

VSA BENAVENTE MIDDLE SCHOOL
READING DEPARTMENT
CCSS ALIGNED QUARTERLY CURRICULM MAP

BIG IDEA:	(1) Elements of a Story (2) Central Theme/Main Ideas (3) Making Inferences/Drawing Conclusions <i>Students will analyze story elements to determine how they shape the development of the central theme/main idea and cite textual evidence to support the analysis both explicitly and implicitly.</i>	GRADE LEVEL/Teachers:	7 th S. Balmeo, G. Ducusin, T. Benavente	QUARTER/GENRE:	1 st – Short Stories/Biography & Autobiography
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MONTH	ESSENTIAL QUESTION	KEY VOCABULARY	DOE Content Standards and Performance Indicators	CCSS	ASSESSMENTS	LEARNING OBJECTIVES
AUGUST	What are the elements of a story and how do they interact to help shape each other? The central idea?	<ol style="list-style-type: none"> 1. Character 2. Setting 3. Plot <ol style="list-style-type: none"> a. Exposition b. Rising Action c. Climax d. Falling Action e. Resolution 4. Conflict 5. Point of View 6. Short story (Characteristics) 	<p>7.3.2 Identify events that advance the plot and determine how each events explains past or present action or foreshadows (provides clues to) future actions.</p> <p>7.6.4- Deliver narrative presentations that:</p> <ul style="list-style-type: none"> • Establish a context, standard plot 	<p>7.RL.3- Analyze how particular elements of a story or drama interact (how setting shapes the characters of plot). 7.W.3c and e – Write narratives to develop real or imagined experiences or events using effective technique,</p>	<ul style="list-style-type: none"> • Formative assessments • Common Assessments (pre, post) 	I can identify the different elements of a story and how it interacts with each other.

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			line (with the beginning, conflict, rising action, climax, and resolution of the conflict) and point of view.	relevant descriptive details and well structured event sequences: (d) use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another; (e) Provide a conclusion that follows from and reflects on the narrated experiences or events.		
SEPTEMBER	How do I determine the main idea or central theme of a story?	<p>1. Characteristics of:</p> <ol style="list-style-type: none"> 1. Fiction 2. Non fiction 3. Biography 4. Autobiography <p>2. Theme</p>	7.3.4 Identify and analyze the recurring themes across works.	<p>7.RL.2 – Determine a theme or central idea of a text and analyze its development over the course of the text.</p> <p>7.RI.2- Determine two or more central ideas in a text and analyze their development</p>	<ul style="list-style-type: none"> • Formative Assessments • Common Assessments (pre, post) 	I can identify the main idea from the reading selection.

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				<p>over the course of the text; provide an objective summary of the text.</p> <p>7.SL.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>		
OCTOBER	<p>What conclusion can I make from the text and listening of a story?</p> <p>What factors do we look for in providing the most explicit textual evidence?</p>	<p>1. Autobiography 2. Conclusions 3. Inferences 4. Textual Evidence</p>	<p>7.3.6 Compare responses to literary work and determine the extent to which the literary elements in the work shaped those responses</p>	<p>7.RL.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>7.RL.4-Determine the meaning of words and phrases as they are used in a text, including figurative and</p>	<ul style="list-style-type: none"> • Formative Assessments • Common Assessments (pre, post) 	<p>I can make a conclusion and inferences based on the story, listening or text.</p> <p>I can find information and source it directly from the reading selection.</p>

