

Kent City Middle School Curriculum Map for: 7th Grade English (MAISA)

Duration	Unit Name/ Essential Questions & Vocab	Common Core Standards	Assessment	Literacy Activities	Skills
ongoing	Writer's Notebook What does it mean to be reflective? How does being reflective make one a better writer? How can celebrating the writer and the writing make one a more thoughtful and reflective writer?	<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>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</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> <p>W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Friday Writing Notebook Checks</p> <p>Collect student selected sample of a best line with explanation of why.</p> <p>Pre-Unit Test Matches Post Assessment</p> <p>Pre-1 page sample writing (make copy) 5 min. revision</p> <p>Post-Unit Assessment Students given pre -assessment sample writing 5 min. revision</p> <p>Reflection</p>	<p>10+5 Writers' Notebooks</p> <p>Heart map</p> <p>Place map</p> <p>Notice and Note author's craft</p>	<p>Build stamina as a writer</p> <p>Notice and Note author's craft</p> <p>Reflect upon the writing</p> <p>Apply the mini lessons to their own writing</p> <p>Imitate given Mentor Text</p>
ongoing	Independent Reading Overarching Question In what ways can	<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>Friday Reading Checks.</p> <p>Weekly</p>	<p>Introduce Skill on Monday; practice at home M, W, in class F. Record reading</p>	<p>Readers select a just-right book after determining</p>

	<p>independent reading be used to emphasize the interaction between readers and texts? (conversation between author and reader through text)</p> <p>Key Concepts analysis central idea character critique fiction inference internal and external conflict plot point of view setting scenes theme voice</p> <ul style="list-style-type: none"> ● Exposition ● Resolution ● Literary Analysis v. Plot summary 	<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.</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>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p>summaries, citations, and supporting documentation from independent reading.</p> <p>Pre-Unit Test Matches Post Assessment</p> <p>Post-Unit Assessment Students are to complete an individual book critique of their independent reading book that encompasses a summary or synopsis of the story, details concerning character attributes, tension, plot structures, as well as an opinion of the book's overall likability.</p> <p>Assessed According to MAISA "Critique Rubric" plus</p>	<p>data on "Reading Log"</p> <p>How I see myself as a reader?</p> <p>"Character Attribute Tracking Tool"</p> <p>"Text Connection Tracking Tool" (with "Lost and Found" short story as model. Students do one M, W, F)</p> <p>"In My Author's Words"</p> <p>"Character Perspectives"</p> <p>"Conflicts & Connections" Internal External</p> <p>"Scenes and Narration Tracker"</p> <p>Character Sketch</p> <p>Plot Chart (revised)</p>	<p>their reading needs, interests, purposes, and goals.</p> <p>Readers use reading tools, graphic organizers, and conversation to identify central ideas and character attributes in texts.</p> <p>Readers connect with main characters while analyzing their points of view</p> <p>Mentor Texts are drawn from free-reading materials to serve as inspiration and modeling for Writers' Notebooks.</p>
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			Mechanics.		
	<p>Memoir</p> <p>Overarching Questions:</p> <p>How do writers use memoir to express insight?</p> <p>How can the memoir genre push a writer's thinking and writing by studying its reflective, narrative, small-moment structure?</p> <p>Enduring Understanding By studying and writing about the small moments of our lives, we can gain insight into who we are, what is meaningful to us, and the lessons we have learned as we journey through life.</p> <p>KEY CONCEPTS audience conferral dialogue elaboration engagement evaluation generation imagery memoir point of view</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>W.7.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</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.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Post-Unit Summative Assessment Task Students will use memoir-writing techniques to publish one full memoir. The memoir will be based on a significant event in which the student gained a new understanding about himself or herself; other people; or the broader world. The conclusion of the memoir will reflect on the meaning of the event. Student memoir writers will celebrate and share this new understanding.</p> <p>Use MAISA Memoir Rubric for evaluation</p>	<p>Student Work Artifacts</p> <p>Close Readings of Mentor Texts: <u>Harris and Me</u>, “Flying”, “Food from the Outside”, “The Long Closet”, “What is the Worst that Could Happen”, “Everything Will Be Okay.”</p> <p>Jigsaw memoirs with questions; share out with “Memoir Structure” grid.</p> <p>Brainstorm topics</p> <p>Questions for Memoirists</p> <p>What Will I Write About? (Grid)</p> <p>Memoir Planning Graphic Organizer Mind Map</p> <p>Post Writing: Memoir Reflection</p>	<p>Collaboration</p> <p>Writing Process</p> <p>Dialogue</p> <p>Transition Words & Phrases</p> <p>Sensory Details</p> <p>Figurative Language</p> <p>Capturing a moment</p> <p>Punctuation/ Mechanics</p> <p>Reflecting on your writing</p>

