

ELA Essential Elements – 7th Grade Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments	Text Examples
1st Quarter	I can analyze the text to find information that is explicitly stated and find places where I can infer what the text means.	EE.RL.7.1- Analyze text to identify where information is explicitly stated and where inferences must be drawn.	-Give students portions of the text to locate answers to questions that are explicitly stated and areas of the text where they have to infer; practice inferences in the classroom with your daily language.	Literature text examples: Wish A Dog's Purpose (Movie)
	I can identify events in the text that are related to the theme (or central idea).	EE.RL.7.2- Identify events in a text that are related to the theme or central idea.	-Draw or write down events from the story and place them on a chart with the theme.	Marley, A Dog Like No Other
	I can determine how two or more story elements are related.	EE.RL.7.3- Determine how two or more story elements are related.	-Provide students a list of story elements for them to pick from to see how they are related.	(Please feel free to incorporate picture books into your middle school reading lessons to support the Essential Elements)
	I can determine the meaning of simple idioms and figures of speech when they are used in a text.	EE.RL.7.4- Determine the meaning of simple idioms and figures of speech as they are used in a text.	-Expose students to idioms through mentor texts or draw a picture to match an idiom from the text.	
	I can use anchor charts to compare the structure of a poem and a story (switch out the verbiage for the literature you are using).	EE.RL.7.5- Compare the structure of two or more texts (e.g., stories, poems, or dramas).	-Make anchor charts for students to easily compare the structure of texts.	
	I can compare the points of view of two or more characters or narrators in a text.	EE.RL.7.6- Compare the points of view of two or more characters or narrators in a text.	- Use a graphic organizer to compare the points of view of two characters (while reading make a list of characters with their point of view/traits).	
	I can use a graphic organizer to compare the text version with the video or live version of the same text.	EE.RL.7.7- Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	-Compare the text version with the video or live version of the same text by using objects, pictures, or writing words/ideas utilizing a graphic organizer.	
	I can compare a fictional time (place, character) to the same time (place, character) portrayed in a historical text.	EE.RL.7.9-Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	-Make a copy of the fictional character/historical character along with a list of traits to compare their actions.	
	I can interact with my teacher during shared readings.	EE.RL.7.10-Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	-Use a Core board and ask students questions.	

1st Quarter- 7th grade Writing Standards

	<p>I can write about events or personal experiences and include an introduction, one character, two or more events with details/describing feelings, and use transition words.</p>	<p>EE.W.7.3- Write about events or personal experiences. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. Use temporal words (e.g., first, then, next) to signal order. Use words that describe feelings of people or characters in the narrative.</p>	<p>-Get a list of personal events from families with details to support writing; provide students with a template for some writers with introduction, two or three detail spaces. Provide a word bank of temporal words and feeling words.</p>	
	<p>I can write on topic. I can plan and revise my writing with support from an adult or peer.</p>	<p>EE.W.7.4- Produce writing that is appropriate for the task, purpose, or audience. EE.W.7.5- With guidance and support from adult and peers, plan before writing and revise own writing.</p>	<p>-Provide daily opportunities for students to write on topic (writing can look vastly different depending on ability level). - Planning sheet (with a completed example in the room) and a Revising checklist.</p>	
	<p>I can gather information from multiple print and digital sources that relate to the topic.</p>	<p>EE.W.7.8-Identify quotes providing relevant information about a topic from multiple print or digital sources.</p>	<p>-When reading text make sure to mark pages that would be useful to model quotes or assist with finding quotes to support a topic.</p>	
	<p>I can use information from literary texts to support my writing.</p>	<p>EE.W.7.9- Use information from literary and informational text to support writing. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”</p>	<p>-Use the work the students did with the standards to support their responses during writing.</p>	