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				<p>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. 7.RI.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>		
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BIG IDEA:	(1) Character Analysis (2) Author’s Purpose (3) Point of View Students will determine the author’s point of view and purpose by analyzing the traits of the characters in the narrative.	GRADE LEVEL/TEACHER:	7 th S. Balmeo, G. Ducusin, T. Benavente	QUARTER/GENRE:	2 ND Fables, Myth, Legends & Speech
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MONTH	ESSENTIAL QUESTION	KEY VOCABULARY	DOE Content Standards and Performance Indicators	CCSS	ASSESSMENTS	LEARNING OBJECTIVES
NOVEMBER	How is the author’s purpose determined in analyzing informational text?	1. Author’s Purpose a. Persuade b. Inform c. Entertain 2. Fable 3. Myth 4. Legends 5. Motivation	7.2.3 Identify and trace the development of an author’s argument, point of view, or perspective in text.	<ul style="list-style-type: none"> 7.RL.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 repetition of sounds. 	<ul style="list-style-type: none"> Formative Assessments Common Assessments (pre, post) 	I can determine the author’s purpose from the reading selection.
DECEMBER	How does analyzing the characters’ traits in narrative writing reveal the author’s	1. Point of View a. 1 st POV b. 2 nd POV c. 3 rd POV (Omniscient,	7.3.1 Discuss the purposes and characteristics of different forms of written text, such as short story, the novel,	<ul style="list-style-type: none"> 7.RI.6 Determine the author’s point of view or purpose in a text and analyze how the author 	<ul style="list-style-type: none"> Formative Assessments Common Assess- 	I can analyze the author’s purpose through the character’s traits in the story.

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	point of view?	<p>limited omniscient, Objective POV</p> <ol style="list-style-type: none"> 2. Figurative Language 3. Connotation 4. Denotation 	<p>the novella, and the essay.</p> <p>7.3.5 Contrast points of view in a literary text and explain how they affect the overall theme of the work (first vs. third person, limited vs. omniscient, subjective vs. objective)</p> <p>7.3.3 - Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and thoughts, words, and actions of other characters.</p>	<p>distinguishes his or her position from that of others</p> <p>7.RL.9 Compare and contrast a fictional portrayals of time, place, or character and a historical account of the same period as it means of understanding how authors of fiction use or alter history.</p>	ments (pre, post)	
JANUARY	How do form and structure contribute to its meaning?	<ol style="list-style-type: none"> 1. Structure 2. Form 3. Descriptive details 4. Sequence 5. Speech 	<p>7.3.6 Compare responses to literary work and determine the extent to which the literary elements in the work shaped those responses.</p>	<ul style="list-style-type: none"> • 7RL.5 Analyze how a drama's or poem's form or structure (e.g. soliloquy or sonnet) contributes to its meaning. • 7.RL.7 Compare and Contrast a written story, 	<ul style="list-style-type: none"> • Formative Assessments • Common Assessments (pre, post) 	I can analyze how the author's point of view and describe how it contributes to the structure of the reading selection.

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				<p>drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium</p> <p>7.RI.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>7.RI.3 Analyze the interactions between individuals, events, and ideas in a text.</p> <ul style="list-style-type: none">• 7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the		
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				<p>whole and to the development of ideas.</p> <ul style="list-style-type: none">• 7.W.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: (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.		
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BIG IDEA:	<p>(1) Cause and Effect (2) Compare and Contrast (3) Setting A Purpose (4) Technology</p> <p>Through the reading of narrative texts, students will be able to differentiate between explicit text and inferences made in the text.</p>	GRADE LEVEL/TEACHER:	<p>7TH S. Balmeo, G. Ducusin, T. Benavente</p>	QUARTER/GENRE:	<p>3RD – DRAMA AND NOVELS</p>
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MONTH	ESSENTIAL QUESTION	KEY VOCABULARY	DOE Content Standards and Performance Indicators	CCSS	ASSESSMENTS	LEARNING OBJECTIVES
FEBRUARY	What are the similarities and differences between the written version and the movie version?	<ol style="list-style-type: none"> 1. Similarities 2. Differences 3. Drama 4. Novels 	<p>7.2.2 Analyze text that uses cause and effect organizational patterns.</p> <p>7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.</p> <p>7.4.1 Write responses to literature that: Develop interpretations that</p>	<ul style="list-style-type: none"> • 7.RL.7 Compare and Contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium. • 7.W.2a-f • 7.W.3e • 7.W.6 • 7.W.9a-b 	<ul style="list-style-type: none"> • Formative Assessments • Common Assessments (pre, post) • Project 	I can analyze and provide supporting details of the differences and similarities of the reading selection to the movie version.

