

Granite School District  
7th Grade Utah State Core Standards for ELA Curriculum Map

**Understanding the Secondary ELA Curriculum Maps**

The Utah State Core for English Language Arts is the basis for the Granite School District ELA Curriculum Maps. The Core recognizes that the content for English Language Arts differs from that of other content areas. The State Core Standards are the content. The materials - such as novels, primary documents, and organizers - are merely the vehicle (see Approved Materials below). Each teacher within Granite School District is expected to follow the curriculum maps. The areas below marked with an asterisk represent the science of teaching. Teachers need to follow these explicitly. The other areas listed on the map represent the art of teaching. Although it is expected that every class will include these elements, there is leeway for the teacher, departments, and networks to determine the specifics. The following explains the intent and application of each section of the map:

<b>*Focus Standards</b>	English is an integrated curriculum. The purpose of the Focus Standards is not to limit integration but to focus on certain skills for mastery. By focusing on a limited number of standards for mastery each quarter, the Utah State Core can be covered by the end of the year. Focusing on specific standards will ensure that students moving from one school to the next will be mastering the same content/standard during the same quarter. The Focus Standards are expected to be followed by all teachers in the district.
<b>*Content Objectives (I Can)</b>	These are the essential concepts/skills for the English Language Arts. All schools are expected to work with the same I Can statements. This will guarantee that students are mastering the same skills as they move from school to school and teachers will know what to expect from incoming students. The I Can statements will restate the core standard since the standard is the content.
<b>*Key Concepts for Differentiation</b>	<p style="text-align: center;"><input type="checkbox"/> Marked with a key in the I Can column.</p> <p><b>Definition:</b> In an effort to assist teachers in the process of differentiation in Tier I teaching, Key Concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students.</p> <p>These concepts cover minimum, basic skills and knowledge every student must master. However, Key Concepts for Differentiation <u>are not</u> an alternative to the Utah Core Standards; rather they emphasize which concepts to prioritize for differentiation.</p> <p><b>Note:</b> A discussion of interventions and extensions is located in the box on differentiation.</p>
<b>Language Objectives (Will Do)</b>	This is <u>how</u> a student will demonstrate that he/she understands the concept. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students
<b>*Academic Vocabulary</b>	These are terms pulled from the State Core that students must comprehend to master skills, discuss content, and pass tests. It is expected that the Academic Vocabulary be taught in all classes.
<b>Assessment</b>	In addition to state and district required assessments, teachers should use their art to determine appropriate means to monitor student progress and understanding. Formative assessments, such as checks for understanding, should be ongoing and constant. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.

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<p><b>Differentiation</b></p>	<p>“In Tier 1 instruction all students receive high quality, differentiated culturally responsive core academic and behavioral instruction through the general education program.” (GSD MTSS Common Vocabulary) Differentiation in the secondary classroom includes both intervention and extension. Secondary ELA teachers are expected to differentiate for all students’ needs.</p> <p><b>Interventions</b> – Interventions are those supplemental procedures put in place to help the struggling student. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.</p> <p><b>Note:</b> The Keys for differentiation are only intended for those students who struggle the most. Interventions are intended for the larger group needing a variety of different learning experiences to meet all of the expected standards.</p> <p><b>Extensions</b> – Extensions are adaptations made for the advanced learner. Advanced learners need differentiation in instruction to guarantee growth. It is expected that differentiation for these students meet individual needs. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.</p>
<p><b>*Approved Materials</b></p>	<p>The choice of vehicle for teaching a skill is to be determined by the teacher, department, and/or network within the parameters of the approved materials. The Granite School District approved texts for secondary classes are:</p> <p><a href="#"><i>Holt Elements of Literature and Holt Elements of Language</i></a></p> <p><a href="#">MYAccess! (Writing)</a></p> <p><a href="#">Approved Novels List (Novels List)</a> - All lengthy pieces of work used in either whole group or small group instruction, both fiction and non-fiction, must be approved through the designated process. Following is a statement from the board policy on novels:</p> <p><u>Teacher Charge</u></p> <p>It is important to note that any lengthy work, fiction or non-fiction, used in whole group or small group (such as literary circles) <b>must</b> be from the Granite District Approved Novels List.</p> <p>In addition to <u>only</u> using novels from the approved list, teachers must also use their best judgment (considering Lexile levels, interest levels, State Core standards, individual community standards and student need) in choosing materials from the approved list for their classes.”</p>

