



English Language Arts 7 Curriculum

Board Approved: 02/19/2026

Course Information

Course Level: Middle School
Duration: Full year

Course Description:

This course is designed to provide students with the opportunity to characterize the literature they read. Fiction categories will include short stories, novels, poetry, and drama. Non-fiction categories will consist of biographies, essays, speeches, and articles. Students will also demonstrate their comprehension of these understandings by writing formally and informally, including narrative, expository, and argumentative pieces. Students will use and analyze media in oral and visual presentations. They will also continue to develop information literacy research skills to ensure college and career readiness.

Transfer Goals:

- Speak and write standard English with fluency and facility, using proper grammar, punctuation, spelling, and capitalization.
- Read a variety of genres with facility, fluency, and comprehension, and be able to analyze and evaluate what they read.
- Develop a comprehensive research plan while evaluating resources for their reliability and validity.
- Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
- Orally make presentations on issues and ideas.

Curriculum Standards: [Missouri Learning Standards](#)

Curriculum Resource(s): *myPerspectives English Language Arts Grade 7 - Savvas (2025)*

priority standards indicated in **bold*

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Family Notification Procedures

Grades 6-8

Whole Class Books

- Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.
- If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.

Library Books

- Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.
- [How Parents/Guardians Can Monitor Student Book Selections](#)

Open Choice Books

- When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.
- For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.

priority standards indicated in **bold*

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Unit 1: Expository Essay- Inform and Explain

Timeframe: 8-9 weeks

Unit Description: In this unit, students build foundational skills in reading, writing, and research through the study of both fiction and nonfiction texts. They will annotate, summarize, and analyze information to draw conclusions supported by relevant and accurately cited evidence. Writing instruction focuses on expanding from short constructed responses to multi-paragraph essays that integrate paraphrasing and direct quotations using proper citation. As students engage with informational texts, they evaluate sources for bias, relevance, and credibility, refining their ability to synthesize information ethically and effectively. These core literacy and research skills lay the groundwork for success in all subsequent units, culminating in the creation of an expository essay.

Enduring Understandings:

- Effective readers actively engage with texts by annotating, summarizing, and analyzing to deepen comprehension and draw evidence-based conclusions.
- Skilled writers organize and develop ideas clearly, using paraphrasing and direct quotations to support their thinking while maintaining academic integrity through accurate citation.
- Critical readers and researchers evaluate sources for bias, relevance, and credibility to determine which information best supports their purpose.
- Ethical research involves integrating information from multiple sources to communicate ideas clearly, accurately, and responsibly.
- Foundational reading, writing, and research skills strengthen students' ability to think critically, construct meaning, and communicate effectively across genres and disciplines.

Essential Questions:

- How does active reading, through annotation, summarizing, and questioning, help deepen understanding of a text?
- How do writers use evidence and citations to strengthen credibility and clarify meaning in writing?
- How can recognizing bias and evaluating credibility help readers and writers make informed decisions about which source to trust?
- Why is it important for writers to give credit when using someone else's words?
- How can strong reading, writing, and research skills help people communicate?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<p>7.RL.1.A 7.RI.1.A</p>	<ul style="list-style-type: none"> • I can draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. • I can make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly. • I can analyze the text by citing several pieces of textual evidence to support analysis of what a text says explicitly.