	<p>reflection relevance shift sequence transition words</p>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>			
	<p>Narrative Reading - Focus on Historical Fiction</p> <p><u>Essential Questions of Narrative:</u></p> <p>Why is author's craft and word choice so important?</p> <p>Why does point of view play such an important role in narrative text?</p> <p>How does analysis of literal text help you make inferences that deepen your understanding of the text?</p>	<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.</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.7.4. 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</p>	<p>Pre-Test will match post-test.</p> <p>Post-Test Combination of multiple choice and essay questions focused on author's craft, character development, and comprehension.</p>	<p>Form Reading Communities</p> <p>"Who's The Narrator?"</p> <p>"Summaries of Major Plot Events" (determining important plot events)</p> <p><i>Soldier's Heart</i> "Character Attributes" (with textual evidence)</p> <p>How does the historical time period influence a character's character</p>	<p><i>Soldier's Heart</i> by Gary Paulsen is the mentor text.</p> <p>Close Reading</p> <p>Identifying figurative language within the text. Explain how it enhances the reading.</p> <p>Explanations of how the historical fiction genre affects the story elements and structure.</p>

	<p>How do specific elements of narrative contribute to meaning of a narrative text?</p> <p><u>Essential Questions of Historical Fiction</u> <u>Specifically:</u> How do I become a researcher of historical fiction?</p> <p>Why do we read historical fiction?</p> <p>Why is point of view and perspective key in understanding historical fiction?</p> <p>How do the details aid in understanding historical fiction?</p> <p>How do scenes help to connect to the characters?</p> <p>What is the value in looking at other genres of historical fiction?</p> <p>Why is it important to analyze events through the characters' perspectives?</p>	<p>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>traits</p> <p>Compare close reading articles regarding the Civil War to accounts within the novel.</p> <p>“Making Connections with Historical Fiction</p> <p>Historical Fiction Character Journal Entries (Letter Home)</p> <p>Elements of a Narrative Graphic Organizer</p> <p>Did He Make the Right Choice? (essay question)</p> <p>Charlie Changes Chart</p> <p>Internal & External Conflicts: Literal Evidence + Inferences</p>	<p>Identifying oneself as a member of a reading community</p> <p>Interacting with texts to draw independent meaning.</p> <p>Inferences.</p> <p>Characterization of dynamic characters.</p> <p>Use of a foil within the novel.</p> <p>Supporting evidence for internal and external conflicts.</p> <p>Self-monitoring</p>
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	Key Concepts analysis author dynamic character citation internal conflict external conflict narrative elements inference literal evidence narrator plot point of view repetition scenes setting setup structure theme voice author's craft word choice imagery				
	Literary Essay How do writers respond to literature? Guided Instruction Sample: <i>Soldier's Heart</i> Independent Student Task: "Thank You, M'am" by Langston Hughes	W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Pre-assessment: Reflect on how character, plot, structure, setting, and point-of-view contributed to the theme of <i>Soldier's Heart</i> . Post-Assessment Write an extended argument proving a claim	"Theme: The Basics" "Finding Support for Theories: Discovering Themes Using Your Text" "Collect Supporting Evidence" "Rough Plan Format" "Organizing Reasons and Examples to Logically Build an	Determine the theme of a piece of literature. Locating and citing text support. Recognizing the difference between direct quotes and paraphrasing. Writing Process

