



EXPEDITIONARY
LEARNING

Grade 7: Curriculum Map



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These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts



students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”

- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
 - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
 - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

Note: For seventh grade specifically, two options for Module 4 are available: 7M4A: (“Screen Time and the Developing Brain”) and 7M4B: “Water Is Life”. Only one option for Module 3 is available at this grade level (“The People Could Fly”).



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Reading and Research	Reading and Research
Module Title	Journeys and Survival	Working Conditions	Identify and Transformation: Then and Now	Slavery: The People Could Fly	Screen Time and the Developing Brain	Water Is Life
Description	<p>Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read <i>A Long Walk to Water</i>, analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments. The novel is paired with complex informational texts on Sudan. Students then combine research about Sudan with quotes from the novel and craft a research-based two-voice poem.</p>	<p>Students explore the issue of working conditions, historical and modern-day. They analyze how people, settings, and events interact in literary and informational texts. Students first focus on <i>Lyddie</i> (about a girl who works in the Lowell mills); they write an argument essay about Lyddie's choices around joining a protest over working conditions. Then they read a speech by César Chávez (tracing how the sections of the text combine to build central claims) as they consider the role that workers, the government, and consumers play in improving working conditions. Finally, a short research project explores how businesses can affect working conditions. As a final performance task, students create a guide to working conditions in the garment industry.</p>	<p>Students explore the concept of personal identity formation and transformation in both historical and modern-day societies. They read first-person narratives that focus on various social identifiers—from race to socioeconomic status—and they also read informational text in order to frame their understanding of what identity means. Students closely read <i>Pygmalion</i> and further explore the identity transformation of the play's main character, Eliza Doolittle. To conclude the module students analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a “counter ad” that does not rely on gender-specific stereotypes.</p>	<p>This module focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context. They then read closely key excerpts from his <i>Narrative</i>, focusing on his message as well as the author's craft. Finally, they select one episode from the <i>Narrative</i> and rewrite it as a children's story, using <i>Frederick Douglass: The Last Day of Slavery</i> as a mentor text.</p>	<p>Students explore adolescent brain development and the effects of entertainment screen time on the brain. Students read informational texts to build background knowledge about adolescent brain development in general. Then they begin to focus on the issue of screen time and how it may affect teenagers. Students evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in argument texts and media. They dive deeper into first the potential benefits and then the potential risks of screen time by participating in a robust research project. Students finish the module by writing a position paper, and creating a visual representation of their paper.</p>	<p>Students explore water sustainability, fresh water management. They read “Water is Life” and excerpts from <i>The Big Thirst</i> to build background knowledge about water sustainability and water management. Then they engage in a robust research project to investigate the agricultural and industrial water management and use an evidence-based decision-making process to take a position. Finally, they write a position paper addressing the question: Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?</p>