**priority standards indicated in bold*

<p>7.RL.1.D 7.RI.1.D</p>	<ul style="list-style-type: none"> ● I can determine the theme(s) (the main message or lesson) of a text. ● I can explain the relationship between the themes and the supporting evidence (the proof and details) of a text. ● I can summarize a text in a way that is distinct from personal opinions (meaning I will only include facts from the text, not my feelings).
<p>7.RL.2.D</p>	<ul style="list-style-type: none"> ● I can analyze how the setting, characters, and plot of a text affect each other (how they influence and change one another). ● I can analyze how the setting (time and place) contributes to meaning in a text (how it helps explain the theme or message). ● I can analyze how the characters (their actions and feelings) contribute to meaning in a text. ● I can analyze how the plot (the events of the story) contributes to meaning in a text.
<p>7.RL.2.B</p>	<ul style="list-style-type: none"> ● I can analyze how an author develops the points of view (perspective) of different characters or narrators in a text (how the author shows me what they are thinking, feeling, and seeing). ● I can analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text (how the author shows me what is different between what each person sees and believes).
<p>7.RI.1.B 7.RL.1.B</p>	<ul style="list-style-type: none"> ● I can determine the meaning of words and phrases as they are used in a text using context (clues from the text), affixes (prefixes and suffixes), or reference materials (like a dictionary). ● I can determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. ● I can determine the connotative meanings of words and phrases (the emotional and imaginative association surrounding a word) as they are used in a text using context, affixes, or reference materials. ● I can determine the content-specific meanings of words and phrases as they are used in a text using context, affixes, or reference materials.
<p>7.W.2.A.b</p>	<ul style="list-style-type: none"> ● I can follow a writing process to produce clear and coherent writing. ● I can develop explanatory writing to examine a topic with relevant facts, examples, and details. ● I can establish relationships between ideas and supporting evidence.
<p>7.W.3.A</p>	<ul style="list-style-type: none"> ● I can introduce the topic (start my paper clearly) in a way that fits my writing task, purpose, and audience (organization). ● I can maintain a clear focus throughout the text (keep all my ideas pointed toward the main topic) (ideas). ● I can provide a conclusion that follows the text (wraps up my main points) and is appropriate for my task, purpose, and audience (organization). ● I can add or delete content (take out things that don't belong or add things that are needed) to clarify meaning (make my writing easy to understand)

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	<p>(ideas).</p> <ul style="list-style-type: none"> ● I can choose precise language (the best, most accurate words) for the style, task, and audience (word choice). ● I can convey relationships among ideas through varied sentence structure (using different lengths and types of sentences to make my writing flow) (sentence fluency). ● I can use effective transitions (words like therefore, however, or meanwhile) to clarify relationships, connect ideas, and signal time shifts (organization). ● I can demonstrate an adequate command of the conventions of standard English grammar (like using the correct verb tenses and making sure my subjects and verbs match). ● I can demonstrate an adequate command of the conventions of standard English usage. ● I can demonstrate an adequate command of spelling (spell most words correctly and use my knowledge of word patterns to check my spelling). ● I can demonstrate an adequate command of punctuation (use punctuation marks like commas, apostrophes, and quotation marks correctly in my writing).
<p>7.W.1.A</p>	<ul style="list-style-type: none"> ● I can conduct research to answer a question. ● I can gather relevant print and digital sources (books, articles, and websites) for my research. ● I can use search terms effectively to find the exact information I need quickly. ● I can assess the credibility (trustworthiness) and accuracy (correctness) of multiple print and digital sources. ● I can quote (copy exactly) or paraphrase (put into my own words) the data and conclusions of others, while avoiding plagiarism (stealing someone else's work). ● I can integrate information (smoothly put quotes and paraphrased facts into my writing) using a standard citation system to give proper credit.
<p>7.SL.1.B</p>	<ul style="list-style-type: none"> ● I can delineate (clearly outline) the speaker's argument (main point) and claims (supporting ideas). ● I can evaluate the reasoning (judge the logic) of the speaker. ● I can pose and respond to specific questions with elaboration (more detail) and detail. ● I can make comments that contribute to the topic, text, or issue under discussion (say things that move the conversation forward). ● I can acknowledge new information expressed by others (show that I heard and understood what someone else said). ● I can qualify (adjust or refine) or justify (support) his/her own views in light of evidence presented from others' viewpoints.

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7.RI.3.B
7.RL.3.B

- I can compare and contrast (find similarities and differences) how two or more authors writing about the same topic make decisions about craft (like their word choice, tone, or use of figurative language).
- I can compare and contrast how two or more authors writing about the same topic make decisions about structure (how they organize their writing, such as using cause/effect or chronological order).
- I can compare and contrast information presented in different media (like an article, a video, a graph, or a podcast) on the same topic.
- I can analyze how the techniques unique in each medium (like an article, a podcast, or a video) contribute to meaning.

