

# 2023 English Language Arts Curriculum

## *Grade 7*

Born on August 23, 2022 by the South Bergen Jointure Commission Board of Education

Revisions adopted on August 22, 2023 by the South Bergen Jointure Commission Board of Education

Aligned to the [2016 New Jersey Student Learning Standards for English Language Arts \(NJSLS-S\)](#)



The mission of the South Bergen Jointure Commission is to unlock the potential of every student. As a leading educational provider, we will focus on the development of each student's social, emotional, and academic needs. By fostering an environment that is supportive and challenging, we will empower students to maximize their independence and potential in becoming fulfilled and productive members of their community.

**2016 New Jersey Student Learning Standards**  
**English Language Arts (NJSLS-ELA): Grade 6**

**English Language Arts: Anchor Standards**

<b>Cross Curricular Connections</b>	
<b>Interdisciplinary Connections</b>	
<b>Career Readiness, Life Literacies and Key Skills</b>	
<b>Computer Science and Design Thinking</b>	

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

**ENGLISH LANGUAGE ARTS: GRADE 7  
GENERAL CURRICULUM: PACING GUIDE**

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<b>Best Practice in Reading: Level G</b>  <b>Lesson 1: Make Connections</b> <ul style="list-style-type: none"> <li>Fiction: The Mystery of the Tides</li> <li>Nonfiction: Standing on the Shoulders of Giants</li> </ul> <b>Lesson 2: Visualize</b> <ul style="list-style-type: none"> <li>Fiction: On the Way to Cathay</li> <li>Nonfiction: The Business Trip That Took 24 Years</li> </ul> <b>Lesson 3: Make Predictions</b> <ul style="list-style-type: none"> <li>Fiction: Mystery of the Silent Frogs</li> <li>Nonfiction: Global Warming, Local Warning</li> </ul>	<b>Outsiders</b> by S. E. Hinton	<b>Outsiders</b> by S. E. Hinton	<b>Best Practice in Reading: Level G</b>  <b>Lesson 4: Understand Genre</b> <ul style="list-style-type: none"> <li>Fiction: A Change Of Perspective</li> <li>Nonfiction: Seeing The Light</li> </ul> <b>Lesson 5: Draw Conclusions</b> <ul style="list-style-type: none"> <li>Fiction: The Torn Tapestry</li> <li>Nonfiction: Shadow and Stone-Europe's Medieval Castles</li> </ul>	<b>The Giver</b> by Lois Lowry
FEBRUARY	MARCH	APRIL	MAY	JUNE
<b>The Giver</b> by Lois Lowry	<b>Best Practice in Reading: Level G</b>  Lesson 6: Lesson 7: Lesson 8:	<b>Esperanza Rising</b> by Pam Muñoz Ryan	<b>Esperanza Rising</b> by Pam Muñoz Ryan	<b>Best Practice in Reading: Level G</b>  Lesson 9: Lesson 10:

**ENGLISH LANGUAGE ARTS: GRADE 7  
GENERAL CURRICULUM: COURSE OVERVIEW**

MONTH	TEXT	SKILLS	NJSLS
SEPTEMBER	Best Practices in Reading	•	RL.7.1 RL.7.2 RL.7.6 RL.7.10 W.7.1 W.7.4 W.7.5 W.7.10 SL.7.1 SL.7.6 L.7.4 L.7.6
MATERIALS			
ACTIVITIES			

MONTHS	TEXT	SKILLS	NJSLS
OCTOBER & NOVEMBER	<u>The Outsiders</u> by: S.E. Hinton	<ul style="list-style-type: none"> <li>Literary Elements- Story Elements</li> <li>Reading Skills- Decoding unknown words (through context clues, root words, affixes, and reference materials)</li> <li>Grammar Skill- comma usage (also including separate coordinate adjectives) (L. 7.2)</li> <li>Spelling- words from book</li> </ul>	RL.7.2 RL.7.3 RL.7.6 RL.7.10 W.7.2 W.7.3 W.7.6 W.7.10 SL.7.1 SL.7.6 L.7.2 L.7.4 L.7.6
MATERIALS			
<ul style="list-style-type: none"> <li><u>The Outsiders</u> by: S.E. Hinton</li> <li>A Guide for Using The Outsiders in the Classroom</li> <li>The Outsiders Unit Plan               <ul style="list-style-type: none"> <li><a href="http://education.library.ubc.ca/files/2011/06/08Sabrina-Block-Outsiders.pdf">http://education.library.ubc.ca/files/2011/06/08Sabrina-Block-Outsiders.pdf</a></li> </ul> </li> <li>Book Punch               <ul style="list-style-type: none"> <li><a href="http://www.bookpunch.com/book_detail.php?book=The_Outsiders">http://www.bookpunch.com/book_detail.php?book=The_Outsiders</a></li> </ul> </li> </ul>			
ACTIVITIES			
<ul style="list-style-type: none"> <li>Hold class discussions on readings summarizing basic story elements such as characters, setting, plot, and theme (RL. 7.2, RL. 7.3, RL. 7.6, SL. 7.1, SL. 7.6)</li> </ul>			

