

NORTHWESTERN LOCAL SCHOOLS Grade 7 Resource Room ELA Map

UNIT: SHORT STORIES, INFORMATIONAL TEXT, NARRATIVE WRITING (Quarter 1)					
ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
			“Whitewashing the Fence”		
Personal Narrative			<i>LT</i>	2	Analyze the features of the setting and their importance in a text.
<i>WA</i>	1	Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.	<i>WP</i>	5	Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
<i>WP</i>	6	Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.			
“Green Ribbon”					
<i>VO</i>	6	Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.	<i>LT</i>	3	Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
“Fish Story”					
<i>LT</i>	1	Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.	<i>WA</i>	6	Produce informal writings (e.g., journals, notes and poems) for various purposes.
<i>LT</i>	1	Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.			
“Titanic” and “Hunting Hurricanes”			<i>IT</i>	2	Analyze examples of cause and effect and fact and opinion.
<i>VO</i>	3	Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.	<i>IT</i>	1	Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information.
“Herbie”			<i>LT</i>	6	Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction , fiction and non-fiction.

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ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
“Turtle and Swan” and Fables			<i>CO</i>	6	Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
<i>VO</i>	8	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	<i>CO</i>	1	Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
<i>WP</i>	4	Determine a purpose and audience.	<i>CO</i>	9	Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
<i>WP</i>	9	Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.			
“Kenny Roberts” and/or “Water Woman”					
<i>IT</i>	7	Identify an author’s purpose for writing and explain an author’s argument, perspective or viewpoint in text.			
Additional Grammar/Vocabulary Source			<i>VO</i>	5	Recognize and use words from other languages that have been adopted into the English language.
Book Report			<i>RP</i>	8	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

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“City Green” and “I am Rosa Parks” (Additional Rosa Parks info)					
<i>LT</i>	4	Identify and compare subjective and objective points of view and how they affect the overall body of a work.	<i>IT</i>	6	Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques and examples of bias and stereotyping.
<i>WA</i>	2	Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.	<i>RP</i>	3	Make critical comparisons across text, noting author’s style as well as literal and implied content of text.
<i>VO</i>	1	Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example.	<i>WP</i>	1	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
Persuasive Writing pg. 170-172					
<i>WA</i>	5	Write persuasive essays that establish a clear position and include relevant information to support ideas.	<i>WP</i>	11	Reread and analyze clarity of writing.
<i>WP</i>	12	Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	<i>WC</i>	5	Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
<i>WC</i>	2	Use commas, end marks, apostrophes and quotation marks correctly.	<i>WP</i>	7	Vary simple, compound and complex sentence structures.
<i>WC</i>	6	Use dependent and independent clauses.	<i>WP</i>	8	Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
Additional Grammar/Writing Source			<i>WC</i>	4	Use correct capitalization.

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ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
<i>WC</i>	7	Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	<i>WP</i>	13	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
			<i>CO</i>	3	Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
			<i>CO</i>	7	Vary language choices as appropriate to the context of the speech.
			<i>CO</i>	10	Deliver persuasive presentations that: <ol style="list-style-type: none"> a. establish a clear position; b. include relevant evidence to support position and to address counter-arguments; and c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).
			<i>CO</i>	4	Identify and explain the persuasive techniques used in presentations and media messages.
"Volcanoes"					
<i>CO</i>	2	Draw logical inferences from presentations and visual media.	<i>VO</i>	2	Apply knowledge of connotation and denotation to determine the meaning of words.
<i>RP</i>	5	Select, create and use graphic organizers to interpret textual information.	<i>IT</i>	5	Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
"Dreams" and "Winter Dark"					
<i>LT</i>	7	Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.			
<i>VO</i>	4	Interpret metaphors and similes to understand new uses of words and phrases in text.			

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UNIT: BRIDGES TO HISTORY, INFORMATION REPORT, BUSINESS LETTERS (Quarter 2)					
ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
Business Letter and Additional Writing Source (pg. 194)					
WA	3	Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.	WC	1	Spell high-frequency words correctly.
WC	8	Conjugate regular and irregular verbs in all tenses correctly.	WC	3	Use semicolons, colons, hyphens, dashes and brackets correctly.
“Roman Games”, “King Tut”, “Longest Cemetery”, and other text					
IT	4	Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.	RP	1	Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
RP	2	Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.			
RP	7	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.			
Informational Writing and Nonfiction Book Report					

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ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
<i>WA</i>	4	Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.	<i>RP</i>	9	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).
<i>WP</i>	3	Establish a thesis statement for informational writing or a plan for narrative writing.	<i>WP</i>	14	Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
<i>CO</i>	8	Deliver informational presentations (e.g., expository, research) that: a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure; d. use appropriate visual materials and available technology; and e. draw from multiple sources and identify sources used.	<i>CO</i>	5	Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
			<i>WP</i>	15	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
			<i>WP</i>	16	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

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UNIT: INFORMATION TEXT AND RESEARCH REPORT						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			
Informational Text						
<i>RP</i>	6	Answer literal, inferential, <u>evaluative and synthesizing</u> questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.				
Research Report						
<i>VO</i>	7	Use knowledge of symbols and acronyms to identify whole words.	<i>RE</i>	1	Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	
<i>RE</i>	3	Identify and <u>explain the importance of validity in sources</u> , including publication date, coverage, language, points of view, and <u>describe primary and secondary sources</u> .	<i>RE</i>	2	Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	
<i>RE</i>	5	Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.	<i>RE</i>	4	Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	
<i>RE</i>	6	Integrate quotations and citations into written text to maintain a flow of ideas.	<i>RE</i>	8	Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.	
<i>IT</i>	8	Compare the treatment, scope and organization of ideas from different texts on the same topic.	<i>WP</i>	2	Conduct background reading, interviews or surveys when appropriate.	
<i>RE</i>	7	Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	<i>WP</i>	10	Use available technology to compose text.	
<i>RP</i>	4	Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.	<i>WP</i>	17	Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	

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