**Notes:**

**Additional Resources:** It is recognized that there are many great resources that can enhance teaching. Examples: [Safari Montage](#), [USOE Digital Textbooks](#), [State Core Appendices](#), [State Writing Rubrics](#), [State Close Reading Rubrics](#), [UEN performance tasks and lesson plans](#), [the Teaching Channel](#), other

Exercise extreme caution when using sources not on the official Approved Materials list. It is the responsibility of the teacher to ensure that anything used in class or required of students is appropriate for the purpose, students, and community. Always read the material thoroughly before using them with students.

Teachers must also keep in mind that any lengthy piece of work from any source must first be on the novels list before being used in class or in small group.

**Department and Network Alignment:** Departments and networks are advised to align materials, such as novels, both at grade level and vertically, to avoid duplication and to keep communication open with departments and with feeder schools. It is also advisable for schools to create a reference guide for teachers that identify books, ideas, and resources available at the school.

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**FOCUS STANDARDS OVERVIEW** - Refer to the [Utah State Core Standards](#) for complete standard and grade level expectation.

Qtr	Reading Literature	Reading Informational Text	Writing	Speaking/Listening	Language
1	<p>RL.7.1 – Cite textual evidence.</p> <p>RL.7.2 – Determine a theme or central idea and analyze its development... Summarize.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact.</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text. Analyze.</p>	<p>RI.7.1 – Cite textual evidence to support analysis.</p> <p>RI.7.2 – Determine two or more central ideas and analyze their development. Summarize.</p> <p>RI.7.4 – Determine the meaning of words and phrases as they are used in a text... Analyze.</p>	<p><b>Review of the Writing Process</b></p> <p>W.7.4 – Produce clear and coherent writing</p> <p>W.7.5 – Develop and strengthen writing as needed.</p> <p>W.7.6 – Use technology, including internet, to produce and publish writing and link to and cite sources.</p> <p>W.7.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SL.7.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led).</p> <p>SL.7.2 – Analyze the main ideas and supporting details presented in diverse media and formats.</p>	<p>L.7.2 – Demonstrate command of the conventions of standard English.</p> <p>L.7.4 – Determine or clarify the meaning of unknown and multiple-meaning word.</p> <p>L.7.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>
2	<p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text. Analyze.</p> <p>RL.7.9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.</p>	<p>RI.7.3 – Analyze the interactions between individuals, events, and ideas.</p> <p>RI.7.4 – Determine the meaning of words and phrases as they are used in a text... Analyze.</p> <p>RI.7.5 – Analyze the structure an author uses to organize a text.</p> <p>RI.7.6 – Determine an author’s point of view or purpose and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8 – Trace and evaluate the argument and specific claims in a text.</p> <p>RI.7.9 – Analyze two or more authors writing about the same topic.</p>	<p><b>Argument Writing</b></p> <p>W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.10 Write routinely over extended time frames and shorter time frames.</p>	<p>SL.7.3 – Delineate a speaker’s argument and specific claims. Evaluate.</p> <p>SL.7.4 – Present claims and findings in a focused, coherent manner...</p>	<p>L.7.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4 – Determine or clarify the meaning of unknown and multiple-meaning word.</p> <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
3	<p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text. Analyze.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (contributes to its meaning.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. Analyze</p>	<p>RI.7.4 – Determine the meaning of words and phrases as they are used in a text... Analyze.</p> <p>RI.7.7 – Compare and contrast a text to an audio, video, or multi-media version of the text. Analyze.</p>	<p><b>Informational Writing</b></p> <p>W.7.2 – Write informative/explanatory text.</p> <p>W.7.7 – Conduct short research projects.</p> <p>W.7.8 – Gather relevant information from multiple print and digital sources.</p> <p>W.7.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p>SL.7.5 – Include multimedia components and visual displays in presentations.</p> <p>SL.7.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>L.7.4 – Determine or clarify the meaning of unknown and multiple-meaning word.</p>
4	<p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text. Analyze.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p> <p>RL.7.10 – By the end of the year, read and comprehend literature in the grades 6-8 text complexity band proficiently.</p>	<p>RI.7.4 – Determine the meaning of words and phrases as they are used in a text... Analyze.</p> <p>RI.7.10 – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently.</p>	<p><b>Narrative Writing</b></p> <p>W.7.3 – Write narratives.</p> <p>W.7.4 – Produce clear and coherent writing</p>	<p>Review</p>	<p>Review</p>