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
<p>Texts (central text(s) in bold)¹</p>	<ul style="list-style-type: none"> • <i>A Long Walk to Water</i>, Linda Sue Park (RL, 720L) • “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” Stephen Buckley (RI, 1110L) • “Water for South Sudan,” http://www.waterforsouthsudan.org (RI, 1090L) • “Sudanese Tribes Confront Modern War,” Karl Vick (RI, 1060L) • “Author’s Note,” <i>A Long Walk to Water</i>,” Linda Sue Park (RI, 1030L) • “Time Trip” excerpt from “Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” <i>Current Events</i> (RI, 970L) 	<ul style="list-style-type: none"> • <i>Lyddie</i>, Katherine Patterson (RL, 860L) • Harvesting Hope: The Story of Cesar Chavez, Kathleen Krull (RL, NL) • “In China, Human Costs Are Built into an iPad,” Charles Duhigg and David Barboza, <i>The New York Times</i> (RI, 1430L) • “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” Steven Greenhouse, <i>The New York Times</i> (RI, 1320L) • “Are Your Clothes Made in Sweatshops?” Oxfam Australia https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/. (RI, 1220L) • “Common-wealth Club Address,” César Chávez (RI, 1155L) • “Ethical Style: How Is My T-Shirt Made?” Tabea Kay (RI, 1080L) • “Statement at Pacific Lutheran University,” César Chávez (RI Speech,) 	<ul style="list-style-type: none"> • <i>Pygmalion</i>, George Bernard Shaw (RL, NP) • <i>Nadia’s Hands</i>, Karen English (RL, NL) • <i>Not Much, Just Chillin: The Hidden Lives of Middle Schoolers</i>, Linda Perlstein (RI, NL) • “Key Questions to Ask When Analyzing Media Messages,” National Association for Media Literacy Education (RI, NL) • “Team Players,” Erika Packard, in <i>Monitor</i> (Vol. 37, Issue 8), September 2006. (RI, NL) • Julianne Micoleta, “Generation Z Teens Stereotyped as ‘Lazy and Unaware,’” <i>Huffington Post</i>, March 2012. (RI, 1690L) • “Teen Slang: What’s, like, so wrong with like?” Denise Winterman (RI, 1620L) • “Study: Employment Ads Perpetuate Traditional Roles,” <i>Duke Today</i> (RI, 1410L) • “Truth in Advertising?” Stephanie Clifford (RI, 1290L) 	<ul style="list-style-type: none"> • “We Wear the Mask,” Paul Laurence Dunbar (RL poem, NL) • “Slaveship,” Lucille Clifton (RL poem, NL) • “Introduction to Poetry,” Billy Collins (RI, NL) • “Harriet Tubman,” Eloise Greenfield (RL poem, NL) • “Black Woman,” Georgia Douglas Johnson (RL poem, NL) • “The Negro Speaks of Rivers,” Langston Hughes (RL poem, NL) • “If We Must Die,” Claude McKay (RL poem, NL) • <i>The People Could Fly</i>, picture book edition, Virginia Hamilton (RL, 660L) (recommended, not required; teacher copy only) • <i>Narrative of the Life of Frederick Douglass, an American Slave</i>, Frederick Douglass (RI, 1080L; excerpts) • “Renaissance man,” Scott Kirkwood, adapted by Expeditionary Learning (RI, 1060L) 	<ul style="list-style-type: none"> • “The Many Benefits, for Kids, of Playing Video Games,” Peter Gray (RI, NL) • “Policy Statement: Children, Adolescents, and the Media,” Victor C. Strasburger and Marjorie J. Hogan (RI, 1820L) • “Growing Up Digital,” Matt Richtel (RI, 1660L) • “The Digital Revolution and Adolescent Brain Evolution,” Jay N. Giedd, M.D. (RI, 1630L) • “Video Games Benefit Children, Study Finds.” Queensland University of Technology (RI, 1580L) • “Why Facebook Could Actually Be Good for Your Mental Health,” Sy Mukherjee (RI, 1470L) • “Guest Opinion: Step Away from the Screen,” Margaret Desler, M.D. (RI, 1310L) 	<ul style="list-style-type: none"> • “Beyond Thirst: The Global Water Crisis,” Kathiann M. Kowalski (RI, NL) • <i>The Big Thirst</i>, Charles Fishman (RI, 1260L) • “Water Is Life,” Barbara Kingsolver (RI, 1165L) • “New York bottled water ban” (video) http://www.riverkeeper.org/campaigns/tapwater/ • “Why Care about Water?” National Geographic (video) http://video.nationalgeographic.com/video/environment/freshwater/environment-freshwater-why-care/ • “Charles Fishman: Why College Students Should Start Paying Attention to Water” (video) http://www.youtube.com/watch?v=XM7S0_Qi3B4

¹Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
		<ul style="list-style-type: none"> • “The Wrath of Grapes,” César Chávez (RI Speech) 	<ul style="list-style-type: none"> • “Images of Men in Advertising,” Tom Yakanama (RI, 1290L) • “Men Are Becoming the Ad Target of the Gender Sneer,” Courtney Kane (RI, 1280L) • “Guys and Dolls No More?” Elizabeth Sweet (RI, 1230L) • “Geena Davis, Media Equalizer,” New Moon Girls Magazine (RI, 1210L) • “Cover Girl Culture,” Melanie Deziel (RI, 1190L) • “Women and Urban Life in Victorian Britain,” Lynda Nead (RI, 1120L) • “The Border,” in <i>Red: Teenage Girls of America Write on What Fires Up Their Lives Today</i>, Cindy Morand (RI, 1020L) • “My Own True Name,” Diane Gonzales Bertrand (RI, 1010L) • Victorian Women: Not What You Might Think, Gina Zorzi Cline (RI, 1000L) • “Why Couldn’t Snow White Be Chinese?” Grace Lin (RI, 860L) • “Is Money Affecting Your Social Status?” Reniqua Allen (RI, 860L) 	<ul style="list-style-type: none"> • Texts from Freedom: A History of US Webisode 5, PBS (RI, 970L) • <i>Frederick Douglass: The Last Day of Slavery</i>, William Miller and Cedric Lewis (RI, 760L) (recommended, not required; teacher copy only) 	<ul style="list-style-type: none"> • “Beyond the Brain,” David Brooks (RI, 1260L) • “What’s Going On in Your Brain?” Linda Bernstein (RI, 1180L) • “Can You Unplug for 24 Hours?” Heidi St. Clair (RI, 1140L) • “What You Should Know about Your Brain,” Judy Willis (RI, 1120L) • “You Trouble,” Justin O’Neill (RI, 1080L) • “Teens and Decision Making: What Brain Science Reveals,” Scholastic Inc. and National Institute on Drug Abuse (RI, 1060L) • “Attached to Technology and Paying a Price,” Matt Richtel (RI, 980L) • “Is Google Making Us Stupid?” Nicholas Carr and Peter Norvig (RI, 960L) • “The Teen Brain: It’s Just Not Grown Up Yet,” 2. Richard Knox (RI, 940) 	<ul style="list-style-type: none"> • “Charles Fishman: The Water Crisis Isn’t Global. It’s Local” (video) http://www.youtube.com/watch?v=lZxVyiIPDsA • “The Future of Water” (video) http://www.youtube.com/watch?v=-qpbWZRC_dw • “Charles Fishman: Corporations Need to Pay More Attention to Water” (video) http://www.youtube.com/watch?v=8uWzIDMuM_U