2 nd Quarter	I can analyze text to identify where information is explicitly stated and where I can infer what the text means.	EE.RI.7.1- Analyze text to identify where information is explicitly stated and where inferences must be drawn.	-Give students portions of the text to locate answers to questions that are explicitly stated and areas of the text where students will infer; practice inferences in the classroom with your daily language.	Informational Text Examples: Use topics to address Science and Social Studies topics as well Create a free account on GetEpic.com to have access to free books.
	I can determine two or more central ideas in a text.	EE.RI.7.2- Determine two or more central ideas in a text.	-Create an anchor chart with central ideas for students to pick from (may include visual supports/short phrases).	
	I can determine how individuals (events/ideas) are related in a text.	EE.RI.7.3- Determine how two individuals, events, or ideas in a text are related.	-Use a graphic organizer to compare how individuals/events/ideas are related (visuals/short phrases/short parts from the text to look back on for comparing).	
	I can highlight words or phrases are used to persuade or inform in a text.	EE.RI.7.4-Determine how words or phrases are used to persuade or inform a text.	-Provide students with an anchor chart that highlights words or phrases to indicate persuade/inform (role play with students).	
	I can determine how a fact (step/event) fits into the text structure.	EE.RI.7.5-Determine how a fact, step, or event fits into the overall structure of the text.	-Breakdown the structure of the text on chart paper and have a fact/step/event on a notecard for students to place into the structure.	
	I can determine the author's point of view (purpose).	EE.RI.7.6- Determine an author's purpose or point of view.	-Give students examples of author's purpose/point of view on post-its to have them match to the text.	
	I can use a graphic organizer to compare a text to the audio (video/multimedia) version.	EE.RI.7.7- Compare a text to an audio, video, or multimedia version of the same text.	-Use a graphic organizer to compare audio/video versions (make anchor charts during each version to use during the compare activity).	
	I can determine how a claim fits the structure of the text.	EE.RI.7.8- Determine how a claim or reason fits into the overall structure of an informational text.	-Have the different text structures on anchor charts. Students can match the claim to the correct structure.	
	I can compare and contrast different texts on the same topic and the information they present.	EE.RI.7.9- Compare and contrast how different texts on the same topic present the details.	-Use a graphic organizer to compare/contrast different texts. Give students visuals from the text/make visuals on points to have students sort/use pre-made short phrases from the text to sort.	
	I can listen and respond to my teacher during read alouds.	EE.RI.7.10- Demonstrate understanding while actively reading or listening to literary nonfiction.	-Use of core board and questioning during reading	

2nd Quarter- 7th grade Writing Standards

	I can respond to a writing prompt with an introduction, a claim, and one or more reasons to support the claim with transition words.	EE.W.7.1- Write claims about topics or texts. Introduce a topic or text and write one claim about it. Write one or more reasons to support a claim about a topic or text. Use temporal words (first, next, also) to create cohesion.	-Model writing a claim and showing how to support the claim with more than one reason from the text. -Provide students with a template to use.	
	I can introduce a topic and provide facts/details with domain-specific vocabulary	EE.W.7.2-Write to share information supported by details. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. Provide facts, details, or other information related to the topic. Select domain-specific vocabulary to use in writing about the topic.	-Provide a template for introduction, transitions words for the supporting details and a conclusion.	
	I can use the Internet to find information and use technology for writing.	EE.W.7.6-Use technology, including the Internet, to produce writing to interact and collaborate with others. EE.W.7.7-Conduct research to answer a question based on multiple sources of information.	-Research as a class to write a research project- Cereal box report; Book; poster.	
	I can use information from reading to support my writing.	EE.W.7.9- Use information from literary and informational text to support writing. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).	-Use information from the reading standards to support the claims.	
	I can respond to a writing prompt.	EE.W.7.10- Write routinely for a variety of tasks, purposes, and audiences.	-Provide structured writing time daily for students to work on writing topics they are interested in.	

