<table>
<thead>
<tr>
<th>Grade 7 HP</th>
<th>ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
</thead>
</table>
| Know:     | • analysis is a detailed examination of text based on explicit and implicit information  
           • citing textual evidence means to quote, summarize, or paraphrase from a text to support an argument or a claim  
           • inferences are drawn through background knowledge and details in a text |
| Do:       | • identify implicit and explicit clues in literary text  
           • identify textual evidence that will support a claim or stance  
           • support claims with relevant citations of explicit information  
           • support claims with relevant citations of implicit information |
| Prerequisites: | • draw conclusions about what a text is saying, explicitly and implicitly  
           • draw inferences from a text to make and support an analysis  
           • determine which piece(s) of explicit and implicit textual evidence will support my analysis of the text |

<table>
<thead>
<tr>
<th>Grade 7 HP</th>
<th>ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</th>
</tr>
</thead>
</table>
| Know:     | • theme or central idea is the message or lesson that the author wants the reader to take away from the text  
           • details from a text, such as how a character changes or what the speaker of a poem thinks about a particular subject, contribute to the theme or central idea of the text  
           • an objective summary includes a statement of the text's main ideas, but does not include opinions or judgments  
           • a summary includes the author, title, and a description of the main ideas |
| Do:       | • infer the theme or central idea of a text  
           • determine when a theme or central idea first appears and when it is reinforced by events or characters in the text  
           • explain how details in the text support the text's theme or central idea  
           • determine the main ideas in a text and use them in an objective |

| Know: | • Lead students in examining what constitutes strong evidence as opposed to weak evidence for a text-based claim (for example if the student claims that the author frequently uses alliteration to mimic the sound of the whispering wind, but can only produce only one weak example of such a sound in the text)  
         • Provide students with opportunities to find evidence for claims that are explicit, inferred, content-related, and literary concept-related (for example, find evidence that Robert is not an honest person [inferred/content-related], find evidence that Ann is class president [explicit/content-related], find evidence that the author is intentionally creating a suspenseful mood [inferred/literary concept-related], find evidence of the author's use of sensory detail [explicit/literary concept-related])  
         • Require students to identify several pieces of evidence to support their explanation or interpretation  
         • Use modified Cornell Notes in a two-column format to practice stating what text says — explicit/inference — and quoting evidence for such in column two (before written task)  
         • Analyze why evidence for answers is important to their accurate interpretation of a text  
         • Provide frequent opportunities to examine individual literary and rhetorical elements within texts  
         • Require students to take accurate notes on textual content, modeling appropriate procedures and content (e.g., Cornell Notes)  
         • Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance |
| Do:    | • Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim  
         • Compare and contrast themes from various literary eras, historical periods, and genres; does the same theme occur again and again within a specific time period (for example man versus nature in colonial America, or freedom from societal strictures in the 1960's)  
         • Allow students to examine individual elements as they contribute to theme (for example, characterization) as well as how the theme is developed as a whole  
         • Require students to summarize without bias frequently; note when opinion begins to creep into the summary and use student models to discuss |
### Troup County School System

#### 7th Grade ELA Curriculum Map

<table>
<thead>
<tr>
<th>Grade 7 HP</th>
<th>ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</th>
</tr>
</thead>
</table>
| **Know:**  | - elements of stories: setting, character, theme, conflict, and plot  
- elements of plot: exposition, rising action, climax, falling action, and resolution  
- protagonist in a story is the main character  
- antagonist is the adversary to the protagonist  
- themes are the messages the author wants to convey or the lessons learned by the character(s)  
- elements in a particular story or drama  
- interaction is reciprocal action or influence  
- story elements interact and shape one another  
- story elements continually interact to move the story along |
| **Do:**     | - determine how the elements of a story relate to one another  
- determine how the elements of a story interact to move the story along  
- explain how elements change as they interact  
- analyze characters’ traits and their actions to determine how they affect the setting, plot, theme, and other characters  
- analyze characters’ responses to events and interactions with others and how this affects setting, plot, other characters, and themes |
| **Prerequisites:** | - retell the series of plot events in chronological order  
- describe the resolution  
- describe how the plot unfolds, episode by episode  
- describe how characters respond as the plot moves forward  
- describe how characters change as the plot moves forward  
- describe the relationship between events and characters  
- describe the relationship between events in the plot as they lead to the resolution  
- describe the change in the characters as they reach the resolution |

- Provide explicit instruction for the skills and concepts students should acquire specifically including elements of story and plot; character types and interaction of protagonist and antagonist; role of setting on plot and characters; character interaction that moves plot  
- Engage students in analyzing and describing interactions within a text using details about characters, events, setting  
- Provide texts illustrating a number of narrative structures (a variety of plot strategies such as frame narrative, flashback, foreshadowing) and voices  
- Allow students to explore the ways in which we are “characterized” in life, by our actions, appearance, habits, etc., comparing this to the ways in which characters are developed by authors  
- Provide an exemplar and then allow students to create graphic illustrations of the plot structure within texts under consideration in the classroom  
- Point out the ways in which conflict drives plot action, addressing the “turning point” or “shift” in many narrative structures (it is often the resolution of the primary conflict that is identified as the climax that begins the falling action)
Troup County School System  
7th Grade ELA Curriculum Map  

HP 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.  

Know:  
- a stanza or verse is a group of lines in a poem set off by a space  
- figurative language in text (e.g., similes, metaphors, rhymes, and alliterations)  
- a rhyme is the repetition of an identical or similarly accented sound or sounds  
- a rhyme scheme is a set pattern of rhymes at the end of a verse or stanza  
- an alliteration is a pattern of sound that includes the repetition of consonant sounds in the beginning of successive words or within the words of a text  
- words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word) (e.g., refined, respectful, polite, diplomatic, condescending)  
- tone is the author's attitude toward the topic conveyed through words and phrases  
- every text has a tone, and that an author's choice of words and phrases controls the tone of the text  

Do:  
- determine how the author's use of words and phrases controls the meaning/tone of the text  
- explain how the author's use of figurative language further illustrates/expands the purpose and meaning of the text  
- explain how the author's use of connotative meanings conveys the author's stance within a text  
- determine how rhymes and alliterations impact (e.g., unify thoughts, create verbal appeal, or emphasize specific words) verses or stanzas of a poem, or selections of a story or drama  

Prerequisites:  
- determine how the author's use of words and phrases controls the meaning/tone of the text  
- explain how the author's use of figurative language further illustrates/expands the meaning and tone of the text  
- explain how the author's use of connotative meanings conveys the author's stance/tone within a text  

Grade 7  

HP ELAGSE7RL5: Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  

Know:  
- structure is the way in which the parts of a work of literature are put together  
- authors use various structural choices to convey meaning  
- drama is literature in which plot and characters are developed through dialogue and action  

Prerequisites:  
- determine how the author's use of words and phrases controls the meaning/tone of the text  
- explain how the author's use of figurative language further illustrates/expands the meaning and tone of the text  
- explain how the author's use of connotative meanings conveys the author's stance/tone within a text  

Grade 7  

HP  

Prerequisites:  
- determine how the author's use of words and phrases controls the meaning/tone of the text  
- explain how the author's use of figurative language further illustrates/expands the meaning and tone of the text  
- explain how the author's use of connotative meanings conveys the author's stance/tone within a text  

