

Zanesville City Schools
Common Core Curriculum Assessment Map

www.zanesville.k12.oh.us

Quarter: 3rd Nine Weeks

Course: Reading/Writing

Grade Level: 7

February 25, 2013

CONCEPT/TOPIC with Test & Resources Connections {Chap. Lesson}	Standards	Assessment Resources / Key Vocabulary
	<p style="text-align: center;">Reading Standards for Literature</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>RL.7.7 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 (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Claim Cohesion Reasons Source Quote Plagiarism Paraphrase Introduction</p>
	<p style="text-align: center;">Reading Standards for Informational Text</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.7.4 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>Fact V. Opinion Conclusion Cite Bias Evidence Assumption Compare/Contrast Propaganda Connotation Denotation Sarcasm Tone</p>

RL – Reading Standards for Literature; RI – Reading Standards for Informational Text;
W – Writing Standards; SL – Speaking and Listening Standards; L – Language Standards

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	<p style="text-align: center;">Reading Standards for Informational Text</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>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 style="text-align: center;">Writing Standards</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1 (a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1 (b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1 (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>Alliteration Hyperbole Idiom Metaphor Onomatopoeia Oxymoron Personification Refrain Repetition Rhyme Simile Symbolism Plagiarism Citation</p>

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	<p style="text-align: center;">Writing Standards</p> <p>W.7.1 (d) Establish and maintain a formal style.</p> <p>W.7.1 (e) Provide a concluding statement or section that follows from and supports the argument presented.</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 the Writing standards 1-3.)</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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Genre</p> <p>Character</p> <p>Narrator</p> <p>Point of View</p> <p>Setting</p> <p>Dialogue</p> <p>Mood</p> <p>Allusion</p> <p>Flashback</p> <p>Foreshadow</p> <p>Irony</p> <p>Plot</p> <p>Revise</p> <p>Edit</p> <p>Bold/italicized text</p> <p>Bulleted Text</p> <p>Caption</p> <p>Chart</p> <p>Diagram</p> <p>Fact v. Opinion</p> <p>Footnote</p> <p>Heading/Subheading</p> <p>Illustration/picture</p> <p>Introduction</p>

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	<p style="text-align: center;">Writing Standards</p> <p>W.7.8 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 and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9 (a) Apply <i>grade 7 Reading standards</i> to literature (e.g., “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>W.7.9 (b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “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>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 audience.</p>	<p>Map Preface Table of contents Timeline Title/Subtitle</p>

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	<p style="text-align: center;">Speaking and Listening Standards</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1 (a) 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.</p> <p>SL.7.1 (b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1 (c) 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.</p> <p>SL.7.1 (d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Salient Pertinent Coherent</p>

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	<p style="text-align: center;">Speaking and Listening Standards</p> <p>SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4 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> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 7 Language standards 1 and 3 for specific expectations.)</p>	
	<p style="text-align: center;">Language Standards</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3 (a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	