3rd Quarter	I can analyze the text to find information that is explicitly stated and find places where I can infer what the text means.	EE.RL.7.1- Analyze text to identify where information is explicitly stated and where inferences must be drawn.	-Give students portions of the text to locate answers to questions that are explicitly stated and areas of the text where they have to infer; practice inferences in the classroom with your daily language.	<p>Literature text examples:</p> <p>A Series of Unfortunate Events</p> <p>(Please feel free to incorporate picture books into your middle school reading lessons to support the Essential Elements)</p>
	I can identify events in the text that are related to the theme (or central idea).	EE.RL.7.2- Identify events in a text that are related to the theme or central idea.	-Draw or write down events from the story and place them on a chart with the theme.	
	I can determine how two or more story elements are related.	EE.RL.7.3- Determine how two or more story elements are related.	-Provide students a list of story elements for them to pick from to see how they are related.	
	I can determine the meaning of simple idioms and figures of speech when they are used in a text.	EE.RL.7.4- Determine the meaning of simple idioms and figures of speech as they are used in a text.	-Expose students to idioms through mentor texts or draw a picture to match an idiom from the text.	
	I can use anchor charts to compare the structure of a poem and a story (switch out the verbiage for the literature you are using).	EE.RL.7.5- Compare the structure of two or more texts (e.g., stories, poems, or dramas).	-Make anchor charts for students to easily compare the structure of texts.	
	I can compare the points of view of two or more characters or narrators in a text.	EE.RL.7.6- Compare the points of view of two or more characters or narrators in a text.	-Use a graphic organizer to compare the points of view of two characters (while reading make a list of characters with their point of view/traits).	
	I can use a graphic organizer to compare the text version with the video or live version of the same text.	EE.RL.7.7- Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	-Compare the text version with the video or live version of the same text by using objects, pictures, or writing words/ideas utilizing a graphic organizer.	
	I can compare a fictional time (place, character) to the same time (place, character) portrayed in a historical text.	EE.RL.7.9-Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	-Make a copy of the fictional character/historical character along with a list of traits to compare their actions.	
	I can interact with my teacher during shared readings.	EE.RL.7.10-Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	-Use of Core board and questioning.	

3rd Quarter- 7th grade Writing Standards

	<p>I can write about events or personal experiences and include an introduction, one character, two or more events with details/describing feelings, and use transition words.</p>	<p>EE.W.7.3- Write about events or personal experiences. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. Use temporal words (e.g., first, then, next) to signal order. Use words that describe feelings of people or characters in the narrative.</p>	<p>-Get a list of personal events from families with details to support writing; provide students with a template for some writers with introduction, two or three detail spaces. Provide a word bank of temporal words and feeling words.</p>	
	<p>I can write on topic. I can plan and revise my writing with support from an adult or peer.</p>	<p>EE.W.7.4- Produce writing that is appropriate for the task, purpose, or audience. EE.W.7.5- With guidance and support from adult and peers, plan before writing and revise own writing.</p>	<p>-Provide daily opportunities for students to write on topic (writing can look vastly different depending on ability level). - Planning sheet (with a completed example in the room) and a Revising checklist.</p>	
	<p>I can gather information from multiple print and digital sources that relate to the topic.</p>	<p>EE.W.7.8-Identify quotes providing relevant information about a topic from multiple print or digital sources.</p>	<p>-When reading text make sure to mark pages that would be useful to model quotes or assist with finding quotes to support a topic.</p>	
	<p>I can use information from literary texts to support my writing.</p>	<p>EE.W.7.9- Use information from literary and informational text to support writing. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”</p>	<p>-Use the work the students did with the standards to support their responses during writing.</p>	

4 th Quarter	I can analyze text to identify where information is explicitly stated and where I can infer what the text means.	EE.RI.7.1- Analyze text to identify where information is explicitly stated and where inferences must be drawn.	-Give students portions of the text to locate answers to questions that are explicitly stated and areas of the text where students have to infer; practice inferences in the classroom with your daily language.	Informational Text Examples: Use topics to address Science and Social Studies topics as well
	I can determine two or more central ideas in a text.	EE.RI.7.2- Determine two or more central ideas in a text.	-Create an anchor chart with central ideas for students to pick from- may need to include visual supports/short phrases.	
	I can determine how individuals (events/ideas) are related in a text.	EE.RI.7.3- Determine how two individuals, events, or ideas in a text are related.	-Use a graphic organizer to compare how individuals/events/ideas are related (may use visuals/short phrases/short parts from the text to look back on for comparing).	
	I can highlight words or phrases are used to persuade or inform in a text.	EE.RI.7.4-Determine how words or phrases are used to persuade or inform a text.	-Provide students with an anchor chart that highlights words or phrases to indicate persuade/inform (role play with students).	
	I can determine how a fact (step/event) fits into the text structure.	EE.RI.7.5-Determine how a fact, step, or event fits into the overall structure of the text.	-Breakdown the structure of the text on chart paper and have a fact/step/event on a notecard for students to place into the structure.	
	I can determine the author's point of view (purpose).	EE.RI.7.6- Determine an author's purpose or point of view.	-Give students examples of author's purpose/point of view on post-its to have them match to the text.	
	I can use a graphic organizer to compare a text to the audio (video/multimedia) version.	EE.RI.7.7- Compare a text to an audio, video, or multimedia version of the same text.	-Use a graphic organizer to compare audio/video versions (make anchor charts during each version to use during the compare activity).	
	I can determine how a claim fits the structure of the text.	EE.RI.7.8- Determine how a claim or reason fits into the overall structure of an informational text.	-Have the different text structures on anchor charts (have students match the claim to the correct structure).	
	I can compare and contrast different texts on the same topic and the information they present.	EE.RI.7.9- Compare and contrast how different texts on the same topic present the details.	-Use a graphic organizer to compare/contrast different texts (give students visuals from the text/make visuals on points to have students sort/use pre-made short phrases from the text to sort).	
	I can listen and respond to my teacher during read alouds.	EE.RI.7.10- Demonstrate understanding while actively reading or listening to literary nonfiction.	-Use of core board and questioning during reading.	