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			show careful reading, understanding, and insight. Organize interpretations around several clear ideas, premises, or images from literary work. Support statements with evidence from the text.	<ul style="list-style-type: none"> • 7.SL.1a-d • 7.SL.5 • 7L.2b • 7.L5b • 7.L6 		
MARCH	How does a reader make inferences if the narrative is not explicit?	(Drama or Novel specific)	<p>7.2.5 – Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>7.6.1 – Ask questions to seek additional information, including evidence to support the speaker’s claims and conclusions.</p>	<ul style="list-style-type: none"> • 7.L.3a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • 7.L.4a-d 4a - 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. 	<ul style="list-style-type: none"> • Formative Assessments • Common Assessments (pre, post) • Project 	I am able to infer or make hypothetical conclusion of the reading selection.

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				<p>4b-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>4c -Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>4d -Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> • 7.RI.1 Cite several pieces of textual evidence to 		
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				<p>support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none">• 7.RI.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.		
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BIG IDEA:	<p>(1) Making Predictions/Foreshadowing (2) Figurative Language (3) Fact and Opinion (4) Technology</p> <p>Students will interpret figurative words and phrases used in text; distinguish the difference between fact and opinion; and make predictions and foreshadow events related to the narrative. Using technology, students will create a multimedia presentation to demonstrate understanding of the lesson.</p>	GRADE LEVEL/ TEACHER:	<p style="text-align: center;">7TH S.Balmeo, G. Ducusin, T. Benavente</p>	QUARTER/GENRE:	<p>4TH - Poetry</p>
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MONTH	ESSENTIAL QUESTIONS	KEY VOCABULARY	DOE Content Standards and Performance Indicators	CCSS	ASSESSMENT	LEARNING OBJECTIVES
APRIL	<ul style="list-style-type: none"> How does an author use figurative language to create imagery? How does an author's use of figurative language impact meaning and tone; and make predictions related to the narrative? 	<ul style="list-style-type: none"> Imagery Symbolism Figurative Language Metaphor Simile Personification Hyperbole Onomatopoeia Poetry (Elements of) 	<p>7.1.1 – Identify and understand idioms and comparisons – including analogies, metaphors, and similes – prose and poetry.</p> <p>7.2.3 – Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p>7.3.6 – Compare responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p>	<ul style="list-style-type: none"> 7RI.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. 7.RL.4 7.RL.1 	<ul style="list-style-type: none"> Formative Assessments Common Assessments (pre, post) Project 	I am able to explain with details how the author uses figurative language to create imagery and create the tone of the reading selection.
MAY	How do you distinguish fact from opinion in a	<ul style="list-style-type: none"> Fact Opinion 	7.3.5 – Contrast points of view in literary text and	<ul style="list-style-type: none"> 7RL.6 Analyze how an author 	<ul style="list-style-type: none"> Formative Assessments Common 	I am able to differentiate a fact from opinion in a reading selection.

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	reading selection?		explain how they affect the overall theme of the work (first vs. third person, limited [minimal knowledge] vs. omniscient [having extensive knowledge], subjective [what is imagined] vs. objective [what is]).	<p>develops and contrasts the point of view of different characters or narrators in a text.</p> <ul style="list-style-type: none"> • 7RL.9 • 7RL.1 • 7W.1a-e • 7.W.3b, d, e • 7.W.7 	<p>Assessments (pre, mid, post)</p> <ul style="list-style-type: none"> • Project 	
JUNE	How does the use of technology enhance your understanding?	Technology Reading Selection Specific	6-8.2.1 – Use technology tools to exchange ideas and content with individuals or groups outside of the school community.	<ul style="list-style-type: none"> • 7.RI.7 Compare and contrast 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 impacts of 	<ul style="list-style-type: none"> • Formative Assessments • Common Assessments (pre, post) • Project 	I am able to demonstrate and articulate the importance of the use of the technology in my learning.

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				<p>the words).</p> <ul style="list-style-type: none">• 7.RL.7• 7.W.6• 7.W.8• 7.SL.5		
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