- Review new vocabulary before, during and after reading (L. 7.4, L. 7.6)
- Journal: Answer prediction questions
- After Chapter 5 – A Letter to Sodapop (a friendly letter): Imagine that you are Ponyboy Curtis hiding out in the church at the end of Chapter 5. Dallas has offered to take a letter from you home to Sodapop. You know that Sodapop is worried about you and that he is confused about what happened the night of the murder. Your task is to write a 1-2 page letter home to Sodapop using the friendly letter format. (W. 7.3, W. 7.10)
- Analyzing the poem – *Nothing Gold Can Stay* after discussing the student’s interpretation, then, discuss Johnny’s interpretation to Frost’s “Nothing Can Stay Gold” and relate it back to the student’s own interpretation of the poem
- Short Essay – Who is your personal hero? What qualities and characteristics does this person exhibit? Use evidence from the book to support your claims. (W. 7.2, W. 7.10)
- Book to movie comparison
- Write a newspaper article on an event in the story. (W. 7.2, W. 7.10)
- Inviting a Character to Dinner – You are to select a character from the novel and pretend to invite them to your house for dinner. Discuss how you and your family would interact with this character. It should include dialogue between you and the character. Think and be creative! (W. 7.2, W. 7.3, W. 7.10)
- Role-Play scenarios involving key characters and key scenes – perform for class and discuss reactions. (SL. 7.1)

MONTH	TEXT	SKILLS	NJSLS
DECEMBER	<u>Best Practices in Reading</u>	<ul style="list-style-type: none"><li>•</li></ul>	RL.7.1
			RL.7.2
			RL.7.3
			RL.7.5
			RL.7.10
MATERIALS			W.7.3
			W.7.4
			W.7.5
			W.7.6
			W.7.10
			SL.7.1
			SL.7.6
			L.7.3
			L.7.4
ACTIVITIES			L.7.6

MONTHS	TEXT	SKILLS	NJSLS
<b>JANUARY &amp; FEBRUARY</b>	<u>The Giver</u> By Lois Lowry	<ul style="list-style-type: none"> <li>Literary Elements- Figurative Language ( metaphors, symbolism, personification)</li> <li>Reading Skills - Decoding unknown words (through context clues, root words, affixes, and reference materials)</li> <li>Grammar - figures of speech- effective use of language</li> <li>Spelling Skills- Words from book</li> </ul>	RL.7.1 RL.7.2 RL.7.4 RL.7.6 RL.7.10 W.7.4 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.4 SL.7.6 L.7.5
<b>MATERIALS</b>			
<ul style="list-style-type: none"> <li><u>The Giver</u> By Lois Lowry</li> <li>The Giver Movie</li> <li>Youtube.com</li> <li>Teacher Guides by Novel Units:               <ul style="list-style-type: none"> <li><u>The Giver</u></li> </ul> </li> </ul>			
<b>ACTIVITIES</b>			
<ul style="list-style-type: none"> <li>Review new vocabulary before, during and after reading (L. 7.4, L. 7.6)</li> <li>Journal: Students will keep a journal from the perspective of the main character. Prompts will include, the assignment the which to receive and their feelings about being the new receiver of memory.</li> <li>Youtube.com               <ul style="list-style-type: none"> <li>The idea of Utopia vs. Dystopia                   <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=JX6YyAV0PXQ">https://www.youtube.com/watch?v=JX6YyAV0PXQ</a></li> </ul> </li> </ul> </li> <li>Write a descriptive paragraph describing the “perfect” place. Create an illustration to match the paragraph.</li> <li>Book to movie comparison</li> <li>Write a letter to a member of another community. Pretend you are Jonas and with the new memories you are receiving, you are beginning to question many things about your community. Include questions that can possibly give you an idea about how their life is compared to yours.</li> <li>Students will fill out a job application for the job they wish to be appointed to at the Ceremony of 12.</li> <li>Debate- Students will split into groups and debate the rules that govern the community.</li> </ul>			