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Unit 2: Writing Effective Narratives

Timeframe: 8-9 weeks

Unit Description: In this unit, students examine the author's craft to understand how writers use structure, dialogue, and description to engage readers. Building on their understanding of literary elements, students apply these techniques to create their own narratives with a clear purpose, a strong voice, and attention to the audience. Through the writing process, they refine their use of pacing, sensory details, and dialogue to produce compelling and well-crafted stories.

Enduring Understandings:

- Authors make deliberate choices about point of view, word choice, and literary elements to shape meaning, tone, and the reader's experience within a narrative.
- Proficient readers analyze an author's craft to deepen their comprehension and appreciation of literary texts.
- Effective narrative writing establishes a clear point of view, develops compelling characters, sequences events logically, and uses descriptive details and varied sentence structure to engage the reader.
- The careful use of dialogue and other narrative techniques can reveal characterization, advance plot, and enhance the overall impact of a story.

Essential Questions:

- How do authors use point of view to influence a reader's understanding of characters and events?
- In what ways do an author's specific word choices impact the meaning and tone of a narrative?
- How do skilled writers use imagery to enhance their stories?
- What makes a narrative compelling and engaging for the reader?
- How can writers effectively use dialogue to develop characters and advance the plot?
- How does varying sentence structure contribute to the flow and impact of a narrative?
- How does analyzing an author's craft improve narrative writing?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
7.RL.1.A 7.RI.1.A	<ul style="list-style-type: none"> • I can draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. • I can make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly. • I can analyze the text by citing several pieces of textual evidence to support analysis of what a text says explicitly.
7.RL.1.B 7.RL.1.B	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases as they are used in a text using context (clues from the text), affixes (prefixes and suffixes), or reference materials (like a dictionary). • I can determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. • I can determine the connotative meanings of words and phrases (the emotional and imaginative association surrounding a word) as they are used in a text using context, affixes, or reference materials.

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	<ul style="list-style-type: none"> ● I can determine the content-specific meanings of words and phrases as they are used in a text using context, affixes, or reference materials.
<p>7.RI.1.D 7.RL.1.D</p>	<ul style="list-style-type: none"> ● I can explain the central/main idea(s) (the most important points the author is making) of a text. ● I can explain the relationship between the central/main idea(s) and the supporting evidence of a text (how the facts and details prove the main point). ● I can summarize a text in a way that is distinct from personal opinions (meaning my summary will only include facts from the text, not my own feelings or beliefs).
<p>7.RL.2.D</p>	<ul style="list-style-type: none"> ● I can analyze how the setting, characters, and plot of a text affect each other (how they influence and change one another). ● I can analyze how the setting (time and place) contributes to meaning in a text (how it helps explain the theme or message). ● I can analyze how the characters (their actions and feelings) contribute to meaning in a text. ● I can analyze how the plot (the events of the story) contributes to meaning in a text.
<p>7.RL.2.B</p>	<ul style="list-style-type: none"> ● I can analyze how an author develops the points of view (perspective) of different characters or narrators in a text (how the author shows me what they are thinking, feeling, and seeing). ● I can analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text (how the author shows me what is different between what each person sees and believes).
<p>7.W.3.A</p>	<ul style="list-style-type: none"> ● I can introduce the topic (start my paper clearly) in a way that fits my writing task, purpose, and audience (organization). ● I can maintain a clear focus throughout the text (keep all my ideas pointed toward the main topic) (ideas). ● I can provide a conclusion that follows the text (wraps up my main points) and is appropriate for my task, purpose, and audience (organization). ● I can add or delete content (take out things that don't belong or add things that are needed) to clarify meaning (make my writing easy to understand) (ideas). ● I can choose precise language (the best, most accurate words) for the style, task, and audience (word choice). ● I can convey relationships among ideas through varied sentence structure (using different lengths and types of sentences to make my writing flow) (sentence fluency). ● I can use effective transitions (words like therefore, however, or meanwhile) to clarify relationships, connect ideas, and signal time shifts (organization). ● I can demonstrate an adequate command of the conventions of standard English grammar (like using the correct verb tenses and making sure my subjects and verbs match). ● I can demonstrate an adequate command of the conventions of standard

