



Honors English Language Arts 7 Curriculum

Board Approved: 02/19/2026

Course Information

Course Level: Middle

Duration: Full year

Course Description:

This accelerated honors course challenges students to engage with English Language Arts content at a greater depth and level of complexity than the standard course by extending their understanding of literary and informational texts, analyzing nuanced themes, evaluating diverse perspectives, and synthesizing ideas across multiple works. Students participate in complex, open-ended learning experiences that emphasize critical thinking, creative problem-solving, and real-world application through rigorous discussion, inquiry-driven projects, and close reading of sophisticated fiction, nonfiction, and media. Writing experiences—both formal and informal—include argumentative, analytical, and research-based pieces that require gathering, evaluating, and integrating evidence using advanced MLA citation skills. Honors students are expected to take greater ownership of their learning through independent reading, research, and project development beyond regular class time, demonstrating self-motivation, effective time management, and strong independent work habits while refining their oral and visual communication skills through presentations and academic discourse. Overall, the course provides enriched academic preparation that supports college and career readiness, though it is not a prerequisite for Pre-AP or AP coursework.

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.
- Identify and evaluate relationships between language and cultures.

Curriculum Standards: [Missouri Learning Standards 2016](#)

priority standards indicated in **bold*

Honors English Language Arts 7 - Page 1

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhsdschools.org

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*

Honors English Language Arts 7 - Page 2

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 1: Foundations of Text Analysis and Research

Timeframe: 8-9 weeks

Unit Description: In this unit, students build essential reading, writing, and research skills through the study of short fiction and nonfiction texts. They learn to annotate, summarize, and analyze texts to draw conclusions supported by accurately cited evidence. Instruction focuses on developing clear, well-organized paragraphs and multi-paragraph essays using various text structures such as description, sequence, compare/contrast, cause/effect, and literary analysis. Students expand their understanding of academic integrity by practicing paraphrasing, quoting, and citing sources correctly. They also evaluate informational texts for bias, relevance, and credibility while synthesizing ideas from multiple media sources. These foundational literacy and research skills will serve as the backbone for all subsequent units in the course.

Enduring Understandings:

- Readers analyze texts to draw conclusions and support interpretations with relevant and accurately cited evidence.
- Effective summaries and paraphrases capture key ideas objectively, distinct from personal opinions or bias.
- Academic integrity requires precise and ethical use of others' work through accurate quoting, paraphrasing, and citation.
- Researchers strategically select and evaluate sources to build a comprehensive and credible understanding of a topic.
- Well-organized writing uses appropriate structures and transitions to convey information and analysis clearly to an intended audience.
- Synthesizing information from multiple sources and media formats strengthens comprehension and communication.

Essential Questions:

- How do readers annotate and analyze a text to develop a deep understanding?
- How can writers use evidence and citations to support their ideas clearly and ethically?
- How does one determine if a source is trustworthy and relevant?
- What is the difference between summarizing, paraphrasing, and quoting—and when should each be used?
- How does structure and organization help readers and writers communicate ideas effectively?
- How can writers integrate information from different texts or media to support their thinking?

Unit 1 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.D 7.RI.1.D	<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.

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 3

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhsdschools.org

	<ul style="list-style-type: none"> ● 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).
7.RL.2.D	<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.
7.RL.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.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.W.2.A.b	<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.
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).

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 4

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhdschools.org

	<ul style="list-style-type: none"> ● 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.
<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).

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 5

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhdschools.org

- | | |
|--|---|
| | <ul style="list-style-type: none">● 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 to each medium (like an article, a podcast, or a video) contribute to meaning. |
|--|---|

priority standards indicated in **bold*

Honors English Language Arts 7 - Page 6

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhdschools.org

Unit 2: Narrative Analysis: Learning the Craft

Timeframe: 8-9 weeks

Unit Description: In this unit, students will learn to focus on reading a variety of narratives, including short stories and poetry, to write literary analysis paragraphs/essays. Students will learn to make inferences and analyze for plot, setting, characterization, theme, and figurative language through the study of multiple texts. A key element of this unit is analyzing each specific author’s craft. By the end of the unit, students will be able to analyze multiple texts by an author, focusing on various literary elements and supporting their analysis with well-explained text evidence.

Enduring Understandings:

- Meaning is constructed through careful reading and analysis.
- Literary elements (plot, setting, characterization, theme, imagery) work together to create a text's overall meaning and impact.
- Strong textual evidence is crucial for supporting interpretations and analyses of a text.
- Authors make deliberate choices in language and organization to achieve specific effects and convey meaning.
- Understanding literary texts deepens our understanding of ourselves and the world around us.
- Effective communication of literary analysis requires precise language, clear organization, and logical connections.

Essential Questions:

- How do authors use setting, characters, and plot to construct a narrative experience for the reader?
- How do authors use imagery to add layers of meaning and evoke specific responses in the reader?
- What is the relationship between the explicit details in a text and the inferences we can draw from them?
- How do authors embed a theme into narratives?
- Why is it important to support our literary analysis with strong textual evidence?
- How do an author's word choice and organizational strategies impact the reader's understanding and experience of a text?
- How does analyzing narratives help us to understand the human experience?

Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>7.RL.1.A</u> <u>7.RI.1.A</u>	<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.
<u>7.RI.1.B</u> <u>7.RL.1.B</u>	<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).