Do:  
- Use poetry in addition to extended and shorter texts to provide instruction on nuanced language, figurative or connotative language, and sound devices  
- Describe the meaning of figurative and connotative parts of text  
- Explain the impact of word/phrase choice, rhymes, and sound devices on text meaning and reader experience  
- In instruction, differentiate between figurative language such as simile and metaphor, and sound devices such as alliteration or onomatopoeia (figurative language is not literal, while sound devices such as onomatopoeia can be literal; the bee actually does buzz but the tree doesn't actually wave hello)  
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, rhyme scheme, and meter  

Exposure to a wide variety of dramatic literature, both in text and in live performance (whether through filmed stage productions or visits to local theaters)  

Have students describe, analyze, and explain the structure or form of a poem or drama and explain the central idea or theme  

Have students explain how the structure of a poem or drama supports its meaning by identifying the parts that impact meaning.
### Troup County School System

#### 7th Grade ELA Curriculum Map

<table>
<thead>
<tr>
<th><strong>Do:</strong></th>
<th><strong>Prerequisites:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Most plays are divided into acts and scenes</td>
<td>Describe and explain the structure or form of a poem or drama</td>
</tr>
<tr>
<td>Each new scene in a play usually indicates a different time and place</td>
<td>Explain the central idea or theme of a poem or drama</td>
</tr>
<tr>
<td>Poetry is a type of literature in which words are chosen and arranged to create a certain effect</td>
<td>Explain how the structure of a poem or drama supports its meaning</td>
</tr>
<tr>
<td>Form refers to the way a poem is laid out on the page, including the length and placement of the lines and the grouping of lines into stanzas</td>
<td>Describe the overall structure of a text</td>
</tr>
<tr>
<td>Do:</td>
<td>Describe the structure of a specific part of a text</td>
</tr>
<tr>
<td>- Describe and explain the structure or form of a poem or drama</td>
<td>Explain how the overall structure of a text relates to the theme, setting, or plot</td>
</tr>
<tr>
<td>- Explain the central idea or theme of a poem or drama</td>
<td>Explain how the specific parts of a text relate to each other and to the text's theme, setting, or plot</td>
</tr>
</tbody>
</table>

**Prerequisites:**
- Describe the overall structure of a text
- Describe the structure of a specific part of a text
- Explain how the overall structure of a text relates to the theme, setting, or plot
- Explain how the specific parts of a text relate to each other and to the text's theme, setting, or plot

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**Grade 7 HP**

**ELAGSE7RL6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Know:**
- Characters in a story have different perspectives
- One way authors control the information relayed to readers is by including or excluding points of view
- Authors may switch the point of view to offer the reader a different perspective on characters or events
- Authors offer more than one point of view in order to explain the story in more depth or to increase the complexity of the plot
- Contrasting points of view may be included in a text
- Contrasting points of view increase the complexity of the story, but may limit the reader's identification with (or sympathy for) the protagonist

**Do:**
- Identify the different points of view in a text
- Contrast the points of view of the characters
- Surmise why an author develops the story through different points of view
- Explain how the contrasting points of view increase the complexity of the story, but may limit the reader's identification with (or sympathy for) the protagonist

**Prerequisites:**
- Determine the point(s) of view used in a text
- Determine how the point(s) of view affects the reader

**Do:**
- Provide example texts that have strong examples of characterization and different narrative styles, including contrasting points of view in a single text
- Engage students in analyzing why an author elects to use different points of view across characters and episodes of the plot
- Trace the development of plot and character using visual timelines with evidence cited (for example, use butcher paper to construct a plot line that runs across a wall or around the room, placing important events along the line and noting relationships among people and events, including narrator point of view, cause and effect structures, if/then events, telling character developments, etc.)
- Provide explicit instruction on the forms of lyric and narrative poetry appropriate to grade 7, as well as basic elements of meter, rhythm, rhyme (both internal and end), and rhyme scheme

- Require students to perform pieces of dramatic literature in as realistic a scenario as possible (Is there a stage in your school building? Can the students build props or make costumes?)
- Have students break down a dramatic piece, understanding the format for writing dialogue, the average length of an act or scene, and what is comprised within the stage directions
- Model reading interesting, relevant, or surprising poetry aloud, with appropriate pacing, tone, and inflection to engage the audience; have students practice reading poetry aloud
- Use Poet.Org (http://www.poets.org/) to allow students to explore multiple genres, literary periods, and subject matter in poetry, including hearing audio recordings of poets reading their own work
- Provide explicit instruction on the forms of lyric and narrative poetry appropriate to grade 7, as well as basic elements of meter, rhythm, rhyme (both internal and end), and rhyme scheme

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**Do:**
- Describe and explain the structure or form of a poem or drama
- Explain the central idea or theme of a poem or drama
- Explain how the structure of a poem or drama supports its meaning

---

**Prerequisites:**
- Determine the point(s) of view used in a text
- Determine how the point(s) of view affects the reader

---

**Know:**
- Describe the overall structure of a text
- Describe the structure of a specific part of a text
- Explain how the overall structure of a text relates to the theme, setting, or plot
- Explain how the specific parts of a text relate to each other and to the text's theme, setting, or plot

---

**Do:**
- Identify the different points of view in a text
- Contrast the points of view of the characters
- Surmise why an author develops the story through different points of view
- Explain how the contrasting points of view increase the complexity of the story, but may limit the reader's identification with (or sympathy for) the protagonist

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**Prerequisites:**
- Determine the point(s) of view used in a text
- Determine how the point(s) of view affects the reader
<table>
<thead>
<tr>
<th>Grade 7</th>
<th>ELAGSE7RL7:</th>
<th>Grade 7 HP</th>
<th>ELAGSE7RL9:</th>
</tr>
</thead>
</table>
| **Know:** | • explain how the point(s) of view affects the author's development of characters, plot, and themes  
• explain how the author used the point of view to accomplish a goal (e.g., in a first person the author may intend to develop a strong sense of empathy from the reader toward the protagonist; in third person omniscient the author may intend a deep involvement of the reader with a cast of characters and their plights) | **Know:** | • Provide students an opportunity to see a video or staged production of a book they have read  
• Engage students in comparing and contrasting the differences in the two different types of presentations and identifying the effects of medium technique(s)  
• Allow students to produce a film or stage production of their own, examining how each literary element is translated into the new medium (for example, how can you convey a hot summer day on stage? How could lights, costumes, props, etc. create the effect?)  
• Engage students in a discussion about the artistic merit of changes made within various versions of a text; what are some of the assumptions inherent in the changes (for example, if a subplot or character or scene has been left out of a stage or film version of a story)  
• Provide a text of a movie script for visual and point-by-point comparison between texts if possible  
• Spend some instructional time on some elements of visual texts and visual rhetoric (such as the use of color, light, angles) |
| **Do:** | • compare 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).  
• know: differences between different types of medium  
• unique features of each medium (written story, drama, or poem)  
• do: compare a written story, drama, or poem to its audio, filmed, staged, or multimedia version  
• contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version  
• consider the effects of lighting, sound, color, or camera focus and angles in a film  
• analyze the effects of the techniques unique to each medium and how each medium impacts the understanding of a text | **Know:** | • define fact and opinion  
• define historical and fictional portrayal  
• define story elements of portrayal of time, place, character, period, and historical account  
• do: compare a fictional portrayal of a time, place, or character with an actual historical account  
• contrast a fictional portrayal of a time, place, or character with an actual historical account  
• determine the differences between the fictional and historical accounts  
• explain how authors of fiction use history within their story  
• determine how authors of fiction alter history with their accounts | **Prerequisites:** | • compare the experience of reading a text with listening to or viewing a comparable audio, video, or live version  
• contrast what they "see" and "hear" when reading a text with what they perceive when listening to or viewing a comparable audio, visual, or live version  
• use example that illustrate the difference between a historical portrayal and a fictional portrayal of a time, place, or character  
• expose students to literary works, especially historical fiction, that use realistic historical context as a setting  
• place a world map and world timeline on the walls of the classroom for reference  
• compare and contrast works from different authors and/or different viewpoints within a common historical context, especially narratives from radically different viewpoints (for example colonizer and colonized)  
• engage students in writing individual accounts of a common event and discuss the differences in those accounts |
### Troup County School System
#### 7th Grade ELA Curriculum Map

