

Georgetown Middle School

Seventh Grade Curriculum Map for the English Language Arts Common Core Standards

Reading for Literature

Content	Essential Skills
1. Making Inferences; Textual Evidence (RL.7.1)	1.a. Identify the difference between explicit information and inferences that can be drawn from the text
	1.b. Formulate inferences from textual material
	1.c. Recognize credible resources
	1.d. Cite credible resources that support analysis of a text
2. Theme & Summary (RL.7.2)	2.a. Recognize theme and main idea and how it is developed over the course of a text
	2.b. Identify supporting details of the main idea or theme of a text
	2.c. Analyze the development of a theme or central idea over the course of a text
	2.d. Provide and develop an objective summary of a text
3. Story Elements (RL.7.3)	3.a. Describe elements of a story or drama
	3.b. Identify changes in elements of the story or drama
	3.c. Identify interactions between elements
	3.d. Identify types of conflict
	3.e. Analyze how a change in one element shapes another
	3.f. Analyze how elements of a story or drama interact
	3.g. Analyze dialogue for plot development (rising action, characterization, and resolution)
4. Vocabulary Development (RL.7.4)	4.a. Identify and interpret words and phrases (including figurative vs. literal and connotative vs. denotative) in a text
	4.b. Identify and analyze examples of rhymes and other repetitions of sounds (including alliteration) in a specific verse/stanza of a poem and a section of a story/drama
	4.c. Analyze the impact of rhymes and other repetitions of sounds, including alliteration on a specific verse of stanza of a poem or section of a story or drama
	4.d. Interpret the meaning of words and phrases, including figurative language and connotative meanings, as used in a text
5. Text Structure (RI.7.5)	5.a. Identify the poetic elements that contribute to form/structure
	5.b. Identify the form/structure of various types of poetry and drama
	5.c. Explain the meaning of a poem
	5.d. Analyze the structure of a drama or poem
	5.e. Analyze the meaning of a drama or poem
	5.f. Analyze the relationship between the poem/drama's form and structure
6. Point of View (RL.7.6)	6.a. Define analysis
	6.b. Identify strategies author uses to contrast points of view of different characters or narrator
	6.c. Cite details or examples in a text where the author develops the point of view of various characters or narrators
	6.d. Compare and contrast points of view of different characters or narrators
	6.e. Analyze how the author develops points of view of different characters or the narrators

	6.f. Analyze how the author contrasts different points of view in a single text
7. Compare & Contrast (RL.7.7)	7.a. Identify various mediums
	7.b. Recognize multimedia versions (including film and stage productions)
	7.c. Analyze the effects of various medium techniques on written text: stories, drama, poems
	7.d. Analyze the effects of various medium techniques on: audio, film, stage, multimedia
	7.e. Determine similarities and differences of text (story, drama, poem) to media (audio, film, stage, multimedia)
8. Not Applicable to Literature (RL.7.8)	
9. Compare & Contrast; Genres (RL.7.9)	9.a. Identify a: time, place, or character (person) that is portrayed in an historical account and a fictional work
	9.b. Compare and contrast historical portrayal of a time, place, or character in an historical account to how each are portrayed or altered in a literary work
10. Text Complexity (RL.7.10)	10.a. Identify/understand in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9 with scaffolding as necessary
	10.b. Comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9 with scaffolding as necessary

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Reading for Information

Content	Essential Skills
1. Making Inferences; Textual Evidence (RI.7.1)	1.a. Identify inferences from a text and explicit information from a text
	1.b. Recognize credible resources/sources
	1.c. Analyze several pieces of text to determine what it explicitly says
	1.d. Formulate inferences from textual material
	1.e. Cite resources that support analysis of a text
2. Main Ideas/Summary (RI.7.2)	2.a. Identify two or more main ideas of a text
	2.b. Define and recognize an objective summary
	2.c. Analyze the development of two or more central ideas over the course of a text
	2.d. Provide an objective summary of the text
3. Making Connections; Main Ideas/Key Ideas (RI.7.3)	3.a. Identify key ideas about individuals, events, and ideas stated in a text
	3.b. Analyze interactions between individuals, events, and ideas in a text
	3.c. Discuss how ideas influence events or how individuals influence ideas or events
4. Vocabulary Development (RI.7.4)	4.a. Identify and determine the meaning of words and phrases, including figurative words and phrases, connotative words and phrases, and technical words and phrases as they are used in a text
	4.b. Identify tone in the text
	4.c. Analyze how meaning and tone are impacted by specific word choice
5. Text Structure (RI.7.5)	5.a. Determine the text structure the author uses to organize text (chronology, comparison, cause/effect, problem/solution)