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	<p>English usage.</p> <ul style="list-style-type: none"> ● I can demonstrate an adequate command of spelling (spell most words correctly and use my knowledge of word patterns to check my spelling). ● I can demonstrate an adequate command of punctuation (use punctuation marks like commas, apostrophes, and quotation marks correctly in my writing).
<p>7.RI.3.B 7.RL.3.B</p>	<ul style="list-style-type: none"> ● I can compare and contrast (find similarities and differences) how two or more authors writing about the same topic make decisions about craft (like their word choice, tone, or use of figurative language). ● I can compare and contrast how two or more authors writing about the same topic make decisions about structure (how they organize their writing, such as using cause/effect or chronological order). ● I can compare and contrast information presented in different media (like an article, a video, a graph, or a podcast) on the same topic. ● I can analyze how the techniques unique in each medium (like an article, a podcast, or a video) contribute to meaning.
<p>7.RL.3D</p>	<ul style="list-style-type: none"> ● I can read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
<p>7.W.2.A.a</p>	<ul style="list-style-type: none"> ● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. ● I can develop narratives, including poems, about real or imagined experiences. ● I can establish and maintain a consistent point of view. ● I can include clearly identified characters, well-structured event sequences, narrative techniques, and relevant, descriptive details.
<p>7.RL.2.A</p>	<ul style="list-style-type: none"> ● I can analyze how a text's form or overall structure contributes to meaning.
<p>7.RL.3.C</p>	<ul style="list-style-type: none"> ● I can explain how characters and settings reflect historical and/or cultural contexts.
<p>7.SL.1.B</p>	<ul style="list-style-type: none"> ● I can delineate (clearly outline) the speaker's argument (main point) and claims (supporting ideas). ● I can evaluate the reasoning (judge the logic) of the speaker. ● I can pose and respond to specific questions with elaboration (more detail) and detail. ● I can make comments that contribute to the topic, text, or issue under discussion (say things that move the conversation forward). ● I can acknowledge new information expressed by others (show that I heard and understood what someone else said). ● I can qualify (adjust or refine) or justify (support) his/her own views in light of evidence presented from others' viewpoints.

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Unit 3: Interpreting and Evaluating the Author's Craft

Timeframe: 8-9 weeks

Unit Description: In this unit, students read and analyze a variety of narratives, including short stories and poetry, to explore how authors use literary elements to create meaning and impact. Through close reading and discussion, students learn to make inferences and examine how plot, setting, characterization, theme, and figurative language interact within a text. By the end of the unit, students will craft a literary analysis that focuses on a specific element, supporting their interpretation with multiple, well-explained pieces of textual evidence.

Enduring Understandings:

- Meaning is constructed through the deliberate use of literary elements.
- Authors use plot, setting, and characterization to shape the theme and deepen a reader's understanding of human experience.
- Figurative language and word choice create tone, mood, and meaning beyond the literal text.
- Strong literary analysis requires clear focus, logical organization, and evidence-based reasoning.
- Reading and analyzing literature helps readers explore universal themes and perspectives that connect across time and culture.

Essential Questions:

- How do readers move beyond understanding what a text says to uncover what it means?
- In what ways do plot, setting, and characterization work together to shape meaning?
- How do authors use figurative language and word choice to create tone and reveal themes?
- What makes a literary analysis effective and well-supported?
- How does studying literature help us understand ourselves and the world around us?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
7.RL.1.A 7.RI.1.A	<ul style="list-style-type: none"> • I can draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. • I can make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly. • I can analyze the text by citing several pieces of textual evidence to support analysis of what a text says explicitly.
7.RI.1.B 7.RL.1.B	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases as they are used in a text using context (clues from the text), affixes (prefixes and suffixes), or reference materials (like a dictionary). • I can determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.