**Prerequisites:**
- determine the topic of a text
- identify a theme within a text
- compare and contrast how similar themes and topics are addressed in different genres of text

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Support Standard</th>
<th>ELAGSE7RL10:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>HP</td>
<td>ELAGSE7RI1:</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Know:</td>
<td>- difference between explicit information and inference, supportive and non-supportive evidence</td>
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<tr>
<td></td>
<td></td>
<td>Do:</td>
<td>- analyze the evidence that supports explicit information or is the basis for inference made</td>
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<tr>
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<td></td>
<td>Pre-requisite:</td>
<td>- cite at least one piece of textual evidence</td>
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<td>- cite several pieces of accurate evidence using correct conventions</td>
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<td>- Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion</td>
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<td>- Model distinguishing among evidence to determine most accurate for claim made in answer</td>
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<td>- Model using several pieces of evidence to provide the most complete support for claim made in answer</td>
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<td>- Use modified Cornell Notes in a two-column format to practice making several claims about what text says ---explicit/inference--- and quoting evidence for such in column two (before written task)</td>
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<td>- Require students to take notes on textual content, modeling appropriate procedures and content (e.g., Cornell Notes, outline)</td>
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<td>- Model the necessity of providing evidence for claims in circumstances other than textual analysis, for example in making decisions about a class party or field trip</td>
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<td>- Purposefully provide informational texts that challenge readers in various ways (technically, with domain-specific language, with unusual structure, etc.)</td>
</tr>
<tr>
<td>Grade 7</td>
<td>HP</td>
<td>ELAGSE7RI2:</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Know:</td>
<td>- how to differentiate between two or more central ideas</td>
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<tr>
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<td>- how central ideas are developed over the whole text</td>
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<tr>
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<td>- how to summarize several ideas</td>
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<tr>
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<td></td>
<td></td>
<td>- difference between objective and subjective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do:</td>
<td>- analyze(trace the progression of two or more central ideas using supporting ideas across the whole text</td>
</tr>
<tr>
<td></td>
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<td>- summarize the central idea(s) using the most supportive ideas</td>
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<td>- Model how to identify two or more central ideas---what major messages convey the purpose of the whole text</td>
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<td>- Remind students that, while authors typically make a statement of the central ideas within the introductory paragraph of an essay or chapter, the central idea can be found anywhere in the text. Provide examples of both.</td>
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<tr>
<td></td>
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<td></td>
<td>- Typically an author makes a statement of the central ideas within the introductory paragraph of an essay or chapter</td>
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<td>- Trace the line of development of each idea and make a statement of each</td>
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<td>- Distinguish details that support each central idea</td>
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<td>- Differentiate paraphrasing of details that stays true to the author’s text versus personal additions/interpretations</td>
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<td>- Engage students in writing a summary where they state the central ideas and summarize the particular details that support them</td>
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<td>- Compare written summary to the original text and critique how well it represents only the author’s message (objective versus subjective)</td>
</tr>
</tbody>
</table>
| Grade 7 HP | ELAGSE7RI3: 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).  
**Know:**  
- relationships between individuals, events, and ideas  
- how ideas or individuals influence events  
**Do:**  
- identify relationships between individuals, events, and ideas  
- analyze relationships between individuals, events, and ideas  
- analyze how individuals cause changes in ideas and events and how events and ideas change individuals  
**Pre-requisite:**  
- analyze presentation of individuals, events, or ideas  |
| --- | --- |
|  | • Purposefully choose a variety of informational texts that introduce and develop central ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose.  
• Engage students in describing interactions between individuals, events, or ideas in a text  
• Point out how the relationships among them shape each  
• Illustrate the two-way relationship between ideas influencing individuals and individuals influencing ideas/events  
• Analyze what techniques the author used to show the interactions in the text |
| Grade 7 HP | ELAGSE7RI4: 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.  
**Know:**  
- general meanings of word as well as uses for effect: figurative, connotative, technical  
- tone is the author’s attitude conveyed through words and phrases  
- a text has a tone and an author’s choice of words and phrases controls the tone and supports meaning  
**Do:**  
- use context clues to determine meanings of words and phrases  
- analyze author’s use of words for a purpose  
- determine how the author’s use of words and phrases impacts the reader’s understanding of the content  
- explain how the author’s use of figurative language creates the meaning and tone of the text  
**Pre-requisite:**  
- determine the meaning of figurative, connotative, and technical words and phrases in a text  |
|  | • Engage students in determining the meaning of texts where they must apply knowledge of figurative language, connotative meanings, and technical word use  
• Demonstrate how word choice influences textual meaning and reader response (impact on tone, mood, images)  
• Use contrasting pieces of text to illustrate how word use impacts meaning and tone  
• Provide opportunities for student use of multiple meaning (figurative, connotative) words and technical words to create meaning and tone in writing |
| Grade 7 HP | ELAGSE7RI5: 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.  
**Know:**  
- there are various structures for organization in texts (compare/contrast; cause/effect; chronology; problem/solution)  
- structural components of various informational texts  
- that major sections in an informational text are used to convey in- |
|  | • Review text structures (compare/contrast, cause/effect, chronology, problem/solution) and the reason why authors may use each  
• Analyze various texts to identify structure and its match to purpose  
• Using graphs or outlines, illustrate relationship between major sections of text and how ideas are developed  
• Analyze sections of text and illustrate relationship to the development of the central idea(s) |
# Troup County School System
## 7th Grade ELA Curriculum Map

### Do:
- determine the text structure an author uses to organize a text
- identify major sections in the text that include central ideas and details
- explain how the major sections of a text contribute to the development of the ideas and the text as a whole

### Pre-requisites:
- analyze how a section of the text fits into the text’s structure and message

### Grade 7 HP

**ELAGSE7RI6**: 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.

**Know:**
- point of view can be analyzed by determining the author’s relationship to the topic or event
- the objectivity of a text can be influenced by an author’s purpose or personal bias
- authors may acknowledge or include other positions or viewpoints to reinforce their own or to lend credibility to their overall understanding of the topic
- authors may assert themselves as experts or trustworthy sources but that does not mean they are
- authors may point out how their point of view differs from others

**Do:**
- analyze the author’s point of view and purpose
- determine if and how the author distinguishes his/her point of view from the position of others
- explain how authors use different positions or viewpoints to advance their purpose
- assess the author’s reliability as a source of information

**Pre-requisite:**
- determine and explain author’s point of view or purpose

**Grade 7**

**ELAGSE7RI7**: 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).

**Know:**
- information is presented in various forms including multimedia
- audio, visual, and multimedia versions may include presenter’s perceptions or point of view

