
 - Standards “central to this unit” are the focus for that specific unit.
 - Standards formally assessed are in **bold**.
- Text: **Bold** indicates the core text(s) for the unit.

Grade:	7
Unit 1	Structures: Clarifying Meaning The stories in this unit are grabbers-yarns that keep the reader in suspense from beginning to end. Different aspects of plot structure are discussed with each story, so students should emerge with an understanding of the well-plotted narrative. One or two informational pieces follow and enrich each story. They are used to to teach students how to read specific kinds of informational material, such as traffic signs or an instructional manual for a cell phone. The unit culminates in an opportunity for students to write their own narratives, sparked
Unit 2	Characters: Living Many Lives In this unit, students meet a variety of characters, ranging from a flamboyant Mexican American single mother to a young boy who lives on an imaginary planet. Students study the various ways in which the authors reveal their character’s personalities. The informational pieces that follow two of the stories teach students to notice different organizational patterns in nonfiction and to distinguish between fact, inference, and opinion. At the conclusion of the unit, students will be asked to use their own writing skills to write a character analysis of one or more characters from the stories that they have read.
Unit 3	Themes Across Time The stories in this unit are variations on perhaps the oldest theme of all-boy meets girl... Each selection centers on a love story, showing the endless variety that this most simple and basic of plots can have. AS students read the poems and stories, they explore the universal themes that the writers express about love and loss. Informational pieces give students further background on topics covered in the literary selections and provide students with opportunities to practice using effective strategies for reading non-fiction. At the end of the chapter, students write cause-and-effect comparison and contrast essays on topics suggested by the stories and poems they have just read.
Unit 4	The Power of Point of View In this unit, students learn that stories are told from different points of view and that the vantage point of the narrator affects the reader’s perceptions of characters and events. As students explore point of view, they will realize that the meaning of a story depends as much upon who is telling it as upon what it is about. Informational pieces that accompany the major selections expand on the selections’ themes and topics. Students will conclude the unit by re-telling a fairy tale of their choice from two points of view and two different characters using effective narrative writing techniques.

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TIMELINE	3 Weeks	3 weeks	2 Weeks	3 Weeks
	Unit 1	UNIT 2	UNIT 3	UNIT 4
TITLE	Structures: Clarifying Meaning	Characters: Living Many Lives	Themes Across Time	The Power of Point of View
END OF UNIT PERFORMANCE TASK	Argumentative Writing: Response to Literature (564-582)	Argumentative Writing: Response to Literature (564-582)	Persuasive Speech (616-622)	Narrative from a different perspective
BIG IDEAS AND ESSENTIAL QUESTIONS	<p>Big Idea: Individual structures interrelate and combine to build even larger more complex structures.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do changes in a structure affect that structure? • How does the structure of plot change as one changes, conflict, events, complications, setting, characters, and or the resolution of a story? 	<p>Big Idea: Character’s change over time</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways do characters change? • How do static and dynamic characters affect a story and why is important to have both? • How does a writer develop a character? 	<p>Big Ideas: Innovation is built upon structures that previously existed</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do the words and actions of characters affect the theme of a text? • How can variations in themes coexist and yet both be true (paradox)? • How can grappling with the theme of a text deepen understanding of that text? 	<p>Big Idea: Point of view has the power to affect perception.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does a change in point of view affect our perception? • How do writers use different points of view to develop a text? • How can a certain point of view that a writer chooses influence a reader? • How do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader’s understanding of the text? • How can point of view change the theme of a story?
COMPLEX TEXTS	<p>Literature Text:</p> <ul style="list-style-type: none"> • “Duffy’s Jacket” (6-13) • “Rikki-tikki-tavi” (20-37) • “Standards Review” (96-99) <p>Informational Text:</p> <ul style="list-style-type: none"> • “Yeti-Like Monster Gives Staid Town in Illinois a Fright.” (15-18) 	<p>Literature Text:</p> <ul style="list-style-type: none"> • Characterization (106-109) • “Mother & Daughter” (108-116) • “Smallest Dragon Boy” (118-134) • “Standards Review” (150-152) <p>Informational Text:</p> <ul style="list-style-type: none"> • “Here Be Dragons” (136-139) 	<p>Literature Text:</p> <ul style="list-style-type: none"> • Theme (158-159) • “The Highwayman (160-169) • “User Friendly” (185-197) • “Standards Review” (210-215) <p>Informational Text:</p> <ul style="list-style-type: none"> • “It Just Keeps Going, & Going...” (198-201) 	<p>Literature Text:</p> <ul style="list-style-type: none"> • “The Blind Men and the Elephant” by John Godfrey Saxe • “Beauty and the Beast”(Interactive Reader 122-126) • “Yeh-Shen” (251-255) <p>Informational Text:</p> <ul style="list-style-type: none"> • “Point of View: Through Whose Eyes” (222-223) • “What’s Really in a Name?” (233) • “Are Young Athletes Putting Themselves at Risk?” <i>Scope Magazine</i> • “Should 4-Year-Olds Be Beauty Queens?” <i>Scope Magazine</i>
ADDITIONAL TEXTS	<ul style="list-style-type: none"> • “Look Mom, No Cavities” (38-41) (nonfiction) • “Three Skeleton Key” (48-61) (Reviews plot, character, conflict, foreshadowing) 	<ul style="list-style-type: none"> • “A Rice Sandwich” (140-145) 	<ul style="list-style-type: none"> • “Gentlemen of the Road” (170-173) (Cause/Effect) 	<ul style="list-style-type: none"> • Far Side cartoon • Point of View pictures