MONTH	TEXT	SKILLS	NJSLS
<b>MARCH</b>	Best Practices in Reading	<ul style="list-style-type: none"> <li></li> </ul>	RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9 RI.7.10 W.7.1
<b>MATERIALS</b>			
<ul style="list-style-type: none"> <li></li> </ul>			
<b>ACTIVITIES</b>			

	W.7.2 W.7.3 W.7.4 W.7.10 SL.7.2 SL.7.3 L.7.4 L.7.6
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MONTHS	TEXT	SKILLS	NJSLS
<b>APRIL &amp; MAY</b>	<u>Esperanza Rising</u> By Pam Munoz Ryan	<ul style="list-style-type: none"> <li>Grammar Skills ( making predictions, analyzing dialogue, cause and effect).</li> <li>Compound complex sentences to signal differing relationships among ideas, recognizing setting (L. 7.1, L. 7.5)</li> <li>Spelling Skills Words from book</li> </ul>	RL.7.2 RL.7.4 RL.7.7 RL.7.9 RL.7.10 W.7.2 W.7.4 W.7.7 W.7.10 SL.7.1 SL.7.5 SL.7.6 L.7.1 L.7.4 L.7.5 L.7.6
<b>MATERIALS</b>			
<ul style="list-style-type: none"> <li><u>Esperanza Rising</u> Text</li> <li>Interview with the author               <ul style="list-style-type: none"> <li><a href="https://www.readingrockets.org/books/interviews/ryan">https://www.readingrockets.org/books/interviews/ryan</a></li> </ul> </li> <li>Spanish to English dictionary               <ul style="list-style-type: none"> <li><a href="https://www.spanishdict.com/translation">https://www.spanishdict.com/translation</a></li> </ul> </li> </ul>			
<b>ACTIVITIES</b>			
<ul style="list-style-type: none"> <li>Review new vocabulary before, during and after reading (L. 7.4, L. 7.6) (English and Spanish)</li> <li>Students will create Google Slide presentation comparing the Great Depression and the Mexican Revolution.</li> <li>Reading is Fundamental ( Students will complete worksheets for rif.com).               <ul style="list-style-type: none"> <li><a href="https://www.rif.org/literacy-central/book/esperanza-rising">https://www.rif.org/literacy-central/book/esperanza-rising</a></li> </ul> </li> <li>Students will sample foods from Esperanza's culture and have a multicultural food tasting from the student's cultures.</li> </ul>			

MONTH	TEXT	SKILLS	NJSLS
<b>JUNE</b>	Best Practices in Reading		RL.7.1 RL.7.2 RL.7.9 RL.7.10 SL.7.1 SL.7.6 L.7.4 L.7.6
<b>MATERIALS</b>			

ACTIVITIES	

### Intervention Curriculum Overview

### **Essential Elements for English Language Arts: Grade 7**

### **ENGLISH LANGUAGE ARTS: GRADE 7 INTERVENTION CURRICULUM: COURSE OVERVIEW**

**Introduction:** The following curriculum adheres to the Essential Elements for English Language Arts developed as part of the Dynamic Learning Maps™ (DLM®) project. The five domains of English Language Arts that form the foundation of this curriculum are: Reading Literature, Foundational Skills, Writing, Speaking and Listening, and Language. A progression of skills in these areas is represented throughout this district's K-12 English Language Arts curricula.

### **Essential Elements: English Language Arts**

The Dynamic Learning Maps™ (DLM®) Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. EEs build a bridge from content standards to academic expectations for students with the most significant cognitive disabilities.

### **Reading Intervention Programs:**

In order to address the wide range of English Language Arts needs which exist among our population of students, the district employs the use of various intervention-based reading programs. These programs reflect two approaches to reading intervention instruction: sight word-based reading and phonics-based reading.

#### **Sight Word-Based Programs:**

- [Edmark Reading Program](#)

Widely regarded as the "one that works," the Edmark Reading Program has long helped students who need an alternative to phonics. The key to this success is the program's use of a carefully sequenced, highly repetitive word recognition method combined with errorless learning. This approach eliminates incorrect responses and helps students view themselves as readers.