**Do:**
- compare and contrast an audio, video or multimedia version of the text to the written text
- analyze each mediums’ portrayal of a text
- understand the impact words, audio, and visuals have on the meaning of the text

**Pre-requisite:**
- Compare and contrast a text with a media version of the same text pointing out similarities and differences
- Analyze the power of each medium to communicate the message and determine if the message is changed by the medium used
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; for instance, how are teenagers impacted by the visual images of perfect hair/teeth/bodies of film stars and are they more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of...
### Grade 7 ELA Curriculum Map

#### Pre-requisite:
- Interpret and integrate information presented in different formats

#### Grade 7 HP

<table>
<thead>
<tr>
<th>ELAGSE7R18:</th>
<th>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.</th>
</tr>
</thead>
</table>
| Know: | **Trace the line of an argument in a text and identify specific claims**  
**Identify reasons and/or evidence for each claim**  
**Demonstrate when a piece of evidence is a sound and factual**  
**Demonstrate when a piece of evidence is relevant to the argument or a distraction from known or verifiable facts**  
**Demonstrate when a piece of evidence is adequate to address all aspects of the argument**  
**Engage students in analyzing arguments and identifying the reasons and evidence presented for each claim and the argument as a whole and ask:**  
  - Are there credible and valid reasons for the claims made in the argument?  
  - Are the reasons and evidence relevant to the key points of the argument?  
  - Are the reasons and evidence adequate to support all claims and the key argument made?  
  - Explain all responses by citing textual support.  
| Do: | **Trace the development of an argument**  
**Evaluate specific claims for sound reasoning, relevant evidence, and adequate/sufficient support for the claims** |
|---|---|
| Pre-requisite: | **Identify the author's argument and specific claims in a text**  
**Identify how the author's evidence supports the argument and specific claims in a text**  
**Trace the development of the author's argument and specific claims in a text**  
**Evaluate an argument critically using criteria based on sufficient support, credibility, balanced position (objectivity), logical reasoning, and clear language**  
**Evaluate the author's use of evidence and its credibility in supporting the author's claim** |

#### Grade 7 ELAGSE7R19: 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.

| Know: | **Use texts to illustrate how two or more authors have different purposes for their presentation of the same topic and how they emphasize key information and use different interpretations of the facts to persuade the reader**  
**Analyze author’s purpose and determine if the author’s use of key information and the interpretation of facts is credible and grounded in fact**  
**Make a statement to express the author’s position in each text on the same topic**  
**Make it a practice to provide texts supporting varying points of view on any given subject under consideration in the classroom**  
**Provide opportunities for students to adopt a position that is not their own position in a debate and argue it effectively in order to understand that the power of an argument does not always lie in the argument’s validity but in the skill of the rhetorician** |
|---|---|
| Do: | **Determine the key information in the texts of two or more authors on the same topic**  
**Analyze the emphasis and interpretation of facts in each author's writing**  
**Analyze how the difference in emphasis and interpretations between** |
# Troup County School System
## 7th Grade ELA Curriculum Map

<table>
<thead>
<tr>
<th>Pre-requisite:</th>
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<tbody>
<tr>
<td><strong>two or more authors shape each individual presentation</strong></td>
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<tr>
<td>- compare and contrast the presentation of the same event by two different authors</td>
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<tr>
<td>- distinguish between fact and opinion</td>
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<tr>
<td>- student must recognize differing viewpoints</td>
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<tr>
<td>- explain why one author's presentation of events differs from that of another author</td>
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<tbody>
<tr>
<td><strong>Pre-requisite:</strong></td>
<td>Share newspapers and magazine articles within the classroom regularly to foster discussions on current events and national and international affairs, bringing students' knowledge of bias to bear in examining these documents</td>
</tr>
<tr>
<td>- examine historical documents that provide conflicting information on the same topic or event (such as primary source documents depicting unrest among colonists in America from the colonists point of view and from newspapers in England) to gain historical perspective on the concept</td>
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</tr>
</tbody>
</table>

### Grade 7 ELAGSE7RI10:
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.

### Grade 7 HP ELAGSE7W1:
Write arguments to support claims with clear reasons and relevant evidence.

**Know:**
- the difference between persuasive writing and argument writing
- the meaning of credible sources
- rhetorical devices in writing arguments
- that an intended audience helps determine the reasons and evidence used in an argument

**Do:**
- determine the relevant reasons and evidence to use for a specific audience
- determine which rhetorical devices to use to best support claims in an argument
- demonstrate the proper use of rhetorical devices within an argument

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**Know:**
- a claim is a statement that can be supported with reasons and evidence
- an alternate claim is a statement that supports the same overall concept as the original claim but has a different goal (e.g., no school uniforms vs. no dress code or no school uniforms vs. current dress code)
- an opposing claim is a statement that is the opposite of the original claim (e.g., current dress code vs. school uniforms)
- supporting reasons and evidence relate to a claim
- writers introduce claims in the first statement or section of argument writing
- the structure of arguments organizes reasons and evidence logically

**Do:**
- determine how to introduce their claim in argument writing
- analyze their claim for credibility

- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Model and engage students in writing arguments that address the Know and Do of this standard
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Provide students with topics and texts from which to construct arguments that are relevant and provocative
- Share great student examples and real world examples
- Practice co-writing with students
<table>
<thead>
<tr>
<th><strong>b.</strong> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</th>
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<tbody>
<tr>
<td><strong>Know:</strong></td>
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<tr>
<td>• how to distinguish between credible and non-credible sources</td>
</tr>
<tr>
<td>• understand techniques to support claims with logical reasoning and relevant evidence</td>
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<tr>
<td>• text structure supports claims</td>
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<tr>
<td><strong>Do:</strong></td>
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<tr>
<td>• determine which reasons further an argument and support a claim</td>
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<tr>
<td>• determine which technique or supportive format best enhances their claim (e.g., logical, reasoning, emotional)</td>
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<tr>
<td>• determine if the reasoning and evidence is logical in supporting a claim</td>
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<thead>
<tr>
<th><strong>c.</strong> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</th>
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<tbody>
<tr>
<td><strong>Know:</strong></td>
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<tr>
<td>• words, phrases, and clauses clarify relationships and create cohesion within a written piece</td>
</tr>
<tr>
<td>• transitions show different relationships in writing</td>
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<tr>
<td>• how to use transitions to show relationships in writing</td>
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<tr>
<td><strong>Do:</strong></td>
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<tr>
<td>• determine the appropriate transition to connect and clarify ideas</td>
</tr>
<tr>
<td>• determine the relationship among claims, reasons, and evidence</td>
</tr>
<tr>
<td>• use transitions in writing to develop relationships among evidence, reasons, and claims</td>
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</table>

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<thead>
<tr>
<th><strong>d.</strong> Establish and maintain a formal style.</th>
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<tbody>
<tr>
<td><strong>Know:</strong></td>
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<tr>
<td>• style is the way an author chooses to use language (e.g., formal, poetic, direct, fast-paced, down-to-earth)</td>
</tr>
<tr>
<td>• that tone, voice, and personal experience help writers to establish a formal style</td>
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<tr>
<td>• that style can be established through the use of language, structure, tone, mood, and purpose</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
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<tr>
<td>• evaluate their writing for tone and voice</td>
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</tbody>
</table>
### Troup County School System
#### 7th Grade ELA Curriculum Map

