

Grade 7 ELA: Curriculum Map

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

	Module 1 (Quarter 1)	Module 2B (Quarter 2)	Module 3 (Quarter 3)	Quarter 4
Focus	Reading Closely and Writing to Learn	Working with Evidence (Drama)	Understanding Perspectives	TN Ready Test Prep and Interdisciplinary Unit SS/ELA
Module Title	Journeys and Survival	Identify and Transformation: Then and Now	Slavery: The People Could Fly	Test Prep and an Interdisciplinary Study of the Holocaust
Description	Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read <i>A Long Walk to Water</i>, analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments. The novel is paired with complex informational texts on Sudan. Students then write a narrative essay in response to a prompt that will then be scored using the TN writing rubric that is aligned to the seventh grade writing and language strands.	Students explore the concept of personal identity formation and transformation in both historical and modern-day societies. They read first person narratives that focus on various social identifiers—from race to gender to socioeconomic status—and they also read informational text in order to frame their understanding of what identity means. Students closely read <i>Pygmalion</i> and further explore the identity transformation of the play's main character, Eliza Doolittle. To conclude the module, students analyze the internal and external changes that Eliza exhibits over the course of the play and then write an explanatory essay that will then be scored using the TN writing rubric that is aligned to the seventh grade writing and language strands.	This module focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context. They then closely read key excerpts from his <i>Narrative</i>, focusing on his message as well as the author's craft. Finally, they will analyze informational texts as well as the excerpts from <i>Narrative of the Life of Frederick Douglass</i> to write an argumentative essay containing an effective introduction, claim, textual evidence, strong explanations, a counterclaim, and effective conclusion while utilizing organizational strategies that presents information in a logical order. This argumentative essay will then be scored using the TN writing rubric that is aligned to the seventh grade writing and language strands.	Students will review TN state objectives in order to be prepared for the TNReady assessment. This will consist of practice tests that will be implemented to ensure students are prepared. Independent reading will take place followed by test questions that are similar to those students will see. This not only allows review of objectives but also strategies to approach test questions. Then, students will be reading <i>Prisoner B-3087</i> as well as informational texts over the Holocaust in an interdisciplinary unit involving both ELA and SS. to continue to strengthen reading skills while focusing on state objectives.

	Module 1 (Quarter 1)	Module 2B (Quarter 2)	Module 3 (Quarter 3)	Quarter 4
Texts (central text(s) in bold)¹	• <i>A Long Walk to Water</i>, Linda Sue Park (RL, 720L) • “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” Stephen Buckley (RI, 1110L) • Water for South Sudan, http://www.waterforsouthsudan.org (RI, 1090L) • “Sudanese Tribes Confront Modern War,” Karl Vick (RI, 1060L) • “Author’s Note,” <i>A Long Walk to Water</i>, Linda Sue Park (RI, 1030L) • “Time Trip” excerpt from “Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” <i>Current Events</i> (RI, 970L)	• <i>Pygmalion</i>, George Bernard Shaw (RL, NP) • <i>Nadia’s Hands</i>, Karen English (RL, NL) • <i>Not Much, Just Chillin: The Hidden Lives of Middle Schoolers</i>, Linda Perlstein (RI, NL) • “Key Questions to Ask When Analyzing Media Messages,” National Association for Media Literacy Education (RI, NL) • “Team Players,” Erika Packard, in <i>Monitor</i> (Vol. 37, Issue 8), September 2006. (RI, NL) • Julianne Micoleta, “Generation Z Teens Stereotyped as ‘Lazy and Unaware,’” <i>Huffington Post</i>, March 2012. (RI, 1690L) • “Teen Slang: What’s, like, so wrong with like?” Denise Winterman (RI, 1620L)	• “We Wear the Mask,” Paul Laurence Dunbar (RL poem, NL) • “Slaveship,” Lucille Clifton (RL poem, NL) • “Introduction to Poetry,” Billy Collins (RI, NL) • “Harriet Tubman,” Eloise Greenfield (RL poem, NL) • “Black Woman,” Georgia Douglas Johnson (RL poem, NL) • “The Negro Speaks of Rivers,” Langston Hughes (RL poem, NL) • “If We Must Die,” Claude McKay (RL poem, NL) • <i>The People Could Fly</i>, picture book edition, Virginia Hamilton (RL, 660L) (recommended, not required; teacher copy only) • <i>Narrative of the Life of Frederick Douglass, an American Slave</i>, Frederick Douglass (RI, 1080L; excerpts) • “Renaissance man,” Scott Kirkwood, adapted by Expeditionary Learning (RI, 1060L) • Texts from Freedom: A History of US Webisode 5, PBS (RI, 970L) • <i>Frederick Douglass: The Last Day of Slavery</i>, William Miller and Cedric Lewis (RI, 760L) (recommended, not required; teacher copy only)	TNReady Prep: • Practice Tests (Excerpt from <i>The Count of Monte Cristo</i>, Excerpt from <i>Blessings</i>, “The Four Dragons. Excerpt from “Energy Story,” Excerpt from “Short Circuit,” “Conducting Solutions,” Excerpt from <i>Fast and the Furriest</i> by Andy Behrens, and “NOAA’s Big Miracle Worker” • 2023 TNReady Item Release Practice Test Novel: <i>Prisoner B-3087</i>, Alan Gratz (RL 6-12, 760L) CommonLit Articles: • “The War of the Wall” • “The Women of Hidden Figures” • “Adolf Hitler” • Introduction to the Holocaust” • “It’s for You to Know That You Forgive” • “Liberation of Nazi Concentration Camps” • “Who was Ann Frank?” Poetry: • “The Butterfly” by Pavel Friedmann

