

**ELA 7<sup>th</sup> Grade Curriculum Map *At a Glance***

First Semester – Focus Standards		Second Semester – Focus Standards	
Quarter	Quarter	Quarter	Quarter
<b>Reading Literature:</b> 7.RL.1 7.RL.2 7.RL.3  <b>Reading Informational:</b> 7.RI.1 7.RI.2 7.RI.3  <b>Writing:</b> 7.W.9  <b>Speaking and Listening:</b> 7.SL.6  <b>Language:</b> 7.L.6	<b>Reading Literature:</b> 7.RL.6 7.RL.9  <b>Reading Informational:</b> 7.RI.6 7.RI.9  <b>Writing:</b> 7.W.2 7.W.7  <b>Speaking and Listening:</b> 7.SL.2  <b>Language:</b> 7.L.3	<b>Reading Literature:</b> 7.RL.5  <b>Reading Informational:</b> 7.RI.5 7.RI.8  <b>Writing:</b> 7.W.1 7.W.8  <b>Speaking and Listening:</b> 7.SL.3 7.SL.5  <b>Language:</b> 7.L.1 7.L.5	<b>Reading Literature:</b> 7.RL.7 7.RL.10  <b>Reading Informational:</b> 7.RI.7 7.RI.10  <b>Writing:</b> 7.W.3  <b>Speaking and Listening:</b> 7.SL.4  <b>Language:</b>

**Recurring Support Standards (Anchor Standards): All units of study should include instruction and recurring practice of the following standards as they apply to the particular grade level.**

**Reading**

- 1. Read carefully to determine what the text says explicitly and to make logical inferences from it.
- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 7. Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, as well as in words.

**Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 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 tasks, purposes, and audiences.

**Speaking and Listening**

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Language**

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.