<table>
<thead>
<tr>
<th>Grade 7 HP</th>
<th>ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</th>
</tr>
</thead>
</table>
| **Know:** | - organizational strategies to convey ideas and concepts  
  - the difference between informational and explanatory texts  
  - both informational and explanatory texts are classified as expository texts |
| **Do:**   | - analyze relevant content to support a topic or idea  
  - demonstrate the proper structure of an informational text  
  - demonstrate the proper structure of an explanatory text  
  - demonstrate support of a topic through the selection, organization, and analysis of 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 |

| **Know:** | - a concluding statement or section supports the argument previously presented  
  - that new claims, reasons, and evidence are never introduced in the conclusion  
  - a conclusion attempts to change the reader’s point of view, brings about some action on the reader’s part, or asks the reader to accept the writer’s explanation |
| **Do:**   | - determine which outcome they are seeking in their conclusion (e.g., change in viewpoint, call to action, idea acceptance)  
  - determine if a conclusion reinforces the argument presented |
| **Pre-requisite:** | - distinguish among claims, reasons, and evidence  
  - develop arguments using a variety of techniques (e.g., logical, reasoning, emotional)  
  - strengthen arguments by using rhetorical devices in their writing  
  - defend against possible opposing point of views within their writing |

| **Grade 7 HP** | **Know:** | - evaluate their writing for structure, language, tone, mood, and purpose  
  - evaluate several pieces of writing to determine whether a formal style is present and consistent throughout the pieces |
| **Do:** | - provide a concluding statement or section that follows from and supports the argument presented |

### Grade 7 HP
- Model and engage students in writing informative/explanatory texts to examine a topic and convey ideas and concepts that address the specific strategies described in the Know and Do of this standard  
- Expose students to a variety of informational writing, including quality journalism, contracts, and instructions  
- Require all steps of the writing process when appropriate  
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible  
- Share great student examples and real world examples  
- Practice co-writing with students
**Troup County School System**  
**7th Grade ELA Curriculum Map**

<table>
<thead>
<tr>
<th>Know:</th>
<th>Do:</th>
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</thead>
<tbody>
<tr>
<td>multimedia when useful to aiding comprehension.</td>
<td>an introduction contains a thesis that states the main topic and previews what is to follow</td>
</tr>
</tbody>
</table>

**Know:**
- an introduction contains a thesis that states the main topic and previews what is to follow
- informative and explanatory texts are organized into categories based on ideas, concepts, and information
- formatting used in informative and explanatory texts (e.g., headings, charts, graphics, multimedia)

**Do:**
- write an introduction that contains a thesis that states the main topic and previews what is to follow
- demonstrate how to preview what is to follow when introducing a topic
- demonstrate strategies used in informative and explanatory texts (e.g., definition, classification, comparison/contrast, cause/effect)
- use formatting, graphics, and multimedia to aid comprehension about a topic

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**Know:**
- that informative and explanatory texts are composed of relevant facts, definitions, concrete details, quotations, and examples
- the difference between quoting information and paraphrasing information
- how to accurately cite information using MLA format

**Do:**
- determine when facts, quotes, details, and examples are relevant to topic
- evaluate their writing to determine if sufficient support for the topic and purpose was provided

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**Know:**
- transitions connect ideas and concepts to create cohesion
- transitions clarify relationships among ideas and concepts
- transitions can be individual words, phrases, or sentences

**Do:**
- determine which transitions are appropriate to create cohesion and clarify relationships among ideas and concepts
- determine which transitions best support text structure and purpose
- determine when and where to add transitions in informative and explanatory texts

d. Use precise language and domain-specific vocabulary to inform about
| Grade 7 HP | ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **Know:** characters can be developed in a narrative through their own actions or thoughts in a narrative | • Encourage students to emulate the style and voice of their favorite writers on occasion to scaffold their developing abilities and try on various personas in their writing  
• Explore ways to tie narrative writing to texts under consideration by the class (such as extending a story past its end point, creating an... |
# Troup County School System
## 7th Grade ELA Curriculum Map

**Do:**
- a speaker helps develop the events and sequence of events in a narrative
- the speaker, audience, and purpose must be connected to effectively write a narrative
  - integrate audience, speaker, and purpose to improve a narrative
  - determine the most effective way of combining speaker, audience, and purpose with effective techniques, details, and event sequences
  - develop audience, speaker, and purpose through figurative language to improve a narrative

  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.

**Know:**
- the context means where and when a story takes place in a narrative text
- context is established to engage and orient the reader (e.g., setting, circumstance)
- point of view is the perspective from which the story is told (e.g., first person, third person)
- that writing in the first person limits the reader to one character's perspective (e.g., using pronouns such as "I" or "we")
- that writing in the third person allows more freedom in how the story is told (e.g., using pronouns such as "he", "she", and "they")
- there are different character types (e.g., protagonist, antagonist)
- events in a narrative text are organized sequentially

**Do:**
- determine how to engage the reader at the beginning of a narrative text
- determine how to establish the context for the narrative
- determine from what point-of-view the story will be written (e.g., first person, third person)
- determine the narrator and characters to include in their narrative text
- organize the narrative to maintain a natural and logical flow for the reader

  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**Know:**
- a story is developed using narrative techniques (e.g., dialogue and interior monologue provide insight into the narrator's and characters' personalities and motives)
- a narrative is developed using relevant details about scenes, objects, or people to describe specific actions (e.g., movement, gestures, postures, expressions)

- alternate ending or character, responding to literature informally, etc.
- Include poetry writing in creative writing explorations including free verse and structured verse using specific meter
- Include narrative writing in routine writing whenever possible
## Troup County School System
### 7th Grade ELA Curriculum Map

<table>
<thead>
<tr>
<th><strong>Do:</strong></th>
<th>a narrative is developed using well-structured event sequences to manipulate pace, to highlight significance of events, and create tension or suspense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do:</strong></td>
<td>determine if dialogue should be used in their writing</td>
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<tr>
<td><strong>Do:</strong></td>
<td>develop the visual details of scenes, objects, and people in narrative writing</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
<td>compose details that depict specific actions (e.g., movements, gestures, postures, and expressions)</td>
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<tr>
<td><strong>Do:</strong></td>
<td>develop dialogue that provides insight into the narrator's and characters' personalities and motives</td>
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<tr>
<td><strong>Do:</strong></td>
<td>manipulate the pace of a story to highlight significant events, or to create tension and suspense</td>
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<tr>
<td><strong>c.</strong></td>
<td>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<tr>
<td><strong>Know:</strong></td>
<td>transition words, phrases, and clauses help develop the sequence of events (e.g., later, next, then, before long, at the same time)</td>
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<tr>
<td><strong>Know:</strong></td>
<td>narrative transitions signal shifts in time or place</td>
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<tr>
<td><strong>Do:</strong></td>
<td>determine which type of transition is appropriate in a narrative to convey sequence</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
<td>determine which type of transition is appropriate in a narrative to signal a shift from one time frame or setting to another for readers</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
</tr>
<tr>
<td><strong>Know:</strong></td>
<td>concrete words are nouns that can be seen, heard, tasted, smelled, and touched</td>
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<tr>
<td><strong>Know:</strong></td>
<td>abstract words are concepts or ideas</td>
</tr>
<tr>
<td><strong>Know:</strong></td>
<td>sensory details are descriptive phrases that use the five senses (e.g., If the event is a day at the beach - visual: kids building a sandcastle; sound: the lifeguard's warning whistle; smell: ocean air; taste: salt water; feeling: sand between toes)</td>
</tr>
<tr>
<td><strong>Know:</strong></td>
<td>imagery evokes an idea, thought, or feeling through the use of concrete words or sensory details</td>
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<tr>
<td><strong>Know:</strong></td>
<td>to &quot;capture the action&quot; a writer must include enough detail and sensory language so the reader can envision the event or experience</td>
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<tr>
<td><strong>Do:</strong></td>
<td>determine which experiences and events need elaboration</td>
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<tr>
<td><strong>Do:</strong></td>
<td>determine when and where to add concrete words and sensory details</td>
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</table>
### Grade 7 ELA Curriculum Map