Unit-Level Assessments (ELA CCSS)

	Module 1 (Quarter 1)	Module 2B (Quarter 2)	Module 3 (Quarter 3)	Quarter 4
Mid-Unit 1	Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i> (Chapter 5) (RL.7.1 and RL.7.6) graphic organizer and selected response	Evidence, Ideas, and Interactions: “Why Couldn’t Snow White Be Chinese?” (RI.7.1, RI.7.2, and RI.7.3) short constructed response	Using Evidence to Support Analysis: “Frederick Douglass” (RI.7.1) short constructed response	TN Ready Test Preparation Using Schoolnet
End of Unit 1	Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, W.7.9, and W.7.9b) selected response and short constructed response	Claims, Interactions and Text Structure: “Is Money Affecting Your Social Status?” (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) short constructed response	Reading Poetry: Analyzing Structure and Language in “We Wear the Mask”: (RL.7.4, RL.7.5, and L.7.5a) selected response and short constructed response	TN Ready Test Preparation Using Schoolnet
Mid-Unit 2	Comparing “Water for Sudan” and <i>A Long Walk to Water</i> (RL.7.1, RL.7.9, RI.7.1) short constructed response and extended response	Using Evidence, Theme, and Inference to Analyze an Unseen Passage in <i>Pygmalion</i> (RL.7.1, RI.7.3, and L.7.4.) selected response and short constructed response	Analyzing Stories: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s <i>Narrative</i> (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4, L.7.4a, L.7.4b, L.7.5b, c) selected response and short constructed response	TN Ready Test Preparation Using Practice Tests
End of Unit 2	Literary Analysis—Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9a, L.7.1, L.7.2, and L.7.6) scaffolded essay	Argumentative Essay: Eliza’s Changes (RL.7.1, RL.7.3, W.7.1, W.7.4, W.7.9, L.7.1, L.7.2, and W.7.5.) scaffolded essay	Essay: Analyzing Douglass’s Position in <i>Narrative of the Life of Frederick Douglass</i> (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, and RI.7.6) on-demand essay	TN Ready State Assessment
Mid-Unit 3	Author’s Craft: Juxtaposition in <i>A Long Walk to Water</i> (RL.7.1, RL.7.2 and RL.7.6) selected response and short constructed response	Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and touches on W.7.8) on-demand research	Syntax and Storytellers’ Seminar. Part 1: Writer’s Roundtable (SL.7.1b, c, d) Part 2: Sentence Structure (L.7.1a, b, c, and L.7.2a)	Mid-Unit Assessment
End of Unit 3	Write a Narrative Essay (W.7.3, W.7.4, W.7.5, and L.7.2)	Write an Informational/Explanatory Essay (W.7.2, W.7.4, W.7.5, RL.7.3, and L.7.2)	Write an Argumentative Essay (RI.7.1, W.7.1a, b, e, W.7.4, W.7.5, W.7.9, and L.7.2)	Final Unit Assessment