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	<ul style="list-style-type: none"> ● I can determine the connotative meanings of words and phrases (the emotional and imaginative association surrounding a word) as they are used in a text using context, affixes, or reference materials. ● I can determine the content-specific meanings of words and phrases as they are used in a text using context, affixes, or reference materials.
<p>7.RI.1.D 7.RL.1.D</p>	<ul style="list-style-type: none"> ● I can explain the central/main idea(s) (the most important points the author is making) of a text. ● I can explain the relationship between the central/main idea(s) and the supporting evidence of a text (how the facts and details prove the main point). ● I can summarize a text in a way that is distinct from personal opinions (meaning my summary will only include facts from the text, not my own feelings or beliefs).
<p>7.RL.2.B</p>	<ul style="list-style-type: none"> ● I can analyze how an author develops the points of view (perspective) of different characters or narrators in a text (how the author shows me what they are thinking, feeling, and seeing). ● I can analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text (how the author shows me what is different between what each person sees and believes).
<p>7.W.1.A</p>	<ul style="list-style-type: none"> ● I can conduct research to answer a question. ● I can gather relevant print and digital sources (books, articles, and websites) for my research. ● I can search terms effectively to find the exact information I need quickly. ● I can assess the credibility (trustworthiness) and accuracy (correctness) of multiple print and digital sources. ● I can quote (copy exactly) or paraphrase (put into my own words) the data and conclusion of others, while avoiding plagiarism (stealing someone else's work). ● I can integrate information (smoothly put quotes and paraphrased facts into my writing) using a standard citation system to give proper credit.
<p>7.W.3.A</p>	<ul style="list-style-type: none"> ● I can introduce the topic (start my paper clearly) in a way that fits my writing task, purpose, and audience (organization). ● I can maintain a clear focus throughout the text (keep all my ideas pointed toward the main topic) (ideas). ● I can provide a conclusion that follows the text (wraps up my main points) and is appropriate for my task, purpose, and audience (organization). ● I can add or delete content (take out things that don't belong or add things that are needed) to clarify meaning (make my writing easy to understand) (ideas). ● I can choose precise language (the best, most accurate words) for the style, task, and audience (word choice). ● I can convey relationships among ideas through varied sentence structure (using different lengths and types of sentences to make my writing flow) (sentence fluency).

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Unit 4: Developing and Delivering Arguments

Timeframe: 8-9 weeks

Unit Description: In this unit, students learn to craft clear and logical arguments supported by relevant and sufficient textual evidence. Through the study of both fiction and nonfiction texts, they analyze how authors develop claims, evaluate reasoning, and assess the credibility of evidence. Students then apply these skills to develop their own arguments, organizing ideas effectively and addressing opposing viewpoints to strengthen their reasoning. By the end of the unit, students will either write a multi-paragraph argumentative essay or create a presentation that communicates a coherent line of reasoning and integrates precise, well-chosen evidence.

Enduring Understandings:

- Effective arguments are built upon a clear claim, supported by relevant and sufficient evidence, and strengthened by acknowledging and addressing counterclaims.
- Critically evaluating an argument requires analyzing the author's purpose, assessing the soundness of their reasoning, and determining the credibility and sufficiency of their evidence.
- Understanding and responding to diverse viewpoints is essential for developing a nuanced perspective and constructing a compelling argument.
- All valid analysis and argumentation, whether from fiction or nonfiction, must be grounded in precise textual evidence.

