2024-2025 Cartersville Middle School Curriculum Map   Grade Level/Subject Area: <u>7th Grade Language Arts</u>

	Essential Standards	Essential Standard (s) Learning Targets	Supporting Standards	Supporting Standard (s) Learning Targets
Unit: 1a **Estimated Teaching Time:**	**7L4:** 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	**7L4:** • I can use root words to determine word meaning and to determine the meaning unfamiliar words.	**3L1**: Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.	**3L1** • I can accurately identify and explain a noun, pronoun, adjective, and adverbs and what each does in a sentence.
	7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**7W4**: • I can write a clear topic sentence that sets context. • I can provide supporting details to develop my topic sentence using a logical sequence. • I can use transitional words, phrases, and clauses to logically connect ideas to the topic sentence. • I can provide closure to the paragraph with a concluding sentence.	**5L1**: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**5L1** • I can accurately identify and explain the function of conjunctions, prepositions, and interjections and how they function within a sentence.

	7RL2/RI2: Determine the theme/central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**RL2/RI2**:
		• I can explain what a theme/central idea is and identify a theme/central idea in a given literary text.
		
		• I can summarize the main ideas and key details in an informational text and the key events and elements of a literary text.
		
		   • I can infer the author's purpose/bias in an informational text.
		
		   • I can make and support predictions.		

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	7RL3: Analyze how particular elements of a story or drama interact	**7RL3**: • I can determine and explain how the elements of a story interact and move the plot along. • I can infer information about a character based on his or her thoughts and actions and the words and actions of other characters. • I can explain how characters interact and influence one another.		
Unit: 1B	**7L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content,	**7W2**: • I can introduce an informational topic clearly by stating the topic and previewing its content.	**7L1b**: Choose among simple, compound, complex, and compound-complex sentences to signal differing	**7L1b**: • I can choose among the four main sentence structures to effectively express my ideas.

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Estimated Teaching Time:	choosing flexibly from a range of strategies **7W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	• I can use different strategies to organize content and information. • I can develop the topic sufficiently through supporting facts, definitions, and details in order to inform. • I can use a variety of sentence structures to clarify ideas and convey information. • I can use a variety of transitional elements to clarify ideas and convey information. • I can write effectively with precise language and specific vocabulary that is appropriate to my task, purpose, and audience. • I can write a strong conclusion that restates the central idea and main supporting details and offers on insight to my readers.	relationships among ideas. (How do they create different relationships?) **7RI5**: 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. **RL6**: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	**7RI5:** • I can determine a text's structure. • I can determine where the different sections begin and end. • I can explain how the author organizes using different text structures. • I can analyze how the structure of a text contributes to the whole. **RL6:** • I can determine the point of view of a text. • I can identify contrasting points of view. • I can explain how having multiple points of view impacts the reader's understanding of a text. **RL5:** • I can analyze how a drama or poem's form, or structure contributes to its meaning.
	7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**7RL1:** • I can support my ideas with several pieces of relevant textual evidence. • I can make an inference based on explicit and implicit clues in a literary text. • I can use textual evidence to explain how I made my inferences. • I can quote more than one piece of textual evidence to support a claim or viewpoint.	**7RL5:** Analyze how a drama or poem's form or structure contributes to its meaning.	
Unit: 2 **Estimated Teaching Time:**	**7L4:** 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	**7L4:** • I can use reference materials to find the pronunciation of a word or determine its precise meaning or part of speech. • I can use a dictionary to determine word meaning of multiple meaning words.	**7RI6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his point of view from others.	**7RI6:** • I can determine an author's point of view. • I can determine an author's purpose in writing a text. • I can understand and explain how authors use different viewpoints to distinguish his/her purpose from others. • I can identify bias.

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	7W1: Write arguments to support claims with clear reasons and relevant evidence.	**7W1**: • I can write a topic sentence within an argumentative text • I can write a claim that can be supported with credible evidence • I can acknowledge and address counterclaims or opposing claims • I can select and cite evidence that logically supports my reasoning • I can analyze evidence and explain how it supports a claim in an argumentative text • I can identify and use key words from quoted evidence in my explanation/analysis • I can identify and use appropriate transitions to connect ideas and signal shifts in an argumentative text • I can maintain a formal style • I can develop a logical conclusion that best supports my argument and connects the ideas and claims that support my argument.	**7RI8**: 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 claim **7RI9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.	**7RI8**: • I can identify an argument • I can trace an argument and its reasons • I can evaluate the soundness of reasons in an argument • I can determine whether evidence is relevant • I can recognize how an author shapes his or her presentation of a topic • I can recognize words or phrases that shows an author's bias • I can recognize when two authors use the same evidence but advance different points of view
	7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine two or more central ideas throughout a text.	**7RI1**: • I can make an inference based on the text. • I can find and cite several pieces of textual evidence to support analysis of what a text says explicitly. • I can explain in my own words how my evidence supports my answer.	**7W3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **7W6:** Use technology, including the Internet, to produce and publish writing	**7W3**: • I can use precise words, descriptive details, and sensory language to capture and event or experience • I can establish point of view • I can establish a sequence of events **7W6:** • I can technology to produce and publish writing • I can use the Internet to locate reliable sources • I can interact and collaborate with others using technology

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			and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. **7W7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation **7W8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the creditability 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	**7W7:** • I can research a topic in order to answer a question • I can use several sources in order to generate additional research questions **7W8:** • I can gather relevant information from multiple sources in order to research a topic • I can find credible and accurate resources • I can paraphrase from my research without plagiarizing • I can use direct citations so that I don't plagiarize
Unit: 3	**7L4:** 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 **7W3**: Write narratives to develop real or imagined experiences or events using	**7L4:** • I can use context clues to determine unknown words. **7W3**: • I can engage and establish a context for the reader at the beginning of a narrative, orienting the reader to the setting and introduce a narrator/character	**7L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **7L4b**: Use common grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word	**7L1**: • I can use the appropriate sentence structure to create transitions within your writing I can punctuate dialogue correctly **7SL1**:

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	effective technique, relevant descriptive details, and well-structured event sequences (dialogue activity –one comic panel at a time to show shifts and dialogue)	• I can establish a logical sequence of events • I can use effective dialogue in order to advance character and plot • I can vary the pacing of my story • I can use transitions every time I move the character from one setting or scene to the next or to show a shift in time • I can use precise words, figurative/sensory language and rich description in order to capture the action of a narrative • I can conclude the story with a reflection on the theme or what the character learned **7RL1**: • I can support my ideas with several pieces of relevant textual evidence • I can explain how my evidence supports my viewpoint • I can draw inferences from the text to make an analysis • I can use textual evidence to explain how I made my inferences • I can quote, summarize, or paraphrase more than one piece of textual evidence to support a claim or viewpoint	**7SL1**: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on other's ideas and expressing their own clearly. **7SL4**: 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 **7SL5**: Include multi-media components and visual displays in presentations to clarify claims and findings and emphasize salient points.	• I can be an active listener and participant within a group discussion with my peers I can clearly express my ideas **SL4**: • I can present my points in a focused and organized manner I can make eye contact while I am presenting and speak loudly and clearly so I can be heard
	7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text			
		7RL3: • I can determine and explain how the elements of a story interact and move the plot along • I can infer information about a character based on his or her thoughts and actions and the words and actions of other characters • I can explain how characters interact and influence one another	**7SL6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	**7SL5**: • I can use a visual display to effectively enhance my findings
	7RL3: Analyze how particular elements of a story or drama interact			
			7W9: Draw evidence from literary or informational text to support analysis, reflection, and research	**7SL6**: • I can use formal language in order to effectively present ideas

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				7W9: • I can draw evidence from literary or information text • I can use that evidence to support analysis, reflection and research

Unit: 4				
	7L4: 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		**7RI3**: Analyze the interactions between individuals, events, ideas in a text.	**7RI3:** • I can analyze interactions between individuals, events, and ideas in a text • I can understand and describe how an event impacts or influences an event or another event • I can understand how individuals influence each other through participation in events
	7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine two or more central ideas throughout a text.		7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence, or advancing different interpretations of facts	**RI9:** • I can analyze how two or more authors present that same information differently • I can compare and contrast how two authors write about the same topic • I can identify the different pieces of evidence that are emphasized in each authors' text
	7RI2: 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.			**7L2:** • I can demonstrate understanding of the conventions of the English language • I can use proper capitalization, punctuation, and spelling in my writing • I can identify when to use a comma to separate coordinate adjectives
	7RI5: 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.		7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives	**7W1:** • I can write a claim that can be supported with credible evidence • I can acknowledge and address counterclaims or opposing claims

				7W1: Write arguments to support claims with clear reasons and relevant evidence	• I can organize reasons logically • I can select and cite evidence that logically supports my reasoning • I can determine the relationship among claims, reasons, and evidence and use appropriate transition to connect ideas • I can maintain a formal style • I can develop a logical conclusion that best supports my argument and connects the ideas and claims that support my argument • I can analyze my textual evidence in order to show the connection to my answer
					RI7: • I can compare and contrast a text to an audio or visual portrayal of the same subject • I can explain how the delivery of a speech impacts the words
				7RI7: Compare and contrast a text to an audio, video, or multi-media version of the text, analyzing each medium's portrayal of the subject. How does the delivery of a speech impact of the words? **7SL3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	**SL3:** • I can identify/outline a speaker's argument and claims • I can evaluate and argument's soundness and relevance • I can identify the relevance and sufficiency of the evidence **W5:** • I can work with peers and adults to strengthen my writing • I can use the writing process to improve my writing • I can try new approaches in my writing

				7W5: 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. 7SL2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study	**7SL2:** • I can analyze the main ideas and supporting details within media to explain how the ideas clarify a topic

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Unit 4 Continued...			**7RL7:** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	**7RL7** • I can compare and contrast a written story to its filmed or audio version • I can analyze how each version is different from the other
			7RL9: Compare and contrast a fictional portrayal of 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	**7RL9:** • I can compare and contrast a fictional story to a historical account about the same event • I can analyze how authors of fiction use or change history in their writing
			7L1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers	**7L1c:** • I can identify and correct dangling and misplaced modifiers
			7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech. Use the relationship between particular words to better understand the meanings of words. Distinguish among connotations with words and similar denotations.	**7L5** • I can demonstrate understanding of figurative language • I can explain how words relationships and nuances impact the meaning of words • I can interpret figures of speech • I can identify/explain the connotation and denotation of a specific word

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Unit 5	**7L4:** 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	**7L4**: • I can use context clues to determine word meaning.	7L3: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	**7L3:** • I can choose language that expresses ideas precisely and concisely • I can recognize redundancy and eliminate wordiness
	7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	**7RL1**: • I can support my ideas with several pieces of relevant textual evidence • I can explain how my evidence supports my viewpoint • I can draw inferences from the text to make an analysis • I can use textual evidence to explain how I made my inferences • I can quote, summarize, or paraphrase more than one piece of textual evidence to support a claim or viewpoint	7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or a section of a story or drama	**7RL4:** • I can determine the meaning of words or phrases as they are used in the text • I can determine the meaning of figurative and connotative meanings • I can analyze the impact of rhymes and other repetitions of sounds within a text
	7RL10: 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	**7RL10:** • I can read and comprehend literature on grade level with support as needed		