4th Quarter- 7th grade Writing Standards

	I can respond to a writing prompt with an introduction, a claim, and one or more reasons to support the claim with transition words.	EE.W.7.1- Write claims about topics or texts. Introduce a topic or text and write one claim about it. Write one or more reasons to support a claim about a topic or text. Use temporal words (first, next, also) to create cohesion.	-Model writing a claim and showing how to support the claim with more than one reason from the text. -Provide students with a template to use.	
	I can introduce a topic and provide facts/details with domain-specific vocabulary	EE.W.7.2-Write to share information supported by details. Introduce a topic and write to convey ideas and information about it including visual, factual, or multimedia information as appropriate. Provide facts, details, or other information related to the topic. Select domain-specific vocabulary to use in writing about the topic.	-Provide a template for introduction, transitions words for the supporting details and a conclusion.	
	I can use the Internet to find information and use technology for writing.	EE.W.7.6-Use technology, including the Internet, to produce writing to interact and collaborate with others. EE.W.7.7-Conduct research to answer a question based on multiple sources of information.	-Research as a class to write a research project- Cereal box report; Book; poster.	
	I can use information from reading to support my writing.	EE.W.7.9- Use information from literary and informational text to support writing. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").	-Use information from the reading standards to support the claims.	
	I can respond to a writing prompt.	EE.W.7.10- Write routinely for a variety of tasks, purposes, and audiences.	-Provide structured writing time daily for students to work on writing topics they are interested in.	

Embedded throughout the year:

Speaking and Listening Essential Elements:

EE.SL.7.1- Engage in collaborative discussions.

- a. Come to discussions prepared to share information.
- b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
- c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.
- d. Acknowledge new information expressed by others in a discussion.

EE.SL.7.2- Identify details related to the main idea of a text presented orally or through other media.

EE.SL.7.3-Determine whether the claims made by a speaker are fact or opinion.

EE.SL.7.4-Present findings on a topic including relevant descriptions, facts, or details.

EE.SL.7.5-Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.

EE.SL.7.6- Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Conventions of Standard English Essential Elements:

EE.L.7.1- Demonstrate standard English grammar and usage when communicating.

- a. Not applicable.
- b. Produce complete simple sentences when writing or communicating.
- c. Not applicable.

EE.L.7.2-Demonstrate understanding of conventions of standard English.

- a. Use end punctuation when writing a sentence or question.
- b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

Knowledge of Language:

EE.L.7.3-Use language to achieve desired outcomes when communicating.

- a. Use precise language as required to achieve desired meaning.

Vocabulary Acquisition and Use:

EE.L.7.4-Demonstrate knowledge of word meanings.

- a. Use context to determine which word is missing from a text.
- b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
- c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- d. Not applicable.

EE.L.7.5-Demonstrate understanding of word relationships and use.

- a. Identify the literal and nonliteral meanings of words in context.
- b. Demonstrate understanding of antonyms and synonyms.
- c. Not applicable.

EE.L.7.6-Use general academic and domain-specific words and phrases across contexts.