

7<sup>th</sup> Language and Literature Subject Group Overview

New Georgia ELA K-12 Language and Texts Big Ideas:					
<p><b>Context:</b> Students recognize influences on texts and analyze how they shape meaning.</p> <p><b>Structures &amp; Style:</b> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><b>Techniques:</b> Students analyze and apply various techniques to comprehend and shape meaning.</p> <p><b>Periods &amp; Movement:</b> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p><b>Research &amp; Analysis:</b> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><b>Grammar Conventions:</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><b>Vocabulary:</b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.</p> <p><b>Practices:</b> Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</p>					
Unit Information	Unit 1: Reader & Writer Identity: Text Techniques	Unit 2: Foundations of Text Analysis	Unit 3: Structure, Style, and Literary Techniques	Unit 4: Deepening Literary Understanding Through Context & Structure	Unit 5: Synthesis & Mastery
Time Frame	2 weeks	8 weeks	8 weeks	8 weeks	8 weeks
<p><b>New K-12 ELA Standards</b></p> <p><b>Big Idea</b></p> <p><u>Standard Topic</u></p> <p>Grade Level Expectation Code for Interpreting + Constructing Texts</p> <hr/> <p>4 Key Literacy Practices ground, shape, and inform the Language and Texts Domain standards and grade level expectations:</p> <p><b>1. Engagement &amp; Intention for Comprehension &amp; Composition</b></p> <p><b>2. Situating Texts</b></p> <p><b>3. Author’s Craft</b></p> <p><b>4. Collaboration &amp; Presentation</b></p> <p>Specific decisions regarding Practice Usage will be identified in Unit Planners.</p> <hr/> <p><b>MYP Criteria:</b></p> <p>A- Analyzing</p> <p>B- Organizing</p> <p>C- Producing Text</p> <p>D- Using Language</p>	<p><b>Techniques</b></p> <p><u>Narrative Techniques</u></p> <p>7.T.T.1 (a,e)</p> <p><u>Expository Techniques</u></p> <p>7.T.T.2 (a,d)</p> <p><u>Argumentative Techniques</u></p> <p>7.T.T.3 (a, c)</p> <p><u>Poetic Techniques</u></p> <p>7.T.T.4 (a, b)</p> <p><b>Grammar Conventions</b></p> <p><u>Grammar, Usage, and Mechanics</u></p> <p>7.L.GC.1 (50-53,56,57)</p> <p><u>Syntax:</u></p> <p>7.L.GC.2.b</p>	<p><b>Context</b></p> <p><u>Purpose and Audience</u></p> <p>7.T.C.1 (a,c)</p> <p><u>*Authors &amp; Speakers</u></p> <p>7. T.C.2 (a,c,d)</p> <p><b>Structures &amp; Style</b></p> <p><u>Organization</u></p> <p>7.T.SS.1 (a,b)</p> <p><u>Craft</u></p> <p>7.T.SS.2 (a,b)</p> <p><b>Techniques</b></p> <p><u>Narrative Techniques</u></p> <p>7.T.T.1 (b,c, e)</p> <p><u>Expository Techniques</u></p> <p>7.T.T.2 (a,d)</p> <p><u>Poetic Techniques</u></p> <p>7.T.T.4 (a,b)</p> <p><b>Research &amp; Analysis</b></p> <p><u>Research &amp; Inquiry</u></p> <p>7.T.RA.1 (a, b)</p> <p><u>Curating Sources &amp; Evidence</u></p> <p>7.T.RA.2 (a, b)</p> <p><b>Grammar Conventions</b></p>	<p><b>Context</b></p> <p><u>Purpose and Audience</u></p> <p>7.T.C.1(b,c)</p> <p><u>Authors &amp; Speakers</u></p> <p>7. T.C.2 (b,c,d)</p> <p><b>Structures &amp; Style</b></p> <p><u>Organization</u></p> <p>7.T.SS.1 (c,d)</p> <p><u>Craft</u></p> <p>7.T.SS.2 (a,c)</p> <p><b>Techniques</b></p> <p><u>Narrative Techniques</u></p> <p>7.T.T.1 (d,e)</p> <p><u>Expository Techniques</u></p> <p>7.T.T.2.b</p> <p><u>Argumentative Techniques</u></p> <p>7.T.T.3 (a,c)</p> <p><b>Periods &amp; Movements</b></p> <p><u>Periods &amp; Movement</u></p> <p>7.T.PM.1 (a, b)</p> <p><b>Research &amp; Analysis</b></p> <p><u>Research &amp; Inquiry</u></p>	<p><b>Context</b></p> <p><u>Purpose and Audience</u></p> <p>7.T.C.1 (a, c)</p> <p><u>Authors &amp; Speakers</u></p> <p>7.T.C.2 (a,c,d)</p> <p><b>Structures &amp; Style</b></p> <p><u>Organization</u></p> <p>7.T.SS.1 (a,b)</p> <p><u>Craft</u></p> <p>7.T.SS.2 (a,b)</p> <p><b>Techniques</b></p> <p><u>Narrative Techniques</u></p> <p>7.T.T.1 (b, c, d)</p> <p><u>Expository Techniques</u></p> <p>7.T.T.2 (b)</p> <p><u>Poetic Techniques</u></p> <p>7.T.T.4 (a,c)</p> <p><b>Research &amp; Analysis</b></p> <p><u>Research &amp; Inquiry</u></p> <p>7.T.RA.1 (a, b)</p> <p><u>Curating Sources &amp; Evidence</u></p> <p><u>7.T.RA.2 (a, b)</u></p> <p><b>Grammar Conventions</b></p>	<p><b>Context</b></p> <p><u>Purpose and Audience</u></p> <p>7.T.C.1 (b,c)</p> <p><u>Authors &amp; Speakers</u></p> <p>7. T.C.2 (b,c, d)</p> <p><b>Structures &amp; Style</b></p> <p><u>Organization</u></p> <p>7.T.SS.1 (c,d)</p> <p><u>Craft</u></p> <p>7.T.SS.2 (a,c)</p> <p><b>Techniques</b></p> <p><u>Narrative Techniques</u></p> <p>7.T.T.1 (a,e)</p> <p><u>Expository Techniques</u></p> <p>7.T.T.2 (a,d)</p> <p><u>Argumentative Techniques</u></p> <p>7.T.T.3 (a,c)</p> <p><u>Poetic Techniques</u></p> <p>7.T.T.4.b</p> <p><b>Periods &amp; Movements</b></p> <p><u>Periods &amp; Movements</u></p> <p>7.T.PM.1 (a, b)</p> <p><b>Research &amp; Analysis</b></p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)  
[Approved Novel List](#)