- [Reading Milestones](#)

Reading Milestones is the most popular reading program of its kind. This successful alternative, language-controlled program is designed to take readers to approximately a fifth grade reading level. It is especially effective for students with hearing impairments and language delays and is also widely used with others who have special language and reading needs, including individuals with learning disabilities, developmental disabilities, and English Language Learners (ELL). These students are aided by reading materials designed to match their language levels and which progress in steps small enough to ensure continued success in reading.

Phonics Based Programs:

- [Preventing Academic Failure \(PAF\)](#)

Preventing Academic Failure (PAF) is an early intervention program for teaching reading, spelling, and handwriting in grades K-3. It prevents or addresses reading failure in learning disabled and struggling readers. PAF is based on the latest scientific research and is consistent with the findings of the National Reading Panel. PAF is the most effective classroom adaptation of Orton-Gillingham instruction and the only one coordinated with a comprehensive reading series. Orton-Gillingham was designed specifically for teaching reading to dyslexic students.

- [The Wilson Reading System](#)

Based on Orton-Gillingham principles, The Wilson Reading System (WRS) is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. Appropriate for students in grade 2 and beyond, WRS is widely used with notable success in public and private schools, clinics, adult education classes, family literacy programs, and correctional facilities. This step-by-step program gives teachers the tools and confidence they need to work with even the most challenged reader—and their confidence and expertise grows exponentially by attending classes, achieving certification, and taking advantage of Wilson Academy's extensive online resources and support.

## ENGLISH LANGUAGE ARTS: GRADE 7 INTERVENTION CURRICULUM: PACING GUIDE/COURSE OVERVIEW

UNIT 1	UNIT 2	UNIT 3
<b>Unit 1: Mystery</b> The Civil War Medal	<b>Unit 2: Romantic/Gothic Literature</b> Dracula	<b>Unit 3: Classic Literature</b> The Call of the Wild

**Adapted Literature:** In order to expose students to literature and build their understanding of basic story elements and general reading comprehension skills, a series of adapted reading trade books have been embedded in the English Language Arts Intervention Curriculum for Grade 7. By combining exposure to such literature, in combination with the implementation of individual reading programs, students receive instruction in English Language Arts that is comprehensive and designed to address all of the Essential Elements which are outlined for this grade level.

UNIT	TEXT	SKILLS	ESSENTIAL ELEMENTS
<b>Unit 1: Mystery</b>	<u>The Civil War Medal</u> By: Bob Wright	<ul style="list-style-type: none"> <li>• Literary Elements- Character &amp; Theme</li> <li>• Reading Skills- Predict &amp; Infer</li> <li>• Grammar: Conventions of Standard English</li> </ul>	EE.RL.7.1 – EE.RL.7.10
<b>ACTIVITIES</b>			

- **Discussion:** Hold class discussions on readings summarizing basic story elements such as characters, setting, plot, and theme.
- **Vocabulary:** Review new vocabulary before, during and after reading
- **Character:** Explain that you can learn about characters by looking at how they act, think, talk, and feel Have students examine the characters in the story, noting the things they do and say.
- **Theme:** Teach students that a theme is either directly stated or must be inferred (when the reader must determine the theme on their own). Have students identify the theme (central message) of the story.
- **Predict:** After a lesson on prediction making, have students make predictions throughout the readings. Record predictions on the board or chart for referring back to as you are reading. (If the students have difficulty making predictions, give them two or three possible scenarios and have the students choose when prediction may be the correct one.)
- **Infer:** Teach students that inferring is making an educated guess about information that is not directly stated in the text. Have student practicing inferring throughout the readings by stating their inferences and the details in the story that have led them to these inferences.