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	Unit 1	UNIT 2	UNIT 3	UNIT 4
READING STANDARDS ACROSS UNITS	<p>RL.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.</p> <p>RL.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, its development over the course of the text; provide an objective summary of a text</p> <p>RL.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.</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, with scaffolding as needed at the high end of the range.</p> <p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>RI.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.</p> <p>RI.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.</p> <p>RI.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.</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, with scaffolding as needed at the high end of the range.</p>			
READING STANDARDS CENTRAL TO THIS UNIT	<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI.7.5. 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.</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</p>	<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.3. 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).</p>	<p>RL.7.9. 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>RI.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.</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.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.</p> <p>RI.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.</p>
WRITING STANDARDS ACROSS UNITS	<p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>			

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	Unit 1	UNIT 2	UNIT 3	UNIT 4
WRITING STANDARDS CENTRAL TO THIS UNIT	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</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.</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>
SPEAKING AND LISTENING STANDARDS ACROSS UNITS	<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), 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> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
SPEAKING AND LISTENING STANDARDS CENTRAL TO THIS UNIT	<p>SL.7.2. 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.</p>	<p>SL.7.3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>SL.7.2. 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.</p>	<p>SL.7.3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
Language Standards Across Units	<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>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.</p>			
LANGUAGE STANDARDS	<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</p>	<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. 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>).</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>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., synonym/antonym, analogy) to better</p>

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	Unit 1	UNIT 2	UNIT 3	UNIT 4
	relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	b. Spell correctly.		understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).
ELD STANDARDS ACROSS UNITS	<p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>B. Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>C. Productive</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>Part II: Learning About How English Works</p> <p>C. Connecting and Condensing Ideas</p> <p>6. Connecting ideas</p> <p>7. Condensing ideas</p>			
ELD STANDARDS	<p>B. Interpretive</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p>C. Productive</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and</p>	<p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p>C. Productive</p> <p>10. Writing literary and</p>	<p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>B. Interpretive</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p>C. Productive</p> <p>10. Writing literary and informational texts to present,</p>	<p>B. Interpretive</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p>Part II: Learning About How English Works</p> <p>A. Structuring Cohesive Texts</p> <p>1. Understanding text structure</p>

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	Unit 1	UNIT 2	UNIT 3	UNIT 4
	information, using appropriate technology Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	informational texts to present, describe, and explain ideas and information, using appropriate technology B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details	describe, and explain ideas and information, using appropriate technology Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	2. Understanding cohesion B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details
CROSS-CONTENT / REAL WORLD CONNECTIONS	Science: Mongooses Social Science: Gandhi in India Social Science: McCarthyism	Social Studies: Mexican Americans in California Science: Hatching eggs	Social Studies: Greek culture	Social Studies: Historical and political events Art: Framing photos for point of view