	5.b. Determine how major sections of text contribute to the main idea or to the development of the main idea
	5.c. Analyze how major sentences, paragraphs, and chapters/sections contribute to the main idea of the text or to the development of the main idea
6. Point of View (RI.7.6)	6.a. Determine the author's point of view and identify details or examples in the text where the author develops his/her point of view or purpose of the text
	6.b. Make a distinction between the author's point of view and those of others mentioned or implied in the text
	6.c. Contrast how the author distinguishes his/her position from that of others
	6.d. Explain how the author conveys his/her point of view throughout the text
	6.e. Support analysis with examples from the text
7. Compare and Contrast (RI.7.7)	7.a. Recognize characteristics of audio, video, and multimedia versions of text
	7.b. Describe similarities and differences of various media portrayals of subjects (texts, audio, video and multimedia).
	7.c. Analyze how audio, video, and multimedia versions of various text portrays the subject (ex. how the delivery of a speech affects the impact of the words)
8. Main Idea/Supporting Details (RI.7.8)	8.a. Define: relevant evidence, sufficient evidence, and sound reasoning
	8.b. Identify argument and claims in a text
	8.c. Trace and evaluate the argument and specific claims in a text
	8.d. Assess relevance and sufficiency of evidence for specific claims in a text as well as soundness of the reasoning in a text
9. Compare and Contrast (RI.7.9)	9.a. Identify and analyze information from two or more texts by different authors emphasizing different evidence or advancing different interpretations of facts.
10. Text Complexity (RI.7.10)	10.a. Identify/understand: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9 with scaffolding as necessary
	10.b. Comprehend independently: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9

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Writing

Content	Essential Skills
1. Opinion/Argument Writing Development/Organizational Style (W.7.1)	1.a. Identify accurate, credible sources
	1.b. Recognize phrases and clauses that create cohesion and clarify relationships
	1.c. Identify and define: alternate and opposing claims, relevance, evidence, argument, cohesion, formal style
	1.d. Determine how to introduce claims and acknowledge alternate or opposing claims
	1.e. Organize reasons and evidence logically
	1.f. Determine logical and relevant support for claims
	1.g. Evaluate sources for credibility and accuracy
	1.h. Understand the topic or text

	1.i. Create cohesion and clarify relationships using words, phrases, or clauses
	1.j. Establish and maintain a formal style
	1.k. Plan a concluding statement or section that follows from and supports that argument
	1.l. Produce an argument to support claims which: introduces claims, acknowledges opposing or alternate claims, is logically organized, supports claims with logical reasoning and relevant evidence, cites credible and accurate sources of information, uses words, phrases, and clauses to create cohesion and clarify relationships, establishes and maintains a formal style, and provides an appropriate concluding statement that follows form and supports the argument presented
2. Informative/Explanatory Writing Development/ Organization/Style (W. 7.2)	2.a. Identify a topic
	2.b. Identify and recognize definition, classification, comparison/contrast, cause/effect, strategies, text features (graphics, charts, tables, multimedia)
	2.c. Select appropriate facts, definitions, concrete details, quotations, examples
	2.d. Recognize and select appropriate transitions to create cohesion and clarify relationships
	2.e. Identify domain specific vocabulary and precise vocabulary
	2.f. Recognize formal style
	2.g. Identify an effective, supportive conclusion for the topic that follows form and supports the information or explanation presented
	2.h. Determine which strategy is most effective to further develop a topic including strategies such as definitions, classification, comparison/contrast, cause/effect
	2.i. Determine when to include formatting, graphics, and multimedia to aid comprehension
	2.j. Determine how to organize ideas, concepts, and information
	2.k. Develop the topic using: facts, definitions, concrete details, quotations, other information, and examples
	2.l. Select appropriate transitions to create cohesion and clarify relationships
	2.m. Determine precise language and domain specific vocabulary
	2.n. Establish and maintain a formal style for a selected topic
	2.o. Determine a supportive concluding statement or section that follows from and supports the information or explanation presented
2.p. Write an informative/explanatory text to: examine a topic, convey ideas, and concepts and information through text selection, organization, and analysis of relevant content, introduce, preview, and develop a topic with relevant facts, definitions, concrete details, quotations, other information and examples, organize ideas, concepts, and information, use strategies such as definitions, classification, comparison/contrast, and cause/effect, use formatting, graphics, and multimedia when useful in aiding comprehension, use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion, and use precise language and domain-specific vocabulary to inform or explain the text	
3. Narrative Writing; Development/ Organization/Style (W. 7.3)	3.a. Define point of view
	3.b. Identify various points of view in a narrative
	3.c. Identify how authors use: precise words/phrases, description, and sensory details to help readers visualize or sense the action of a narrative
	3.d. Use a variety of techniques to engage the reader and establish context and point of view
	3.e. Use dialogue, pacing, and description to develop events and characters
	3.f. Use a variety of transitions to move events along and to signal shifts in a narrative
	3.g. Develop conclusions that reflect on the events of a narrative