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**QUARTER 1**

Quarter 1 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>RL.7.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>RL.7.4 – 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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>RI.7.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>RI.7.2 – 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.</li> <li>RI.7.4 – 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 a meaning and tone.</li> </ul> <p><b>Writing – Review of writing process</b></p> <ul style="list-style-type: none"> <li>W.7.4 – 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.)</li> <li>W.7.5 – 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.)</li> <li>W.7.6 – Use technology, including 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.</li> <li>W.7.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.             <ol style="list-style-type: none"> <li>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”).</li> <li>Apply grade 7 Reading standards to literary nonfiction (i.e., “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”).</li> </ol> </li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can cite textual evidence to support a analysis of literature. (RL1)</li> <li>I can state the central idea in a literary text. (RL2)</li> <li><input type="checkbox"/> I can provide a summary of a literary text. (RL2)</li> <li>I can analyze how elements of a story interact. (RL3)</li> <li>I can determine the meaning of words and phrases including figurative and connotative meanings and the impact of rhymes and alliteration in poems, stories or drama. (RL4)</li> <li>I can cite textual evidence to support a analysis of informational text. (RI1)</li> <li>I can state two or more central ideas in a nonfiction text. (RI2)</li> <li><input type="checkbox"/> I can provide a summary of a nonfiction text. (RI2)</li> <li>I can determine the meaning of words and phrases including figurative, connotative, and technical meanings and their impact in nonfiction. (RI4)</li> <li>I can produce clear and coherent writing appropriate to task, purpose and audience. (W4)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will cite specific evidence from a text to prove an idea.</p> <p><u>Example:</u> I will use technology to publish a finished piece of writing.</p>	<ul style="list-style-type: none"> <li>analyze</li> <li>audience</li> <li>capitalize</li> <li>central idea</li> <li>character</li> <li>cite</li> <li>comma</li> <li>conclusion</li> <li>connotation/denotation</li> <li>conventions</li> <li>coordinate adjectives</li> <li>elaborate</li> <li>elicit</li> <li>evidence</li> <li>formal style</li> <li>inference</li> <li>main idea</li> <li>objective</li> <li>parts of speech</li> <li>plot</li> <li>prefix</li> <li>pre-write</li> <li>punctuate</li> <li>purpose</li> <li>reference</li> <li>reflect</li> <li>relevant</li> <li>revise</li> <li>rhyme</li> <li>role</li> <li>root</li> <li>stanza</li> <li>style</li> <li>suffix</li> <li>summary</li> <li>supporting details</li> <li>technical meaning</li> <li>theme</li> <li>tone</li> </ul>

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<p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>SL.7.1 – 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. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or re- searched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> </li> <li>SL.7.2 – 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.</li> </ul> <p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>L.7.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</li> <li>b. Spell correctly.</li> </ul> </li> <li>L.7.4 – 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. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c. 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.</li> <li>d. 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).</li> </ul> </li> <li>L.7.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use the writing process to organize and revise my writing. (W5)</li> <li>I can use technology to publish my writing. (W6)</li> <li>I can draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)</li> <li>I can prepare for and participate in collaborative discussions. (SL1)</li> <li>I can analyze main ideas in diverse media. (SL2)</li> <li>I can use standard English in my speaking and writing. (L2)</li> <li>I can determine the meaning of unknown and multiple meaning of words at grade level. (L4)</li> <li>I can use academic and domain specific vocabulary. (L6)</li> </ul>		
<p><b>Assessments</b></p>	<p><b>Interventions</b></p>	<p><b>Extensions</b></p>	
<p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments as determined by teacher</li> <li>Formal essay or other writing</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

For lesson design help, see [Approved Materials](#) and [Additional Resources](#) from page 2.