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New Georgia ELA K-12 Language and Texts Big Ideas:

**Context:** Students recognize influences on texts and analyze how they shape meaning.  
**Structures & Style:** Students analyze and use organizational structures and style to shape ideas and information.  
**Techniques:** Students analyze and apply various techniques to comprehend and shape meaning.  
**Periods & Movement:** Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.  
**Research & Analysis:** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  
**Grammar Conventions:** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.  
**Vocabulary:** Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.  
**Practices:** Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Unit Information	Unit 1: Reader & Writer Identity: Text Techniques	Unit 2: Foundations of Text Analysis	Unit 3: Structure, Style, and Literary Techniques	Unit 4: Deepening Literary Understanding Through Context & Structure	Unit 5: Synthesis & Mastery
		<u>Syntax</u> 7.L.GC.2.(a-d)  <b>Vocabulary</b> <u>General, Academic &amp; Specialized Vocabulary</u> 6-8.L.V.1.a <u>Word Analysis</u> 6-8.L.V.2 (a, c) <u>Meaning &amp; Purpose</u> 6-8.L.V.3 (b, c, d)	7.T.RA.1.c <u>Curating Sources &amp; Evidence</u> 7.T.RA.2.c  <b>Grammar Conventions</b> <u>Grammar, Usage, and Mechanics</u> 7.L.GC.1  <b>Vocabulary</b> <u>General, Academic &amp; Specialized Vocabulary</u> 6-8.L.V.1.b <u>Word Analysis</u> 6-8.L.V.2 (b, d) <u>Meaning &amp; Purpose</u> 6-8.L.V.3.e	<u>Syntax</u> <u>7.L.GC.2 (b, c, d)</u>  <b>Vocabulary</b> <u>General, Academic &amp; Specialized Vocabulary</u> 6-8.L.V.1.a <u>Word Analysis</u> 6-8.L.V.2 (a, c) <u>Meaning &amp; Purpose</u> 6-8.L.V.3 (b, c, d)	<u>Research &amp; Inquiry</u> 7.T.RA.1.c <u>Curating Sources &amp; Evidence</u> 7.T.RA.2.c  <b>Grammar Conventions</b> <u>Grammar, Usage, and Mechanics</u> 7.L.GC.1  <b>Vocabulary</b> <u>General, Academic &amp; Specialized Vocabulary</u> 6-8.L.V.1.b <u>Word Analysis</u> 6-8.L.V.2 (b, d) <u>Meaning &amp; Purpose</u> 6-8.L.V.3.e
<b>Approaches To Learning (ATL Skills)</b>	<u>List Category:</u> Self-Management  <u>Cluster:</u> Reflection Skills  <u>Skill Indicator:</u> 1. Develop new skills, techniques and strategies for effective learning  <u>List Category:</u> Communication	<u>List Category:</u> Thinking  <u>Cluster:</u> Critical Thinking Skills  <u>Skill Indicator:</u> 1. Consider ideas from multiple perspectives  <u>List Category:</u> Communication  <u>Cluster:</u> Communication Skills  <u>Skill Indicator:</u>	<u>List Category:</u> Communication  <u>Cluster:</u> Communication Skills  <u>Skill Indicator:</u> 1. Use intercultural understanding to interpret communication 2. Make inferences and draw conclusions  <u>List Category:</u> Thinking	<u>List Category:</u> Communication  <u>Cluster:</u> Communication Skills  <u>Skill Indicator:</u> 1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences 3. Make inferences and draw conclusions	<u>List Category:</u> Thinking  <u>Cluster:</u> Critical Thinking  <u>Skill Indicator:</u> 1. Gather and organize relevant information to formulate an idea or argument 2. Consider ideas from multiple perspectives