#### Details to Narrative Writing
- determine which type of sensory language is appropriate for the given context
- determine if descriptive details are relevant
- determine if the sensory language used provides enough detail to capture the action and enables the reader to visualize the event or experience

**e. Provide a conclusion that follows from and reflects on the narrated experiences or events.**

**Know:**
- a conclusion summarizes or provides reflection on the events in a narrative
- a conclusion may not signal the complete end of a series
- the conclusion links to the introduction in some way

**Do:**
- develop an appropriate conclusion to a story

**Pre-requisite:**
- determine how to engage the reader at the beginning of a narrative text
- determine how to establish the context for the narrative
- determine the point-of-view according to task, purpose, and audience. (e.g., first person, third person)
- determine the narrator and characters to include in their narrative text
- organize the narrative to maintain a natural and logical flow for the reader

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#### Grade 7 ELAGSE7W4: 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.)

**Know:**
- that development, organization, and style are dependent upon task, purpose, and audience
- that the thesis statement, topic sentences, and details in writing help convey the task, purpose, and audience of the written piece

**Do:**
- develop clear and coherent writing that uses a thesis statement, topic sentences, and details
- demonstrate task, purpose, and audience in writing through development, organization, and style

**Pre-requisite:**
- determine an appropriate writing type for a specific task, purpose,

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<table>
<thead>
<tr>
<th>Grade 7</th>
<th>ELAGSE7W4: 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.)</th>
<th>Know:</th>
<th>Do:</th>
<th>Pre-requisite:</th>
<th>Pre-requisite:</th>
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<td>Have students write routinely in a variety of genres, formats, settings, and time frames</td>
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<td>Expose students to exemplary models of writing, and co-write with them in real time when possible</td>
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<td>Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts</td>
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<tr>
<td>Grade 7</td>
<td>ELAGSE7W5: 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 on page 52.) Know:</td>
<td>Grade 7 ELAGSE7W6: 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. Know:</td>
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<td></td>
<td>• there are various structures for informational text (e.g. chronology, comparison, cause/effect, problem/solution)</td>
<td>• how to use technology to produce and publish writing (e.g., computers, printers, cameras, audio, and digital recordings)</td>
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<td></td>
<td>• the structural components of the various types of informational texts</td>
<td>• materials downloaded from interactive media or technology should be cited and credited using MLA format</td>
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<td>• major sections in an informational text include central ideas and supporting details</td>
<td>• why it is important to link to and cite sources used in writing</td>
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<td>• narrative text may describe experience, a person, or develop a plot</td>
<td>• proper etiquette when using technology to produce and publish writing or collaborate with peers</td>
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<td>Do:</td>
<td>Do:</td>
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<tr>
<td></td>
<td>• determine the text structure an author uses to organize and informational or narrative text</td>
<td>• use multiple strategies to engage students in revising and perfecting their writing, including individual conferencing, peer editing, virtual editing (using software designed for that purpose or using simple tools like MicroSoft Word tools for word count and sentence structure)</td>
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<td>• identify major sections in the text that include central ideas and details</td>
<td>• Consider implementing a “most improved” designation on occasion, awarding a paper that shows the most improvement between drafts</td>
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<td>• explain how the major sections of a text contribute to the development of the ideas and to the text as a whole</td>
<td>• In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing (for example checking sentences for varied fluency)</td>
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<tr>
<td>Pre-requisite:</td>
<td>With some guidance and support from peers and adults:</td>
<td>· Incorporate digital media into the classroom at every opportunity including maintaining a class website if possible</td>
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<td>• demonstrate the writing process to develop and strengthen their writing</td>
<td>· Partner with the media specialists in your school whenever possible</td>
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<td></td>
<td>• demonstrate the difference between editing and revising</td>
<td>· Be proactive in learning about new technologies whenever possible</td>
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<td></td>
<td>• determine whether a new approach will strengthen a written piece, and how to adapt the writing for the new approach</td>
<td>· Learn from your students, the digital natives, about emerging technologies</td>
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<tr>
<td></td>
<td></td>
<td>· Share student work beyond the borders of the classroom whenever possible and appropriate</td>
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</tbody>
</table>
### Troup County School System
#### 7th Grade ELA Curriculum Map

<table>
<thead>
<tr>
<th>Pre-requisite:</th>
<th>Grade 7 HP</th>
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<tbody>
<tr>
<td>• determine which technology will help them produce and publish a piece of writing</td>
<td><strong>ELAGSE7W7</strong>: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
</tr>
<tr>
<td>• develop links to and cite sources when using technology to produce and publish writing</td>
<td>Know:</td>
</tr>
<tr>
<td>• demonstrate proper etiquette when using technology to produce and publish writing or collaborate with peers</td>
<td>• how to locate credible sources to explore a topic</td>
</tr>
<tr>
<td></td>
<td>• how to identify key aspects of question(s) for investigation</td>
</tr>
<tr>
<td></td>
<td>• that paraphrasing and quotes in a story support a writer’s own thoughts</td>
</tr>
<tr>
<td></td>
<td>• how to use multiple in-text citations using MLA format in a paper</td>
</tr>
<tr>
<td></td>
<td>• what intentional and unintentional plagiarism is.</td>
</tr>
<tr>
<td></td>
<td>• tools to prevent plagiarism in their writing</td>
</tr>
<tr>
<td></td>
<td>Do:</td>
</tr>
<tr>
<td></td>
<td>• select aspects of a topic/question that are specific and suited to an investigation</td>
</tr>
<tr>
<td></td>
<td>• determine important and credible information and facts when researching</td>
</tr>
<tr>
<td></td>
<td>• develop a research project using several in-text citations using MLA format</td>
</tr>
<tr>
<td></td>
<td>• cite all sources for information they gather</td>
</tr>
<tr>
<td></td>
<td>• identify when unintentional plagiarism has occurred within their writing</td>
</tr>
<tr>
<td></td>
<td>• adapt their writing to eliminate plagiarism that occurs</td>
</tr>
<tr>
<td></td>
<td>• synthesize paraphrasing and quotes within a research project with their own thoughts/ideas to answer a question</td>
</tr>
<tr>
<td></td>
<td>Pre-requisite:</td>
</tr>
<tr>
<td></td>
<td>• compare the experience of reading a text with listening to or viewing</td>
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<tr>
<td></td>
<td>• Provide a balanced mix of assigned and self-generated avenues for research inquiry</td>
</tr>
<tr>
<td></td>
<td>• Require formal manuscript style in construction and citation of research as appropriate</td>
</tr>
<tr>
<td></td>
<td>• Include a wide variety of very brief, limited inquiries, having students digress to conduct a mini-research project when a question arises naturally from a text under consideration by the class</td>
</tr>
<tr>
<td></td>
<td>• Model and encourage students to make connections between seemingly unrelated topics and to generate ideas for extensions</td>
</tr>
</tbody>
</table>
### Grade 7 HP