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**QUARTER 2**

Quarter 2 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>RL.7.4 – 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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>RL.7.9 – 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</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>RI.7.3 – 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).</li> <li>RI.7.4 – 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 a meaning and tone.</li> <li>RI.7.5 – 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.</li> <li>RI.7.6 – 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.</li> <li>RI.7.8 – 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.</li> <li>RI.7.9 – 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.</li> </ul> <p><b>Writing – Argument Writing</b></p> <ul style="list-style-type: none"> <li>W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.               <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> <li>W.7.10 – 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.</li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases including figurative and connotative meanings and the impact of rhymes and alliteration in poems, stories or drama. (RL4)</li> <li>I can compare and contrast a fictional text vs. an historical account. (RL9)</li> <li>I can analyze interactions between individuals, events, and ideas in a nonfiction text. (RI3)</li> <li>I can determine the meaning of words and phrases including figurative, connotative, and technical meanings and their impact in nonfiction. (RI4)</li> </ul> <p>□ <i>I can recognize text features in nonfiction.</i> (RI5)</p> <ul style="list-style-type: none"> <li>I can distinguish an author’s purpose in nonfiction. (RI6)</li> <li>I can evaluate the argument and claims in a nonfiction text for sound reasoning. (RI8)</li> <li>I can compare the key information from two authors to find the</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will identify figurative language in a poem.</p> <p><u>Example:</u> I will identify point of view in a non-fiction text.</p>	<ul style="list-style-type: none"> <li>allusion</li> <li>analogy</li> <li>antonym</li> <li>argument</li> <li>character</li> <li>claim</li> <li>clause</li> <li>complex sentence</li> <li>compound sentence</li> <li>compound-complex sentence</li> <li>connotation/denotation</li> <li>context</li> <li>conventions</li> <li>counter claim</li> <li>dangling modifier</li> <li>denotation</li> <li>description</li> <li>dialogue</li> <li>evidence</li> <li>figurative language</li> <li>logic</li> <li>narrative</li> <li>narrator</li> <li>nuance</li> <li>opposing claim</li> <li>organization</li> <li>pacing</li> <li>phrase</li> <li>point of view</li> <li>sensory detail</li> <li>sequence</li> <li>simple sentence</li> <li>structure</li> <li>synonym</li> <li>time shift</li> <li>topic</li> <li>transition</li> </ul>

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<p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>SL.7.3 – Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>SL.7.4 – 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.</li> </ul> <p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>L.7.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> </li> <li>L.7.4 – 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. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c. 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.</li> <li>d. 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).</li> </ul> </li> <li>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., re-fined, respectful, polite, diplomatic, and condescending).</li> </ul> </li> </ul>	<p>differences. (RI9)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write an argumentative text. (W1)</li> <li><input type="checkbox"/> I write often – both longer works and shorter pieces. (W10)</li> <li>I can compare and contrast multiple presentations. (SL3)</li> <li><input type="checkbox"/> I can present claims in a focused, coherent manner. (SL4)</li> <li><input type="checkbox"/> I can use standard English grammar when speaking and writing. (L1)</li> <li>I can determine the meaning of unknown and multiple meaning of words at grade level. (L4)</li> <li>I can recognize and use figurative language, word relationships, and nuances. (L5)</li> </ul>		
<p><b>Assessments</b></p>	<p><b>Interventions</b></p>	<p><b>Extensions</b></p>	
<p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments as determined by teacher</li> <li>Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Word walls</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Peer tutoring/translating</li> <li>Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Departmental electives</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