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 7

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhsdschools.org

	<ul style="list-style-type: none"> ● 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.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)

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 8

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhsdschools.org

	<p>(sentence fluency).</p> <ul style="list-style-type: none"> ● 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).
7.RL.2.D	<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.
7.SL.1.B	<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.
7.RI.1.C 7.RL.1.C	<ul style="list-style-type: none"> ● I can interpret visual elements of a text, including those from different media, and draw conclusions from them (when applicable).
7.RL.2.A 7.RI.2.A	<ul style="list-style-type: none"> ● I can analyze how a text's organization or overall structure contributes to meaning.
7.RL.3.B	<ul style="list-style-type: none"> ● I can compare (find similarities between) a fictional portrayal (a made-up story) of a time, place, or character with realistic accounts (non-fiction facts) of the same subject matter in multiple texts. ● I can contrast (find differences between) a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter in multiple texts.
7.RL.3.C	<ul style="list-style-type: none"> ● I can explain how characters and settings reflect historical and/or cultural contexts.

priority standards indicated in **bold*

Honors English Language Arts 7 - Page 9

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 3: Argumentative Reading & Writing

Timeframe: 8-9 weeks

Unit Description:

In this honors unit, students engage in advanced argumentation by analyzing complex fiction and nonfiction texts to evaluate how authors construct claims, shape reasoning, and employ credible evidence, moving beyond identifying argumentative elements to examining the nuanced rhetorical and structural techniques authors use to influence audiences and connect ideas across multiple sources. Students then apply these analytical skills to craft their own sophisticated arguments, developing clear, original claims rooted in deep engagement with content, synthesizing evidence from multiple texts, addressing and refuting counterarguments with precision, and transferring their reasoning to new or unfamiliar contexts. Throughout the unit, learners independently plan, research, and refine their work while strategically integrating feedback, ultimately producing a sustained argumentative piece—either a multi-paragraph essay or a well-designed presentation—that demonstrates coherent reasoning, well-chosen and synthesized evidence, and honors-level clarity, depth, and critical thinking.

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 do I select and integrate effective evidence to support my claims?
- Why is it important to acknowledge and respond to counterclaims in an argument?
- How do I use a counterclaim to respectfully acknowledge the opposing viewpoint and the response/rebuttal to refute that counterclaim?
- How can I effectively explain the relationship between my evidence and my claim?
- How can I use a writing process, including purposeful revision, to produce a cohesive essay?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>7.RL.1.A</u> <u>7.RI.1.A</u>	<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.
<u>7.RI.1.D</u> <u>7.RL.1.D</u>	<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.

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 10

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhsdschools.org

priority standards indicated in **bold*

Honors English Language Arts 7 - Page 11

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhdschools.org

	<ul style="list-style-type: none"> ● 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).
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.1.A	<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.
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)

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 12

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 4: Exploring Dystopian Worlds Through Reading and Writing

Timeframe: 8-9 weeks

Unit Description: In this unit, students explore dystopian literature to analyze how authors use narrative techniques to reflect real-world issues related to society, government, technology, and human nature. Through close reading of both fiction and nonfiction texts, students examine how authors use plot, character, conflict, and setting to develop themes that critique the world around them. Students participate in collaborative literature circles or book clubs to deepen interpretation, engage in debates and Socratic seminars, and connect ideas across genres. Building upon this analysis, students apply their understanding of the author’s craft to create original narrative works—such as short stories, memoirs, or poems—that convey a clear theme and demonstrate purposeful use of literary elements, imagery, and dialogue. The unit culminates in a performance event where students either compose an original dystopian narrative or deliver a multimedia presentation analyzing how literature and media mirror and challenge real-world conditions.

Enduring Understandings:

- Literature often reflects and critiques the world by exploring universal human fears, conflicts, and desires.
- Authors make deliberate choices in point of view, structure, and language to shape meaning and influence the reader’s perception.
- Analyzing complex texts helps readers recognize patterns—such as archetypes and themes—that connect stories across time and culture.
- Effective narrative writing establishes a clear point of view, strong characters, logical plot development, and purposeful word choice.
- Creative expression allows writers to comment on societal issues, deepen empathy, and imagine alternate futures.
- Collaborative discussion and presentation strengthen critical thinking, communication, and appreciation of diverse perspectives.

Essential Questions:

- How do dystopian authors use imagined worlds to comment on real-world problems and human behavior?
- How can studying the author’s craft improve one’s writing?
- What makes a narrative compelling and meaningful for the reader?
- How do authors use language, structure, and point of view to influence tone and theme?
- How can stories—real or imagined—help us better understand the world we live in?
- How do discussion and collaboration expand our understanding of complex ideas in literature?

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 13

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhdschools.org

Unit 4 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
7.RL.1.A 7.RL.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. 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.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). 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.RL.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.RL.2.D	<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.
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).

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 14

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhdschools.org

	<ul style="list-style-type: none"> ● 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 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.RL.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 to 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.

**priority standards indicated in bold*

Honors English Language Arts 7 - Page 15

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhdschools.org

7.RL.2.A	<ul style="list-style-type: none">• I can analyze how a text's form or overall structure contributes to meaning.
7.RL.3.C	<ul style="list-style-type: none">• I can explain how characters and settings reflect historical and/or cultural contexts.

priority standards indicated in **bold*

Honors English Language Arts 7 - Page 16

BOE Approved: 02/19/2026

Patrons with questions about the course should contact curriculum@fhdschools.org