UNIT	TEXT	SKILLS	ESSENTIAL ELEMENTS
<b>Unit 2: Classic Literature</b>	<u>Dracula</u> By: Bram Stoker	<ul style="list-style-type: none"> <li>• Literary Elements- Foreshadowing &amp; Conflict</li> <li>• Reading Skills- Question &amp; Evaluate</li> <li>• Grammar: Conventions of Standard English</li> </ul>	EE.RL.7.1 – EE.RL.7.10
ACTIVITIES			
<ul style="list-style-type: none"> <li>• Establish rules for classroom discussion (coming to the conversation prepared, setting goals, defining roles, using detail, posing questions, and reflecting on answers, demonstrate command of formal English when appropriate-<i>*these skills should be worked on all year</i>)</li> <li>• <b>Discussion:</b> Hold class discussions on readings summarizing basic story elements such as characters, setting, plot, and theme.</li> <li>• <b>Vocabulary:</b> Review new vocabulary before, during and after reading.</li> <li>• <b>Foreshadowing:</b> Explain that authors include clues in stories that prepare you for events that will happen later in the story. These clues are called foreshadowing. Throughout ask students to identify elements of foreshadowing.</li> <li>• <b>Conflict:</b> After being taught the difference between internal and external conflict, have students identify examples of internal and external conflict within the short stories.</li> <li>• <b>Question:</b> Teach students that questioning helps a reader determine what information is helping them understand the text. To build comprehension, have student ask themselves the 5W questions while reading. Record questions/answers of SmartBoard throughout reading.</li> <li>• <b>Evaluate:</b> Evaluating is forming opinions while you read. After a lesson on evaluating, have students Write short opinions about the stories as they are completed, evaluating the characters in each of the stories.</li> </ul>			

UNIT	TEXT	SKILLS	ESSENTIAL ELEMENTS
<b>Unit 3: Classic Literature</b>	<u>The Call of the Wild</u>	<ul style="list-style-type: none"> <li>• Literary Elements- Setting, Allusion</li> <li>• Reading Skills- Comprehension</li> <li>• Grammar: Conventions of Standard English</li> </ul>	EE.RL.6.1 – EE.RL.6.10
ACTIVITIES			

- **Discussion:** Hold class discussions on readings summarizing basic story elements such as, setting, foreshadowing, and allusion.
- **Vocabulary:** Review new vocabulary before, during and after reading
- **Setting:** Explain how setting plays such an impactful role in the story. How would the story be different if the story was to take place in another setting.
- **Foreshadowing:** Explain that authors include clues in stories that prepare you for events that will happen later in the story. These clues are called foreshadowing. .
- **Predict:** After a lesson on prediction making, have students make predictions throughout the readings. Record predictions on the board or chart for referring back to as you are reading. (If the students have difficulty making predictions, give them two or three possible scenarios and have the students choose when prediction may be the correct one.)
- **Allusion** Students will learn the use of allusion in a story by explaining to them how things can be said without the author actually saying them.

## ENGLISH LANGUAGE ARTS: GRADE 7 INTERVENTION CURRICULUM: PACING GUIDE/COURSE OVERVIEW

PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
Edmark Reading Program	<b>Pre-Reading:</b> Students gain a basic understanding of visual discrimination through matching activities.	N/A
	<b>Word Recognition:</b> Students systematically progress through the identification of sight words by pairing spoken words with the printed words. Based on the student's form of communication, words are identified verbally or through the use of a communication device.	EE.RF.7.4
	<b>Direction Cards:</b> Students learn the meanings of words by selecting Illustration Cards that correctly depict the words and phrases that are presented.	
	<b>Picture/Phrase Cards:</b> Students pair word, phrase and sentence cards with simple illustrations of items, situations or activities to gain a broader understanding of the meaning of words.	
	<b>Story Reading:</b> Students are presented with mastered sight words in a story format providing a bridge from program materials to the types of text students will encounter daily.	EE.RL.7.1 – EE.RL.7.10 EE.RI.7.1 – EE.RI.7.10

PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
Reading Milestones	<b>Pre-Reading Activities:</b> <ul style="list-style-type: none"> <li>• Develop and activate prior knowledge</li> <li>• Present new concepts and sight words</li> <li>• Establish a purpose for reading</li> </ul>	N/A
	<b>Story Reading:</b> Students draw upon knowledge of previously mastered and newly acquired sight words to read text aloud in a story format. <ul style="list-style-type: none"> <li>• During reading activities, such as questioning, used to monitor student comprehension</li> </ul>	EE.RL.7.1 – EE.RL.7.10 EE.RI.7.1 – EE.RI.7.10
	<b>Post-Reading Activities:</b> Student develop an understanding of story structure, fluency and story retelling.	
	<b>Spelling:</b> Students receive instruction focusing on phonological awareness and sound-spelling correspondence to improve word recognition, automaticity and spelling accuracy.	EE.RF.7.3, EE.RF.7.4

PROGRAM	LESSON DETAILS	ESSENTIAL ELEMENTS
	<b>Review:</b> Students review previously learned sound/symbol associations, non-phonetic words and suffixes.	EE.RF.7.3, EE.RF.7.4