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
					<ul style="list-style-type: none"> • “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains.’ Jeffrey Brown, Nicholas Carr, and Mathew Kielty (video) 	
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925–1185L					
Performance Task	Research-Based Two-Voice Poem (RL.7.6, RL.7.11, W.7.3a, W.7.3d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2) research poetry	Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6) brochure	Advertisement Analysis and “Counter-Ad” (W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6) analysis and printed/electronic ad	Children’s Book to Retell an Episode from <i>Narrative of the Life of Frederick Douglass</i> (with author’s note) (W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6) scaffolded narrative	Visual Representation of Position Paper (RI.7.1, W.7.1, W.7.4, and L.7.6) visual representation	Visual Representation of Position Paper (RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6) visual representation

²Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf



Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
Mid-Unit 1	Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i> (Chapter 5) (RL.7.1 and RL.7.6) graphic organizer and selected response	How Working Conditions Affected Lyddie (RL.7.1 and RL.7.3) selected response and short constructed response	Evidence, Ideas, and Interactions: “Why Couldn’t Snow White Be Chinese?” (RI.7.1, RI.7.2, and RI.7.3) short constructed response	Using Evidence to Support Analysis: “Frederick Douglass” (RI.7.1) short constructed response	“The Development of the Young Brain”: Listening for Main Idea and Supporting Details (RI.7.7 and SL.7.2) short constructed response	“The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details (SL.7.2) selected response and short constructed response
End of Unit 1	Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, W.7.9, and W.7.9b) selected response and short constructed response	Argument Essay about <i>Lyddie</i> (RL.7.1, RL.7.3, W.7.1, W.7.9, W.7.9a; W.7.5, L.7.1, and L.7.2) scaffolded essay	Claims, Interactions and Text Structure: “Is Money Affecting Your Social Status?” (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) short constructed response	Reading Poetry: Analyzing Structure and Language in “We Wear the Mask”: (RL.7.4, RL.7.5, and L.7.5a) selected response and short constructed response	Analyzing the Main Idea and Supporting Details in “You Trouble” (RI.7.1, RI.7.2, RI.7.5, RI.7.6, and L.7.6) note-taking and selected response	We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video (RI.7.8 and SL.7.3) selected response and short constructed response
Mid-Unit 2	Comparing “Water for Sudan” and <i>A Long Walk to Water</i> (RL.7.1, RL.7.9, RI.7.1) short constructed response and extended response	How Chávez Develops His Claims in the Commonwealth Club Address (RI.7.1, RI.7.2, RI.7.3, RI.7.5) selected response	Using Evidence, Theme, and Inference to Analyze an Unseen Passage in <i>Pygmalion</i> (RL.7.1, RI.7.3, and L.7.4.) selected response and short constructed response	Analyzing Stories: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s <i>Narrative</i> (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4, L.7.4a, L.7.4b, L.7.5b, c) selected response and short constructed response	Part I: Tracing and Evaluating Arguments and Part II: Research Task: Comparing and Contrasting Texts (RI.7.8, SL.7.3, RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d) short constructed response	Simulated Research Task: Water Management Strategies (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d) selected response and short constructed response
End of Unit 2	Literary Analysis—Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9a, L.7.1, L.7.2, and L.7.6) scaffolded essay	Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) selected response and short constructed response	Argumentative Essay: Eliza’s Changes (RL.7.1, RL.7.3, W.7.1, W.7.4, W.7.9, L.7.1, L.7.2, and W.7.5.) scaffolded essay	Essay: Analyzing Douglass’s Position in <i>Narrative of the Life of Frederick Douglass</i> (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, and RI.7.6) on-demand essay	Making a Claim about the AAP Recommended Screen Time (SL.7.1, SL.7.1a, SL.7.1e, SL.7.3, SL.7.4, SL.7.5, SL.7.6, and RI.7.9) speaking and listening	Making a Claim about Water Management (Part I: SL.7.1, SL.7.1a, SL.7.1e; Part II: SL.7.3, SL.7.4, SL.7.5, SL.7.6, and RI.7.9 and RI.7.9a) discussion, presentation