**ELAGSE7W8:** 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.

**Know:**
- a print source is cited differently than a digital source, although some components are the same
- a works cited page appears at the end of a paper, and lists the information actually used within the written research project
- citations appear at the end of a text (e.g., bibliography, works cited) and within the body of the text (e.g., footnotes, parenthetical references)
- that MLA format is used to cite sources
- how to select research terms for effectiveness in research
- how to distinguish credibility and accuracy of a source
- attributes of plagiarism

**Do:**
- develop writing that includes citations within the text (e.g., footnotes, parenthetical references)
- focus and narrow their search terms to related subtopics and aspects of the original topic
- determine the credibility of a source
- determine when and how to cite different print and digital resources
- use MLA style to produce reports

**Pre-requisite:**
- determine what information is relevant when taking notes
- gather relevant information from print and digital sources
- determine key words to use when researching
- determine how to categorize information
- determine the credibility of a source
- determine when to cite a source
- demonstrate the difference between print source citations and digital source citations

**ELAGSE7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Know:**
- the task, purpose and audience for their writing

**Do:**
- Incorporate technology into the classroom whenever possible, keeping up with trends in gathering and sharing information
- Partner with your media center faculty to scaffold and reinforce fundamental citation skills, reinforce the seriousness of plagiarism and the accepted rules for gathering and sharing academic information in the public domain
- Require formal annotations when appropriate
- Provide opportunities for students to practice the basics of writing citations in an accepted manuscript style without the aid of a citation generator
- Review the basics of writing and integrating quotations effectively
| Troup County School System  
<table>
<thead>
<tr>
<th>7th Grade ELA Curriculum Map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>• the differences between writing an analysis, a reflection, and research</td>
</tr>
<tr>
<td>• how to locate evidence in a variety of sources based on the purpose of the written piece</td>
</tr>
<tr>
<td>• how to properly connect evidence from a literary or informational text within a paper</td>
</tr>
<tr>
<td><strong>Know:</strong></td>
</tr>
<tr>
<td>• determine what evidence to draw from a text to support the task required</td>
</tr>
<tr>
<td>• determine the text structure of the text aligned to the task</td>
</tr>
<tr>
<td>• develop a written piece by connecting literary and informational text with the task</td>
</tr>
<tr>
<td>• determine how to extract and compose evidence from the text</td>
</tr>
<tr>
<td>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”).</td>
</tr>
<tr>
<td><strong>Know:</strong></td>
</tr>
<tr>
<td>• determine task, purpose, and audience</td>
</tr>
<tr>
<td>• narrative elements and story themes</td>
</tr>
<tr>
<td>• literary techniques (e.g., figurative language, imagery)</td>
</tr>
<tr>
<td>• how to search for relevant information and evidence</td>
</tr>
<tr>
<td>• identify historical accounts and time periods</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>• determine task, purpose, and audience</td>
</tr>
<tr>
<td>• determine how an author used or altered history</td>
</tr>
<tr>
<td>• compare two or more fictional portrayals to understand time, place, characters, or historical accounts</td>
</tr>
<tr>
<td>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”).</td>
</tr>
<tr>
<td><strong>Know:</strong></td>
</tr>
<tr>
<td>• literary nonfiction is factual information written using literary techniques (e.g., autobiography, opinion, prose)</td>
</tr>
<tr>
<td>• how to search for relevant information</td>
</tr>
<tr>
<td>• how to differentiate between informational text and literary non-fiction</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>• determine task, purpose, and audience</td>
</tr>
<tr>
<td>• determine text structure or format needed to complete a task (e.g.,</td>
</tr>
<tr>
<td>literary element, or why he or she chooses one approach over another in a given context; analysis essays should never focus on the lowest cognitive level of what the text was about</td>
</tr>
<tr>
<td>• Require students to create formal annotations and citations at least occasionally</td>
</tr>
<tr>
<td>• Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence (for example, “Jane Eyre was a brave and headstrong girl” cannot stand without specific evidence to prove both points)</td>
</tr>
</tbody>
</table>
# Troup County School System
## 7th Grade ELA Curriculum Map

| Grade 7 | ELAGSE7W10: 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.  
**Know:**  
- writing can be done in any academic area  
- writing should be done routinely, each time with a specific purpose  
- writing can be completed in extended and short time frames  
**Do:**  
- evaluate the task, purpose, and audience their writing will address across varied time frames  
**Pre-requisite:**  
- compose multiple pieces of writing in a variety of time frames, in multiple content areas, and for different audiences, tasks and purposes  |
| Grade 7 HP | ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  a. Explain the function of phrases and clauses in general and their function in specific sentences.  
**Know:**  
- a phrase is a group of words that acts as a single part of speech and does not have both a subject and a verb  
- there are different types of phrases (e.g., adjective, adverbial, noun, prepositional, verb)  
- a clause is the smallest grammatical unit that expresses a complete idea  
- an independent clause contains at least a subject and a verb  
- a dependent clause or subordinate clause as a clause that does not stand alone as a sentence and depends on another clause to |

| | compare/contrast, summarize)  
- determine what portions of text are required to complete a task  
- determine if additional information, resources, or text are need for a task  
- interpret information in a text  
- evaluate whether claims are supported by evidence  
**Pre-requisite:**  
- determine task, purpose, and audience  
- determine text structure or format (e.g., compare /contrast, summarize)  
- determine what portions of text are required to complete the tasks  
- determine if additional information, resources, or text are required  
- interpret information in a text  |

- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both  
- Require students to maintain a record of their writing throughout the year in the form of a portfolio  
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits  
- Vary the requirements for tasks to include type-written and handwritten pieces, long and short pieces, research  
- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade  
- Point out examples within texts under consideration of grammatical concepts focused on in your grade’s standards  
- As necessary, provide focused instruction on concepts that may be new to students, such as types of phrases and clauses  
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level |
Troup County School System  
7th Grade ELA Curriculum Map

- complete its meaning (e.g., When school is finished)
- a complex sentence contains one or more dependent clauses in addition to the main clause [e.g., When school is finished (dependent clause), go home (independent clause)]
- an adjective phrase is a group of words including an adjective and its complements or modifiers that function as an adjective
- an adverbial phrase is a phrase that collectively modifies a verb, adjective, another adverb, or a prepositional phrase (e.g., We ran as quickly as we could across the field)
- a noun phrase is a single noun or pronoun or a group of words containing a noun or a pronoun that function together as a noun or pronoun, as the subject or object of a verb (e.g., The people I saw coming in the building at nine o’clock have just left)
- a prepositional phrase is a group of words made up of a preposition, its object, and any other object modifiers
- a verb phrase is the main verb plus the complement, object, and/or adverbial (e.g., She sent me a lovely birthday card)

Do:
- explain the purpose or function of a phrase in text
- explain the purpose or function of a clause in text

Pre-requisite:

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Know:
- a simple sentence has an independent or main clause including a subject and a verb
- a compound sentence contains at least two independent or main clauses and are joined by a coordinating conjunction
- a complex sentence contains an independent clause and at least one dependent clause
- a compound-complex sentence contains two or more independent clauses and at least one dependent clause

Do:
- choose among simple, compound, complex, and compound-complex sentences to signal relationships between ideas

Pre-requisite:

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Know:
- a modifier is an optional element in the structure of a phrase or
## Troup County School System
### 7th Grade ELA Curriculum Map

