

Seventh Grade English Language Arts Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.

Revised 2008-09

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Grade Level Content Expectations

	1st Trimester			2nd Trimester			3rd Trimester		
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
W.PR.07.02 apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/ contrast).				x					
Resources:									
W.PR.07.03 revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.				x					
Resources:									
W.PR.07.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.				x	x				
Resources:									
R.IT.07.01 analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.					x	x			
Resources:									
W.GN.07.02 write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.					x	x			
Resources:									
W.GN.07.03 formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.					x	x			
Resources:									
R.IT.07.02 analyze organizational text patterns including sequential, compare/contrast, and cause/effect.					x		x		
Resources:									
R.CM.07.02 retell through concise summarization grade-level narrative and informational text.					x				
Resources:									
R.CM.07.03 analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.					x				
Resources:									
R.CM.07.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.					x				
Resources:									
L.RP.07.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.						x	x		
Resources:									
L.RP.07.03 identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.						x	x		
Resources:									

Resources:

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R.CS.07.01 analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.							x		
Resources:									
S.DS.07.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.							x		x x
Resources:									
S.DS.07.04 plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.									x x
Resources:									
L.RP.07.07 identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.									x x
Resources:									