<b>Preventing Academic Failure</b>	<b>Introduction of New Material:</b> A new concept is taught from one of the following areas: 1. Sound/Symbol Associations (Phonograms) 2. Non-Phonetic Words (Red Words) 3. Suffixes 4. Syllable Types and Syllable Division 5. Spelling Rules	
	<b>Spelling Dictation:</b> Students apply the new concept to the spelling of words in isolation and in sentences.	
	<b>Reading:</b> Student read word, phrase and sentence lists to develop accuracy and fluency. Students read decodable text with an adult to develop comprehension skills.	EE.RL.7.1 – EE.RL.7.10 EE.RI.7.1 – EE.RI.7.10
	<b>Reinforcement:</b> Students work independently for additional practice.	All EE's Listed Above

PROGRAM		LESSON DETAILS	ESSENTIAL ELEMENTS
<b>Wilson Reading System</b>	<b>Reading</b>	Quick Drill	EE.RF.7.3, EE.RF.7.4
		Teach and Review Concepts for Reading	
		Read Aloud: Word Cards, Word List and Sentence Reading	
	<b>Spelling</b>	Quick Drill (Reverse)	EE.RF.7.3, EE.RF.7.4
		Teach and Review Concepts for Spelling	
		Written Work: Dictation- sounds, words and sentences	
	<b>Comprehension &amp; Fluency</b>	Controlled Passage Reading	EE.RL.7.1 – EE.RL.7.10
		Listening Comprehension	EE.RI.7.1 – EE.RI.7.10

### Writing, Speaking/Listening and Language Instruction

The implementation of these reading programs and adapted literature trade books does not fulfill all Grade 7 expectations outlined in the ELA Essential Elements. In order to address all Grade 7 standards for Writing, Speaking/Listening and Language, instruction must also incorporate the progression of skills outlined below.

DOMAIN		SKILLS	ESSENTIAL ELEMENTS
<b>Writing</b>	Texts Types and Purposes	EE.W.7.1 Write claims about topics or texts. a. Introduce a topic or text and write one claim about it. b. Write one or more reasons to support a claim about a topic or text. c. Use temporal words (first, next, also) to create cohesion. EE.W.7.2 Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. d. Select domain-specific vocabulary to use in writing about the topic. EE.W.7.3 Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe feelings of people or characters in the narrative.	EE.W.7.1- EE.W.7.3

	Production and Distribution	<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>EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.</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>EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.</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>EE.W.7.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>	EE.W.7.4-EE.W.7.6
	Research	<p>EE.W.7.7 Conduct research to answer a question based on multiple sources of information.</p> <p>EE.W.7.8 Identify quotes providing relevant information about a topic from multiple print or digital sources.</p> <p>EE.W.7.9 Use information from literary and informational text to support writing.</p> <p>a. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</p> <p>b. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).</p>	EE.W.7.7- EE.W.7.9
	Range of Writing	EE.W.7.10 Write routinely for a variety of tasks, purposes, and audiences.	EE.W.7.10
<b>Speaking and Listening</b>	Comprehension and Collaboration	<p>EE.SL.7.1 Engage in collaborative discussions.</p> <p>a. Come to discussions prepared to share information.</p> <p>b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.</p> <p>d. Acknowledge new information expressed by others in a discussion.</p> <p>EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.</p> <p>EE.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.</p>	EE.SL.7.1-EE.SL.7.3
	Presentation of Knowledge and Ideas	<p>EE.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details.</p> <p>EE.SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.</p> <p>EE.SL.7.6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>	EE.SL.7.4-EE.SL.7.6
<b>Language</b>	Conventions of Standard English	<p>EE.L.7.1 Demonstrate standard English grammar and usage when communicating.</p> <p>b. Produce complete simple sentences when writing or communicating.</p> <p>EE.L.7.2 Demonstrate understanding of conventions of standard English.</p> <p>a. Use end punctuation when writing a sentence or question.</p> <p>b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	EE.L.7.1-EE.L.7.2

	Knowledge of Language	EE.L.7.3 Use language to achieve desired outcomes when communicating. a. Use precise language as required to achieve desired meaning.	EE.L.7.3
	Vocabulary Acquisition and Use	EE.L.7.4 Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable EE.L.7.5 Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context. b. Demonstrate understanding of synonyms and antonyms. EE.L.7.6 Use general academic and domain-specific words and phrases across contexts.	EE.L.7.4-EE.L.7.6

### **ENGLISH LANGUAGE ARTS GRADE 7: CURRICULUM MAP**

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