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
Mid-Unit 3	Author's Craft: Juxtaposition in <i>A Long Walk to Water</i> (RL.7.1, RL.7.2 and RL.7.6) selected response and short constructed response	Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and W.7.8) on-demand use of a source for research	Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and touches on W.7.8) on-demand research	Syntax and Storytellers' Seminar. Part 1: Writer's Roundtable (SL.7.1b, c, d) Part 2: Sentence Structure Quiz (L.7.1a, b, c, and L.7.2a)	First Draft of Position Paper (RI.7.1, W.7.1a, b, e, W.7.4, and W.7.9) scaffolded essay	First Draft of Position Paper (RI.7.1, W.7.1a, b, e, and W.7.4) scaffolded essay
End of Unit 3	Using Strong Evidence (RI.7.1, RL.7.1, L.7.2 and W.7.9) selected response and short constructed response	Writing a Research Synthesis (W.7.7 and W.7.8) extended response	Writing a Research Synthesis (W.7.7 and W.7.8) extended responses	Second draft of Storyboards for the Children's Book (W.7.3, W.7.9, and W.7.11) scaffolded narrative	Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6) scaffolded essay	Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6) scaffolded essay and written reflection



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.



Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
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.	✓	✓	✓	✓		
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.	✓					
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		✓	✓			
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.				✓		
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.				✓		
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓					
A. Analyze stories, drama, or poems by authors who represent diverse world cultures. ³	✓					
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).				✓		
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.	✓					

³This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
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.	Integrated throughout.					
RL.7.11 (NYS). Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁴	Integrated throughout.					
A. Self-select text based on personal preferences. ⁵		✓	✓			
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.		✓	✓			

⁴This is a standard specific to New York State. RL.7.11 is also specifically assessed in Module 1.

⁵In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
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.	✓	✓	✓	✓	✓	✓
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.		✓	✓	✓		
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).		✓	✓			
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 meaning and tone.				✓		
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.		✓	✓			
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.				✓		
RI.7.7. 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).					✓	
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.					✓	✓
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.					✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ⁶					✓	✓

⁶This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
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.	Integrated throughout.					



Writing Standards

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
W.7.1. 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.		✓	✓		✓	✓
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.	✓	✓	✓			
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.	✓			✓		



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
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.	✓	✓	✓			
W.7.3. 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.				✓		
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓			✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.				✓		
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.) ⁷	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	✓			✓		

⁷This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
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. ⁸	Integrated throughout.					
W.7.6. 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. ⁹	Integrated throughout.					
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.		✓	✓		✓	✓
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 citation.	✓	✓	✓		✓	✓
W.7.9. 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”).	✓		✓	✓	✓	✓
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.	Integrated throughout.					
W.7.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections. ¹⁰				✓		

⁸ W.7.5 also is specifically assessed in M4.

⁹ W.7.6 is particularly emphasized in M2A.

¹⁰ This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
A. Make deliberate, personal, cultural, textual, and thematic connections across genres.				✓		
B. Create poetry, stories, plays, and other literary forms (e.g., videos, artwork).				✓		



Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
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.					✓	✓
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.				✓		
E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. ¹¹					✓	✓
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.					✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ¹²					✓	✓
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.					✓	✓

¹¹ This is a standard specific to New York State.

¹² This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
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.					✓	✓
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.					✓	✓
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.					✓	✓



Language Standards

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓		
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.		✓	✓	✓		
L.7.2. 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.		✓	✓	✓		
L.7.3. 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.		✓	✓	✓		
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.			✓			
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.			✓	✓		



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).			✓	✓		
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).			✓		✓	✓
L.7.5. 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.				✓		
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).				✓		
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. ¹³	Integrated throughout.					

¹³L.7.6 also is specifically addressed in M4.