<table>
<thead>
<tr>
<th>Clause that provides additional information about the subject, object, or action of a sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a modifier should be placed either immediately preceding or immediately following the element it modifies</td>
</tr>
<tr>
<td>• a dangling modifier (misplaced modifier) is an error in sentence structure in which the modifier is associated with an element other than the one intended (e.g., I saw the trailer peeking through the window)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do:</th>
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</thead>
<tbody>
<tr>
<td>• recognize dangling modifiers in a sentence</td>
</tr>
<tr>
<td>• recognize misplaced modifiers in a sentence</td>
</tr>
<tr>
<td>• correct misplaced modifiers</td>
</tr>
<tr>
<td>• correct dangling modifiers</td>
</tr>
<tr>
<td>• use modifiers accurately to convey the intended meaning within a sentence</td>
</tr>
</tbody>
</table>

**Pre-requisite:**

<table>
<thead>
<tr>
<th>Grade 7 HP</th>
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</thead>
<tbody>
<tr>
<td><strong>ELAGSE7L2:</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>• Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• there are two types of adjectives: coordinate and cumulative</td>
</tr>
<tr>
<td>• adjectives are coordinate when they work equally to modify another word</td>
</tr>
<tr>
<td>• coordinate adjectives modify the noun separately but equally</td>
</tr>
<tr>
<td>• coordinate adjectives are separated with commas and the comma represents the word “and” in the pair or series (e.g., I appreciate your honest, insightful advice)</td>
</tr>
<tr>
<td>• cumulative adjectives jointly build up the description of the noun and must be arranged in a particular order (e.g., The big brown box was too heavy to move)</td>
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</table>

<table>
<thead>
<tr>
<th>Do:</th>
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</thead>
<tbody>
<tr>
<td>• demonstrate correct usage of the difference between coordinate and cumulative adjectives when writing</td>
</tr>
</tbody>
</table>

**Pre-requisite:**

<table>
<thead>
<tr>
<th>b. Spell correctly.</th>
</tr>
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</table>

**Know:**

| • spellings of high frequency words |

| • Include explicit and implicit instruction on grade-level concepts such as comma usage and modifier placement, always in connection to a text under consideration (never in isolation) |
| • Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas |
| Grade 7 | ELAGSE7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
| Know: | that extra or redundant words make communication confusing and less effective  
| Do: | determine which details should be included when writing or speaking  
| Pre-requisite: |

| Grade 7 | ELAGSE7L4: 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.  
| Know: | that context clues including overall meaning of a sentence or paragraph and a word's position or function in a sentence provide information about the meanings of unfamiliar words  
| Do: | identify words that are unknown or unfamiliar in a sentence  
| Pre-requisite: |
### Pre-requisite:

- identify context clues including overall meaning of a sentence or paragraph and a word's position or function in a sentence
- determine the meaning of a word or phrase from context clues

### Pre-requisite:

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

### Know:

- grade-appropriate Greek and Latin roots
- grade-appropriate Greek and Latin affixes
- how to identify the connection between Greek-based and Latin-based roots and affixes and unknown words

### Do:

- identify and define grade-appropriate Greek and Latin roots
- identify and define grade-appropriate Greek and Latin affixes
- use the connection between Greek-based and Latin-based words to define an unknown word

### Pre-requisite:

- 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.

### Know:

- how to use a dictionary, glossary, or thesaurus to find the pronunciation, part of speech, or meaning of a word

### Do:

- identify general and specialized print and digital reference material
- identify the pronunciation of a word
- determine the precise meaning of a word
- identify the part of speech of a word

### Pre-requisite:

- 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).

### Know:

- the multiple methods used to determine the meaning of an unknown word or phrase (e.g., context clue usage, word part analysis, consultation of reference materials)

### Do:

### Pre-requisite:
| Grade 7 | **ELAGSE7L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
|         | a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
| Know:   | • that figurative language is descriptive language that is nonliteral  
|         | • that figurative language is speech or writing used to achieve a special effect or meaning when writing or speaking  
|         | • that an allusion is a literary element used to make a reference to, or representation of, a place, event, literary work, myth, or work of art, either directly or by implication  
|         | • that a literary allusion may be a reference to literary work (e.g., He evidently has a Peter Pan syndrome; he wants to be mothered)  
|         | • that a biblical allusion is a reference to a person, or event from the Bible (e.g., She referred to her teammate as a "Judas" when she found out the boy had shared their strategy with the competing team)  
|         | • that a mythological allusion is a reference to mythology (e.g., The runner could see that the last mile of the marathon would be his nemesis; it would be a steep, uphill battle)  
|         | • context clues may be used to help access the meaning of figurative language  
| Do:     | • identify and define grade-appropriate figures of speech  
|         | • identify type(s) of figurative language used in speech or writing to accurately interpret text  
|         | • explain the meaning and effect of figures of speech including allusions  
| Pre-requisite: | • identify and define grade-appropriate figures of speech  
|         | • identify type(s) of figurative language used in speech or writing in order to interpret text accurately  
|         | • explain figures of speech such as personification  
| a.     | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
| Know:  | • how particular words are related in meaning  
|         | • that the relationship between words can help better understand the meaning of particular words  
|         | • that the relationship between particular words can help communicate in an organized fashion  
| Do:   | • determine the meaning of words using word relationships  
|         | • Guide students in identifying various types of figurative language; provide contextual examples  
|         | • Choose texts rich in figurative and connotative language  
|         | • Require students to translate figurative expressions into concrete language and vice versa  
|         | • Practice exploring connotations of common vocabulary as well as newer vocabulary |
### Troup County School System
#### 7th Grade ELA Curriculum Map

<table>
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<tr>
<th>Pre-requisite:</th>
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<tbody>
<tr>
<td><strong>c.</strong> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</td>
<td></td>
</tr>
</tbody>
</table>

**Know:**
- that connotation refers to the ideas and feelings associated with the meaning of a word when someone hears or reads the word
- that a word can have a positive, negative, or neutral connotation (e.g., weak has a negative connotation when it is referring to a lack of strength in character)
- that denotation refers to the literal or dictionary meaning of a word
- that words may have similar meanings, but their connotative meanings may be very different (e.g., polite vs. diplomatic)
- that the connotative meanings of words can influence an audience’s emotions

**Do:**
- purposely use words in writing and explain the effects of diction in literature and informational texts

**Pre-requisite:**

<table>
<thead>
<tr>
<th>Grade 7</th>
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<tbody>
<tr>
<td><strong>ELAGSE7L6:</strong> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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</tbody>
</table>

**Know:**
- how to acquire and use accumulated word knowledge when considering the meaning of unknown words and phrases or using words and phrases to communicate ideas
- how to apply vocabulary strategies to evaluate words and their meaning and placement

**Do:**
- evaluate words for accurate usage

**Pre-requisites:**
- acquire and use grade-appropriate academic and domain-specific words

<table>
<thead>
<tr>
<th>Grade 7</th>
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<tbody>
<tr>
<td><strong>ELAGSE7SL1:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read or researched material under</td>
<td></td>
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</tbody>
</table>

- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion
### Troup County School System
#### 7th Grade ELA Curriculum Map

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>ELAGSE7SL2: 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>ELAGSE7SL3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>ELAGSE7SL4: 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.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>ELAGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>ELAGSE7SL6: 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.)</td>
</tr>
</tbody>
</table>