Common Core ELA Standards Formally Assessed, by Module

Reading Standards for Literature

	Module 1 (Quarter 1)	Module 2B (Quarter 2)	Module 3 (Quarter 3)	Quarter 4
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.	✓	✓	✓	✓
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.	✓			✓
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		✓		✓
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.			✓	✓
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			✓	✓
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓			✓
A. Analyze stories, drama, or poems by authors who represent diverse world cultures. ³	✓			✓
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).			✓	✓
RL.7.9. 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.	✓			

7th ELA Curriculum Map

RL.7.10. By the end of the year, read and 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.	Integrated throughout.			
RL.7.11 (NYS). Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁴	Integrated throughout.			
A. Self-select text based on personal preferences. ⁵		✓		
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.		✓		

Reading Standards for Informational Text

	Module 1 (Quarter 1)	Module 2B (Quarter 2)	Module 3 (Quarter 3)	Quarter 4
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.	✓	✓	✓	✓
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.		✓	✓	✓
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		✓		✓
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.			✓	✓
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.		✓		✓
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			✓	✓
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).				✓
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.				✓

7th ELA Curriculum Map

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.				
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ⁶				
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.	Integrated throughout.			

Writing Standards

	Module 1 (Quarter 1)	Module 2B (Quarter 2)	Module 3 (Quarter 3)	Quarter 4
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.			✓	
A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			✓	
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			✓	
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			✓	
D. Establish and maintain a formal style.			✓	
E. Provide a concluding statement or section that follows from and supports the argument presented.			✓	
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		✓		
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		✓		
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓		

7th ELA Curriculum Map

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓		
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓		
E. Establish and maintain a formal style.	✓	✓		
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓		
W.7.3. 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.	✓			
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓			
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓			
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓			
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓			
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.) ⁷	✓	✓	✓	
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	✓		✓	
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. ⁸	Integrated throughout.			
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. ⁹	Integrated throughout.			

7th ELA Curriculum Map

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.		✓		
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.	✓	✓	✓	
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓
A. Apply grade 7 Reading standards 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”).	✓	✓	✓	✓
B. Apply grade 7 Reading standards 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”).	✓	✓	✓	✓
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.	Integrated throughout.			
W.7.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections. ¹⁰			✓	
A. Make deliberate, personal, cultural, textual, and thematic connections across genres.			✓	
B. Create poetry, stories, plays, and other literary forms (e.g., videos, artwork).			✓	✓

Speaking and Listening Standards

	Module 1 (Quarter 1)	Module 2B (Quarter 2)	Module 3 (Quarter 3)	Quarter 4
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓

7th ELA Curriculum Map

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.	✓	✓	✓	✓
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓
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.	✓	✓	✓	✓
D. Acknowledge new information expressed by others and, when warranted, modify their own views.			✓	✓
E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. ¹¹			✓	✓
SL.7.2. 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.	✓	✓	✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ¹²			✓	✓
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.			✓	✓
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.			✓	✓
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			✓	
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	

Language Standards

	Module 1 (Quarter 1)	Module 2B (Quarter 2)	Module 3 (Quarter 3)	Quarter 4
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓

7th ELA Curriculum Map

A. Explain the function of phrases and clauses in general and their function in specific sentences.		✓	✓	
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		✓	✓	
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		✓	✓	
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓
A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		✓	✓	✓
B. Spell correctly.		✓	✓	
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		✓	✓	
A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		✓	✓	
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		✓		✓
A. 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.		✓	✓	✓
B. 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>).		✓	✓	✓
C. 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.		✓		
D. 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).		✓		✓
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			✓	✓

7th ELA Curriculum Map

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			✓	
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.			✓	✓
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).			✓	✓
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ¹³	Integrated throughout.			

¹³ L.7.6 also is specifically addressed in M4.