

Georgia Standards of Excellence Grade 7 English Language Arts



“Where Young Men Soar to Greater Heights”

The grades six through eight standards define what students should understand and be able to do by the end of each grade. Instruction in grades 6-8 addresses students’ increasing maturity and the growing sophistication of their abilities, culminating in the development by the end of grade 8 of students who are ready to succeed in high school. Students should be able to comprehend more challenging books and articles, basing all of their analyses, inferences, and claims on explicit and relevant evidence from the texts. Students will expand on their ability to identify central ideas by identifying how those themes are shaped and conveyed by particular details. Their analysis of basic literary elements will extend to identifying connections and complexities within narratives and how individual elements weave together to advance plot and reveal character. The evaluation of the impact of language on tone and meaning will begin to include more sophisticated concepts such as analogy and allusion, subtleties in point of view such as dramatic irony, and a more sophisticated appreciation for connotative diction. These skills will be incorporated into the students’ own narrative and expository writing. Students will become increasingly adept at understanding an author’s biases, the use of complex rhetorical devices including logical fallacies, and tailoring their own prose for maximum influence. While continuing with a variety of literary non-fiction, students in grades 6-8 will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions.

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First Nine Weeks

Conceptual Framework

Reading

- **Primary Focus:** Literary - **7RL1-10**
 - 1 Extended Literary Text
 - 6 Thematically Connected Short Texts
- **Secondary Focus:** Informational - **7RI1-10**
 - 1 Extended Informational Text
 - 6 Thematically Connected Short Texts

Writing Focus: Informative/Explanatory

- 4-6 Informational/Explanatory – **7W2,4,5,6,10**
- Research Connection **7W7,8,10**
- 2-3 Short narratives **7W3,4,5,6,10**
- Routine Writing **7W1,2,3,9,10** Language (ongoing)

7L1-6:

- Study and apply grammar
- Use and understand both general academic and domain-specific vocabulary

Second Nine Weeks

Conceptual Framework

Reading

- **Primary Focus:** Informational - **7RI1-10**
 - 1 Extended Informational Text
 - 6 Thematically Connected Short Texts
- **Secondary Focus:** Literary - **7RL1-10**
 - 1 Extended Literary Text
 - 6 Thematically Connected Short Texts

Writing Focus: Argumentative

- 4-6 Argumentative analysis essays **7W1,4,5,6,10**
- Research Connection **7W7,8,10**
- 2-3 Short narratives **7W3,4,5,6,10**
- Routine Writing **7W1,2,3,9,10**

Speaking and Listening (ongoing)

7SL1-6

- Engage in collaborative discussions
- Present findings
- Evaluate a speaker's claims, rhetoric, and strategy
- Incorporate multimedia components

Third Nine Weeks

Conceptual Framework

Reading

- **Primary Focus:** Literary - **7RL1-10**
 - 1 Extended Literary Text
 - 6 Thematically Connected Short Texts
- **Secondary Focus:** Informational - **7RI1-10**
 - 1 Extended Informational Text
 - 6 Thematically Connected Short Texts

Writing Focus: Argumentative

- 4-6 Argumentative analysis essays **7W1,4,5,6,10**
- Research Connection **7W7,8,10**
- 2-3 Short narratives **7W3,4,5,6,10**
- Routine Writing **7W1,2,3,9,10** Language (ongoing)

7L1-6:

- Study and apply grammar
- Use and understand both general academic and domain-specific vocabulary

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Fourth Nine Weeks

Conceptual Framework

Reading

- **Primary Focus:** Informational - **6RI1-10**
 - 1 Extended Informational Text ○ 6 Thematically Connected Short Texts
- **Secondary Focus:** Literary - **6RL1-10** ○ 1 Extended Literary Text
 - 6 Thematically Connected Short Texts

Writing Focus: Informative/Explanatory

- 4-6 Informational/Explanatory – **7W2,4,5,6,10**
- Research Connection **7W7,8,10**
- 2-3 Short narratives **7W3,4,5,6,10**
- Routine Writing **7W1,2,3,9,10**

Speaking and Listening (ongoing)

7SL1-6

- Engage in collaborative discussions
- Present findings
- Evaluate a speaker's claims, rhetoric, and strategy

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First, Second, Third, and Fourth Nine Weeks

Reading Literary (RL)

Key Ideas and Details

ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL2 Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL3 Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

Craft and Structure

ELAGSE7RL4 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.

ELAGSE7RL5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ELAGSE7RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

ELAGSE7RL7 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).

ELAGSE7RL9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity

ELAGSE7RL10 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.

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Reading Informational (RI)

Key Ideas and Details

ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RI2 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.

ELAGSE7RI3 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).

Craft and Structure

ELAGSE7RI4 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 meaning and tone.

ELAGSE7RI5 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.

ELAGSE7RI6 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.

Integration of Knowledge and Ideas

ELAGSE7RI7 Compare and contrast a text to an audio, video, or multimedia 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).

ELAGSE7RI8 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.

ELAGSE7RI9 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.

Range of Reading and Level of Text Complexity

EELAGSE7RI10 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.

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Writing (W)

Text Types and Purposes

ELAGSE7W1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELAGSE7W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.

Production and Distribution of Writing

ELAGSE7W4 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.)

ELAGSE7W5 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.)

ELAGSE7W6 Use technology, including the 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.

Research to Build and Present Knowledge

ELAGSE7W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELAGSE7W8 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 citation.

ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. 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”).
- b. Apply grade 7 Reading Standards to literary nonfiction (e.g. “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”).

Range of Writing

ELAGSE7W10 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 disciplinespecific tasks, purposes, and audiences.

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Speaking and Listening (SL)

Comprehension and Collaboration

ELAGSE7SL1 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. a. Come to discussions prepared, having read or researched 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

ELAGSE7SL2 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.

ELAGSE7SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

ELAGSE7SL4 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.

ELAGSE7SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELAGSE7SL6 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.)

Language (L)

Conventions of Standard English

ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- b. Spell correctly.

Knowledge of Language

ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use

ELAGSE7L4 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.

- 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 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.
- 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).

ELAGSE7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

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- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Resources:

1. <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7Standards.pdf>
2. <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-7Curriculum-Map.pdf>
3. <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-SevenGuidance.pdf>