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### QUARTER 3

Quarter 3 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>RL.7.4 – 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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>RL.7.7 – Compare and contrast 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).</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>RI.7.4 – 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 a meaning and tone.</li> <li>RI.7.7 – Compare and contrast a text to a audio, video, or multi-media 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).</li> </ul> <p><b>Writing – Informational Writing</b></p> <ul style="list-style-type: none"> <li>W.7.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>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 multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> </li> <li>W.7.7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>W.7.8 – 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</li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases including figurative and connotative meanings and the impact of rhymes and alliteration in poems, stories or drama. (RL4)</li> <li>I can determine meaning of a text from its structure. (RL5)</li> <li>I can compare and contrast a work of literature in different mediums. (RL7)</li> <li>I can determine the meaning of words and phrases including figurative, connotative, and technical meanings and their impact in nonfiction. (RI4)</li> <li>I can analyze the effects of techniques within each medium. (RL7, RI7)</li> </ul> <p><input type="checkbox"/> <i>I can write an informative/explanatory text. (W2)</i></p>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will write a properly cited informative essay.</p> <p>Example: I will compare two articles for similarities.</p>	<ul style="list-style-type: none"> <li>argument</li> <li>citation</li> <li>claim</li> <li>compare</li> <li>conditional mood</li> <li>contrast</li> <li>credibility</li> <li>credible source</li> <li>drama</li> <li>explanatory</li> <li>informative</li> <li>passive voice</li> <li>plagiarism</li> <li>poem</li> <li>relevant/irrelevant</li> <li>soliloquy</li> <li>sonnet</li> <li>subjunctive mood</li> <li>techniques</li> <li>verb</li> </ul>

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<p>citation.</p> <p><b>Writing – Informational Writing - Continued</b></p> <ul style="list-style-type: none"> <li>W.7.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.             <ol style="list-style-type: none"> <li>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”).</li> <li>Apply grade 7 Reading standards to literary nonfiction (i.e., “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”).</li> </ol> </li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>SL.7.5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>SL.7.6 – 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.)</li> </ul> <p><b>Language</b></p> <p>For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.             <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ol> </li> <li>L.7.4 – 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.             <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>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.</li> <li>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).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>I can research a topic using multiple sources. (W7, W8)</i></li> <li>I can draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)</li> <li>I can include multi-media and visual displays in presentations to clarify claims. (SL5)</li> <li>I can adapt speech to a variety of situations and use form English when appropriate. (SL6)</li> <li>I can use Standard English grammar in speaking and writing. (L3)</li> <li><input type="checkbox"/> <i>I can determine the meaning of unknown and multiple meaning of words at grade level. (L4)</i></li> </ul>		
<p><b>Assessments</b></p>	<p><b>Interventions</b></p>	<p><b>Extensions</b></p>	
<p><b>State and district mandated assessment.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments as determined by teacher</li> <li>Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Word walls</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Departmental electives</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

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### QUARTER 4

Quarter 4 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>• RL.7.4 – 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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li>• RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>• RL.7.10 – 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.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>• RI.7.4 – 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 a meaning and tone.</li> <li>• RI.7.10 – 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.</li> </ul> <p><b>Writing – Narrative Writing</b></p> <ul style="list-style-type: none"> <li>• W.7.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> </li> <li>• W.7.4 – 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.)</li> <li>• W.7.10 – 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.</li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases including figurative and connotative meanings and the impact of rhymes and alliteration in poems, stories or drama. (RL4)</li> <li>• I can recognize different points-of-view in literature. (RL6)</li> <li>• I can read and comprehend various genres on grade level. (RL10, RI10)</li> <li>• I can determine the meaning of words and phrases including figurative, connotative, and technical meanings and their impact in nonfiction. (RI4)</li> <li>• I can write a narrative text. (W3)</li> <li>• I can produce clear and coherent writing appropriate to task, purpose and audience. (W4)</li> <li>□ <i>I write often – both longer works and shorter pieces. (W10)</i></li> <li>• I can discuss and present information in a variety of circumstances and using a variety of methods. (SL1-6)</li> <li>□ <i>I can use standard English grammar in speaking and writing. (L1-6)</i></li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will compare a fictional and historical text to determine the contrast (differences).</p> <p><u>Example:</u> I will write daily.</p>	

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<p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>• Review standards as needed.</li> </ul> <p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>• Review standards as needed.</li> </ul>				
<b>Assessments</b>	<b>Interventions</b>	<b>Extensions</b>		
<p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>• Formative assessments as determined by teacher</li> <li>• Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Adjust length of required writing</li> <li>• Adjust vocabulary and text complexity</li> <li>• Word walls</li> <li>• Explicit teaching of Tier Two academic language</li> <li>• Cooperative learning</li> <li>• Peer tutoring/translating</li> <li>• Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>• Adjust text complexity</li> <li>• Recommendation for honors placement</li> <li>• Departmental electives</li> <li>• Tutoring</li> <li>• Project-based learning</li> <li>• Cross-curricular project-based learning</li> </ul>		

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