	3.h. Use precise, descriptive, and sensory language to capture the action and to develop experiences and events
	3.i. Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters
	3.j. Write a narrative to develop real or imagined experiences or events that engage the reader and establishes a context and point of view, uses techniques such as dialogue, pacing and description to develop experiences, events, and characters, uses a variety of transitions to convey sequence and signal shifts, uses appropriate precise, descriptive sensory language, and leads to a reflective conclusion
4. Development/Organizational Style (W.7.4)	4.a. Analyze the reason for writing a piece to decide on task, purpose, and audience
	4.b. Determine suitable idea development strategies, organization, and style appropriate to task, purpose, and audience
	4.c. Produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose, and audience
5. Writing Process (W.7.5)	5.a. With some guidance from peers and adults, students recognize how to plan, revise, edit, rewrite, and try a new approach
	5.b. Recognize how well to focus on audience and purpose
	5.c. With some guidance from peers and adults, students develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach
	5.d. Determine how well the focus of audience and purpose have been addressed
6. Using Technology (W.7.6)	6.a. Identify publishing and collaborative options that use technology
	6.b. Explain how to cite sources and create hyperlinks
	6.c. Know how to collaborate effectively for an intended purpose
	6.d. Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience
	6.e. Determine the best technology options for communicating and collaborating with others for an intended purpose
	6.f. Use technology including the Internet to produce, revise, edit, and publish writing
	6.g. Use technology to link to and cite sources
	6.h. Use technology to interact and collaborate with others for an intended purpose
7. Writing for Research (W.7.7)	7.a. Use reliable sources of information
	7.b. Implement appropriate inquiry methods to conduct a short research project
	7.c. Select appropriate sources of information to answer a question
	7.d. Determine relevant and irrelevant information from sources to answer a question
	7.e. Formulate focused questions from sources of information for further research and investigation
	7.f. Conduct steps for research to answer a question
	7.g. Generate additional related, focused questions for further research and investigation
	7.h. Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation
8. Writing for Research/Citing Sources (W.7.8)	8.a. Use effective search terms
	8.b. Recognize standard forms for citations, credibility, and accuracy
	8.c. Follow standard citation format
	8.d. Assess the credibility and accuracy of sources
	8.e. Quote or paraphrase the data and conclusions of others avoiding plagiarism

9. Writing about Literature; Writing for Research (W.7.9)	9.a. Identify key ideas and details which provide evidence to support conclusions about the text accessed through research
	9.b. Cite textual evidence to support analysis of what the text says explicitly
	9.c. Draw evidence from key ideas and details as support for research
	9.d. Analyze key ideas and details in a text as evidence for support understanding of text
	9.e. Draw upon key ideas and details as support for research
	9.f. Reflect on key ideas and details in a text as evidence for support understanding of text
10. Writing Process (W.7.10)	10.a. Identify audience, topic, purpose
	10.b. Identify appropriate organizational structure for various types of writing
	10.c. Determine when to write for either extended and/or shorter time frames based upon audience, purpose, task
	10.d. Determine appropriate organizational structure to use for various types of writing based upon task, purpose, audience
	10.e. Write for various audiences, purposes, and tasks for a shortened time frame (a single setting of a day or two)
	10.f. Write for various audiences, purposes, and tasks within an extended time frame (time for research,

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Speaking and Listening

Content	Essential Skills
1. Collaboration (SL.7.1)	1.a. Identify key ideas from reading material or research
	1.b. Describe components of a collegial discussion and planning
	1.c. Recognize key ideas and new information posed during discussions
	1.d. Reflect on discussion topics using evidence from the text and/or research
	1.e. Track progress toward specific goals and deadlines, defining individual roles as needed
	1.f. Justify ideas and responses shared with evidence from text or research and modify when warranted
	1.g. Evaluate new information posed and form personal opinion
	1.h. Interpret other's opinions
	1.i. Formulate comments, questions, and responses based on evidence from the text or topic
	1.j. Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts
	1.k. Demonstrate collegial rules during discussion
	1.l. Articulate personal ideas clearly
	1.m. Pose relevant questions that elicit elaboration on the topic or text
	1.n. Respond to questions and comments with relevant details, bringing discussion back on topic as needed
1.o. Acknowledge new information posed and respond to change viewpoints as needed	
2. Media (SL.7.2)	2.a. Identify main ideas and supporting details that contribute to the topic, text, or issue of study