Essential Questions:

- What are the components of a strong argument?
- How can writers select and integrate evidence to support their claims?
- Why is it important to acknowledge and respond to counterclaims in an argument?
- How can writers effectively explain the relationship between evidence and claims?
- How can differing viewpoints be acknowledged respectfully while still justifying a position?
- How does the writing process help produce a clear and cohesive essay?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
7.RL.1.A 7.RI.1.A	<ul style="list-style-type: none"> • I can draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. • I can make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly. • I can analyze the text by citing several pieces of textual evidence to support analysis of what a text says explicitly.
7.RI.1.D 7.RL.1.D	<ul style="list-style-type: none"> • I can explain the central/main idea(s) (the most important points the author is making) of a text. • I can explain the relationship between the central/main idea(s) and the supporting evidence of a text (how the facts and details prove the main point).

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	<ul style="list-style-type: none"> ● I can summarize a text in a way that is distinct from personal opinions (meaning my summary will only include facts from the text, not my own feelings or beliefs).
7.RI.1.B 7.RL.1.B	<ul style="list-style-type: none"> ● I can determine the meaning of words and phrases as they are used in a text using context (clues from the text), affixes (prefixes and suffixes), or reference materials (like a dictionary). ● I can determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. ● I can determine the connotative meanings of words and phrases (the emotional and imaginative association surrounding a word) as they are used in a text using context, affixes, or reference materials. ● I can determine the content-specific meanings of words and phrases as they are used in a text using context, affixes, or reference materials.
7.RI.2.B	<ul style="list-style-type: none"> ● I can analyze how an author develops the points of view (perspective) of different characters or narrators in a text (how the author shows me what they are thinking, feeling, and seeing). ● I can analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text (how the author shows me what is different between what each person sees and believes).
7.RI.2.C	<ul style="list-style-type: none"> ● I can analyze how word choice contributes to meaning and tone.
7.W.2.A.c	<ul style="list-style-type: none"> ● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. ● I can develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence. ● I can acknowledge counterclaims. ● I can establish relationships between claims and supporting evidence.
7.W.3.A	<ul style="list-style-type: none"> ● I can introduce the topic (start my paper clearly) in a way that fits my writing task, purpose, and audience (organization). ● I can maintain a clear focus throughout the text (keep all my ideas pointed toward the main topic) (ideas). ● I can provide a conclusion that follows the text (wraps up my main points) and is appropriate for my task, purpose, and audience (organization).. ● I can add or delete content (take out things that don't belong or add things that are needed) to clarify meaning (make my writing easy to understand) (ideas). ● I can choose precise language (the best, most accurate words) for the style, task, and audience (word choice). ● I can convey relationships among ideas through varied sentence structure (using different lengths and types of sentences to make my writing flow) (sentence fluency). ● I can use effective transitions (words like therefore, however, or meanwhile) to clarify relationships, connect ideas, and signal time shifts (organization).

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	<ul style="list-style-type: none"> ● I can demonstrate an adequate command of the conventions of standard English grammar (like using the correct verb tenses and making sure my subjects and verbs match). ● I can demonstrate an adequate command of the conventions of standard English usage. ● I can demonstrate an adequate command of spelling (spell most words correctly and use my knowledge of word patterns to check my spelling). ● I can demonstrate an adequate command of punctuation (use punctuation marks like commas, apostrophes, and quotation marks correctly in my writing).
<u>7.SL.1.B</u>	<ul style="list-style-type: none"> ● I can delineate (clearly outline) the speaker’s argument (main point) and claims (supporting ideas). ● I can evaluate the reasoning (judge the logic) of the speaker. ● I can pose and respond to specific questions with elaboration (more detail) and detail. ● I can make comments that contribute to the topic, text, or issue under discussion (say things that move the conversation forward). ● I can acknowledge new information expressed by others (show that I heard and understood what someone else said). ● I can qualify (adjust or refine) or justify (support) his/her own views in light of evidence presented from others’ viewpoints.
<u>7.RI.2.A</u>	<ul style="list-style-type: none"> ● I can analyze how a text's organization or overall structure contributes to meaning.
<u>7.RI.3.A</u>	<ul style="list-style-type: none"> ● I can compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

priority standards indicated in **bold*

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