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	<p><u>Cluster:</u> Reading, writing and using language to gather and communicate information</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"><li>Take effective notes in class</li></ol> <p><u>Cluster:</u> Exchanging thoughts, messages and information effectively through interaction</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"><li>Give and Receive meaningful feedback</li></ol>	<ol style="list-style-type: none"><li>Give and receive meaningful feedback</li><li>Use appropriate forms of writing for different purposes and audiences</li></ol>	<p><u>Cluster:</u> Critical Thinking Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"><li>Consider ideas from multiple perspectives</li></ol>	<p><u>List Category:</u> Social</p> <p><u>Cluster:</u> Collaboration Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"><li>Delegate and share responsibility for decision-making</li><li>Listen actively to other perspectives and ideas</li></ol>	<p><u>List Category:</u> Self- Management</p> <p><u>Cluster:</u> Organization Skills</p> <p><u>Skill Indicator:</u></p> <ol style="list-style-type: none"><li>Plan strategies and take action to achieve personal and academic goals</li><li>Use appropriate strategies for organizing complex information</li></ol>
Statement of Inquiry	Readers and writers both look for and/or use techniques to craft text that expresses ideas, reflect on and extend creativity, and invite critical analysis as well as appreciation of the aesthetic.	Stories explore relationships between individuals and communities, using character, theme, and genre to shape identities and connections.	Different perspectives shape how ideas of fairness and development are communicated. Writers use context, purpose, and genre to influence opinions, challenge inequalities, and inspire change.	Exploring time, place, and space through different points of view and genres allows writers to connect and contrast ideas across contexts. Intertextuality deepens our understanding of how narratives shape and reflect the world around us.	Scientific and technical innovations influence communities by shaping how information is communicated. Through style, audience imperatives, and genre, writers adapt their messages to inform, persuade, and connect with diverse audiences meaningfully.
Global Context	Personal and Cultural Expression  <i>What is the nature and purpose of creative expression?</i>	Identities and Relationships  <i>Who am I? Who are we?</i>	Fairness and Development  <i>What are the consequences of our common humanity?</i>	Orientation of Time and Space  <i>What is the meaning of ‘where’ and ‘when’?</i>	Scientific and Technical Innovation  <i>How do we understand the worlds in which we live?</i>
Key Concept	Creativity	Relationships	Perspective	Time, place and space	Communities

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Related Concepts	1. Style	1. Character 2. Theme 3. Genre	1. Context 2. Purpose 3. Genre	1. Intertextuality 2. Point of View 3. Genre	1. Style 2. Audience Imperatives 3. Genre
Design Cycle Transdisciplinary	<ul style="list-style-type: none"><li>Research &amp; Information Literacy</li><li>Critical Thinking &amp; Problem Solving</li><li>Communication &amp; Collaboration</li><li>Creativity &amp; Innovation</li><li>Self- Management &amp; Reflection</li></ul>				
Unit Common Assessment Types for <i>Interpreting and Constructing Texts</i> Expectations	Each unit includes the following assessment types. Students will <b>interpret</b> unit texts of various modes and genres through <b>reading, viewing, and listening</b> . Students will <b>construct</b> texts through <b>writing, speaking, or creating</b> . Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create. Students will also construct multimodal texts. <ul style="list-style-type: none"><li>3- 6 constructed texts (at least 1 of which is an extended constructed text)</li><li>2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)</li><li>2 selected response and new read assessments for skills application to new text (s)</li><li>1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and presenting/speaking component assessing the 4 MYP Criteria) .</li></ul> *See Unit Planners for specific Assessment Details for each unit.				
Differentiation For Tiered Learners	Support struggling readers and writers, including students with disabilities and English language learners, by: <ul style="list-style-type: none"><li>Building background knowledge to enhance comprehension.</li><li>Providing a Reader’s Dictionary and writing support for vocabulary development.</li><li>Collaborating with ELL and Special Education teachers for targeted support.</li><li>Offering audiobooks or text-to-speech based on accommodations.</li><li>Using sentence starters, graphic organizers, and guided writing.</li><li>Incorporating visual aids, scaffolding, and small-group instruction.</li></ul>				

\* Additional standards and expectations in this unit of study for Honors/advanced courses.