	2.b. Analyze the main ideas and supporting details presented in diverse media and formats (visually, quantitatively, orally)
	2.c. Explain how the ideas clarify the topic, text, or issue under study
3. Point of View/Reasoning (SL.7.3)	3.a. Define and identify sound reasoning, arguments, reasons, relevant evidence, sufficient evidence, and claims
	3.b. Delineate a speaker's argument and specific claims
	3.c. Evaluate the soundness of the speaker's reasoning and relevance and sufficiency of the speaker's evidence
4. Presentation (SL.7.4)	4.a. Identify claims and findings
	4.b. Identify salient points
	4.c. Identify appropriate eye contact, adequate volume, and clear pronunciation
	4.d. Determine salient points and pertinent descriptions, facts, details, and examples
	4.e. Sequence the following in a focused, coherent manner: claims, findings, salient points, pertinent descriptions, facts, and details and examples
	4.f. Present claims and findings
	4.g. Emphasize salient points
	4.h. Present information in a focused, coherent manner, including: pertinent descriptions, facts, details, and examples
	4.i. Demonstrate appropriate eye contact, adequate volume, and clear pronunciation
5. Presentation; Media (SL.7.5)	5.a. Recognize claims, findings, and salient points
	5.b. Determine which multimedia components/visual display options best emphasize and clarify the information
	5.c. Use multimedia components/visual displays in a presentation to: clarify claims and findings and emphasize salient points
6. Speech (SL.7.6)	6.a. Describe formal and informal settings, qualities of formal speech, qualities of informal speech
	6.b. Determine if formal or informal speech is appropriate in the text of a given situation
	6.c. Adapt speech to a given context or task when speaking
	6.d. Demonstrate correct use of formal, standard English when speaking

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Language

Content	Essential Skills
1. Conventions (L.7.1)	1.a. Recognize phrases and clauses
	1.b. Identify compound-complex sentences, misplaced modifiers, and dangling modifiers
	1.c. Demonstrate command of the conventions of standard English grammar and usage when writing
	1.d. Explain the function of phrases and clauses in general and in specific sentences
	1.e. Choose the best type of sentence for signaling relationships among ideas
	1.f. Correct misplaced and dangling modifiers
	1.g. Demonstrate command of the conventions of standard English grammar and usage when speaking

	1.h. Choose phrases and clauses correctly in speaking
	1.i. Select and combine sentences to show relationships between/among speaking
	1.j. Correct misplaced and dangling modifiers
2. Conventions (L.7.2)	2.a. Apply correct capitalization, punctuation, and spelling when writing
	2.b. Use a comma to separate coordinate adjectives
	2.c. Know that coordinate adjectives describe the same word or term
	2.d. Recall and apply spelling rules
	2.e. Identify and correct misspelled words
3. Functions of Language (L.7.3)	3.a. Recognize the conventions of language for writing, speaking, reading, and listening
	3.b. Recognize precise and concise language
	3.c. Apply knowledge of language when writing, reading, and listening
	3.d. Apply knowledge of conventions when writing, reading, and listening
	3.e. Use precise and concise language in order to eliminate wordiness and redundancy when writing
	3.f. Use knowledge of language when speaking
	3.g. Use knowledge of language conventions when speaking
	3.h. Use precise and concise language in order to eliminate wordiness and redundancy when speaking
4. Vocabulary (L.7.4)	4.a. Identify multiple-meaning words and phrases and identify grade appropriate roots and affixes
	4.b. Use print and digital reference materials (dictionary, thesaurus, glossary) to find pronunciation, determine or clarify precise meaning and identify a word's part of speech
	4.c. Recognize strategies for finding meanings of unknown words
	4.d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: using context (e.g. overall meaning of a sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a clue to word meaning
	4.e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: using Greek and Latin affixes and roots as clues to word meaning
	4.f. Choose flexibly from a range of vocab strategies to determine or clarify the meaning of an unknown word or phrase
	4.g. Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary
5. Vocabulary (L.7.5)	5.a. Interpret figurative language (literary, biblical, mythical allusions)
	5.b. Know the different types of relationships of words (e.g. synonym/antonym/analogy)
	5.c. Recognize the meaning of the terms connotation and denotation
	5.d. Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context
	5.e. Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity
	5.f. Distinguish among the connotations of words and similar denotations (e.g. stingy, scrimping, economical, un wasteful, thrifty)
6. Vocabulary (L.7.6)	6.a. Identify general academic and domain-specific words and phrases that are grade appropriate
	6.b. Gather vocabulary knowledge when considering words and phrases important to comprehension or expression
	6.c. Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words

6.d. Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression	
6.e. Select appropriate resources to aid in vocabulary knowledge	