		<p>W.7.1d. Establish and maintain a formal style.</p> <p>W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>about the theme of a short story ("Thank You, M'am") using multiple pieces of evidence that support that claim. Evaluated by MAISA Rubric.</p>	<p>Argument" (structure and transitions)</p> <p>" Organizing Structures: Student Examples"</p> <p>"Presenting Evidence Direct Quotes, Paraphrasing"</p> <p>"Presenting Evidence Direct Quotes, Paraphrase, and Key Word Connections Teacher Think-Aloud"</p> <p>"Presenting Evidence Direct Quotes, Paraphrase, and Key Word Connections Student Practice"</p> <p>" Introducing and Connecting Evidence</p> <p>"Story Evidence = Introduce, Evidence, Connect"</p> <p>" Introducing and Connecting Evidence: Literary Devices</p> <p>Literary Device Evidence= Introduce,</p>	<p>including collaboration.</p> <p>Focus on transitions and argumentative writing.</p>
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				<p>Evidence, Connect”</p> <p>“Student Examples from “Thank-You, Ma’am,” by Langston Hughes” (introductions and conclusions)</p> <p>“Peer Conferencing”</p> <p>Literary Essay Writing Self-Reflection</p>	
Ongoing	<p>Informational Reading (Paired with Close Reading)</p> <p>How do you use informational text features to help you locate and find information for analysis?</p> <p>What importance does informational text play in everyday life?</p> <p>How does learning about new and real things help us to become better readers</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.7.5. 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>RI.7.6. Determine an author’s point of view or</p>	<p>Post Assessment</p> <p>Students will be prompted with a rubric to use their learning from this unit to craft a summary that includes analysis of the main ideas and relevant details. The summary should describe the purpose of their chosen informational text and the author’s intent or point of view. The summary is written in the</p>	<p>“Informational Text Features Findings”</p> <p>“Research Based Survey Tool”</p> <p>“Personal Connections Chart”</p> <p>Context Clues Decoding Exit Slip</p> <p>“Finding Relevance in Informational Text”</p> <p>“Main Idea Template”</p> <p>“Non-fiction Author</p>	<p>Exploring genre elements and structures</p> <p>Developing strategies for close reading</p> <p>Identifying key ideas and details</p> <p>Interacting with multiple texts</p> <p>Integrating knowledge and ideas</p>

	<p>of informational text?</p> <p>What strategies and/or tools do we use to understand this new information?</p> <p>What kinds of text features advance the information that is being given?</p> <p>How do good readers make personal connections to informational text?</p> <p>What strategies can good readers employ to help make such personal connections?</p> <p>How do you decode tough words you don't understand?</p> <p>What types of strategies are helpful during decoding?</p> <p>Key Concepts analysis connections conventions evaluation evidence exploring text inference interpretation nonfiction</p>	<p>purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</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>	<p>student's own words.</p>	<p>Comparison Chart"</p>	
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	structure text features				
	<p>Argumentative Writing</p> <p>Overarching Questions How do you construct a persuasive argument?</p> <p>What constitutes effective evidence?</p> <p>How do you revise?</p> <p>Enduring Understanding</p> <p>The evidence a writer provides must be explained in commentary to persuade the reader to agree with the argument.</p> <p><u>Key Concepts</u> argument/persuasion audience commentary credible source debatable claim evidence – factual and anecdotal fact vs. opinion reflection revision topic sentence</p>	<p>Argument writers must support their ideas with effective evidence to persuade their readers.</p> <p>The evidence a writer provides must be explained in commentary to persuade the reader to agree with the argument.</p> <p>Revising a piece of writing improves idea clarity, persuasiveness, and organization.</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.7.5. 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>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</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> <p>W.7.1. Write arguments to support claims with</p>	<p>Pre-Unit Performance Task – Matches post- unit task.</p> <p>Post-Unit Performance Task - You will identify and build an argument in response to a prompt by crafting a debatable claim, supporting it with evidence, and explaining that evidence with commentary to persuade your reader.</p>	<p>“Evidence Types”</p> <p>“Name That Evidence Type”</p> <p>“Take a Stand Activity”</p> <p>“Dissecting the Writing Prompt” (close read of argument prompt)</p> <p>“Argument Paragraph Pre-Writing”</p> <p>Pro Con site</p> <p>“Variety of Evidence Checklist”</p> <p>“Credible Sources”</p> <p>“Website Credibility”</p> <p>“Citing Sources”</p> <p>“Commentary Examples and Practice”</p> <p>“Argument Paragraph Organization Anchor</p>	<p>Determining the credibility of sources</p> <p>Distinguishing between fact and opinion</p> <p>Drafting a claim</p> <p>Drafting commentary</p> <p>Pre-writing to discover an argument</p> <p>Researching to find evidence</p> <p>Revising to strengthen claim, evidence, and commentary clarity</p> <p>Conjunctions</p>

	subordinating conjunctions	<p>clear reasons and relevant evidence.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</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>Chart”</p> <p>“Understanding and Identifying Argument Paragraph Components”</p> <p>“Name That Paragraph Structure”</p> <p>“Identify the Transition”</p> <p>“Transition Mad-Libs” (if time)</p> <p>“Organize the Paragraph Parts and Improve Fluency”</p> <p>“Topic Sentence Anchor Chart”</p>	
ongoing	State Mandated Test Preparation	As we learn more about the state mandated testing, our lessons will reflect these requirements.	Weekly Wonder Word Assessments	<p>Wonder Words</p> <p>Sentences with context clues.</p> <p>Location of Wonder Words within free-reading texts.</p>	<p>Vocabulary development</p> <p>Context Clues</p> <p>Parts of Speech review</p>