



English Language Arts 7 Curriculum

Board Approved: 08/13/2026

Course Information

Course Level: Middle
Duration: Full Year

Course Description:

This course is designed to provide students with the opportunity to characterize the literature they read. workshop model. 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): Savvas myPerspectives, grade 7, 2025

priority standards indicated in **bold*

ELA 7- Page 1

BOE Approved: 08/13/2026

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

Unit 1: Understanding Author's Moves in Narratives

Timeframe: 8-9 Weeks

Unit Description: In this unit, students read and analyze a variety of narrative texts, including short stories, novels, and other forms of fiction, to understand how authors use craft and structure to create meaning and engage readers. Through close reading and discussion, students examine how elements such as plot, characterization, setting, point of view, dialogue, and word choice work together to shape a narrative's tone, theme, and impact. Students expand their literary and academic vocabulary by analyzing figurative, connotative, and discipline-specific language and by considering how precise word choice influences the reader's experience. As students analyze authors' craft across texts, they use writing to articulate interpretations, explain how specific choices influence meaning, and support ideas with textual evidence. These reading and analysis experiences inform students' own narrative writing. By the end of the unit, students apply what they have learned from mentor texts to craft an original narrative that demonstrates purposeful structure, developed characters, effective pacing, and deliberate language choices.

Enduring Understandings:

- Authors make deliberate choices about structure, point of view, characterization, and language to shape meaning and engage readers.
- Readers deepen their understanding of narrative texts by analyzing how literary elements and craft choices work together.
- Studying a variety of narrative texts helps readers recognize patterns and techniques that make stories effective.
- Close reading of mentor texts informs writers' decisions about plot, pacing, dialogue, and description.
- Strong narrative writing grows out of thoughtful reading, analysis, and reflection on the author's craft.

Essential Questions:

- How do authors use narrative elements and craft choices to create meaning and impact?
- How does analyzing an author's craft deepen a reader's understanding of a story?
- How do authors' word choices, including figurative and connotative language, influence tone, meaning, and the reader's experience in narrative texts?
- What can readers learn about effective storytelling by studying mentor texts?
- How do writers apply insights from reading to develop their own narratives?
- How do choices about structure, point of view, and language influence how a story is experienced by the reader?

Unit 1 Standards

STANDARD CODE

STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:

[7.RL.1.A](#)
[7.RI.1.A](#)

- **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.**

priority standards indicated in **bold*

ELA 7- Page 2

BOE Approved: 08/13/2026

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

	● 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>	● 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.
<u>7.RI.1.D</u> <u>7.RL.1.D</u>	● 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).
<u>7.RL.2.D</u>	● 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.
<u>7.RL.2.B</u>	● 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).
<u>7.W.3.A</u>	● 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,

**priority standards indicated in bold*

ELA 7- Page 3

BOE Approved: 08/13/2026

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

	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).
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.
7.RL.3D	• I can read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
7.W.2.A.a	• 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.
7.RL.2.A	• I can analyze how a text's form or overall structure contributes to meaning.
7.RL.3.C	• I can explain how characters and settings reflect historical and/or cultural contexts.
7.SL.1.B	• 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)

priority standards indicated in **bold*

ELA 7- Page 4

BOE Approved: 08/13/2026

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

	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.
--	--

priority standards indicated in **bold*

ELA 7- Page 5

BOE Approved: 08/13/2026

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

Unit 2: Developing and Delivering Arguments

Timeframe: 8-9 Weeks

Unit Description: In this unit, students read, analyze, and evaluate arguments presented in fiction and nonfiction texts to understand how authors use claims, reasoning, evidence, and language to persuade an audience. Students strengthen their academic and domain-specific vocabulary by analyzing how word choice, tone, and rhetorical language influence credibility, clarity, and persuasiveness. They examine how authors define key terms, use precise language to frame claims, and adjust diction to address purpose and audience. As students evaluate arguments, they use writing and speaking to explain how vocabulary and language choices strengthen or weaken an author's reasoning. Students apply this understanding by developing their own arguments, selecting precise vocabulary to communicate claims clearly, addressing counterclaims, and supporting ideas with relevant 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 does precise and purposeful vocabulary strengthen an argument and influence an audience's understanding and response?
- 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 2 Standards

STANDARD CODE

STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:

[7.RL.1.A](#)
[7.RI.1.A](#)

- **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*

ELA 7- Page 6

BOE Approved: 08/13/2026

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

<u>7.RI.1.D</u> <u>7.RL.1.D</u>	● 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).
<u>7.RI.1.B</u> <u>7.RL.1.B</u>	● 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.
<u>7.RI.2.B</u>	● 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).
<u>7.RI.2.C</u>	● I can analyze how word choice contributes to meaning and tone.
<u>7.W.2.A.c</u>	● 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.
<u>7.W.3.A</u>	● 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*

ELA 7- Page 7

BOE Approved: 08/13/2026

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

	(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).
7.SL.1.B	● 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.2.A	● I can analyze how a text's organization or overall structure contributes to meaning.
7.RI.3.A	● I can compare and contrast information presented in different media and analyze how the techniques unique to each medium contribute to meaning.

priority standards indicated in **bold*

ELA 7- Page 8

BOE Approved: 08/13/2026

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

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 literary texts, including short stories and poetry, to explore how authors use literary elements and craft to create meaning and impact. Through close reading and discussion, students examine how plot, setting, characterization, theme, figurative language, and structure interact within a text. Students continue to expand their academic and literary vocabulary by analyzing figurative, connotative, and discipline-specific language, as well as by evaluating how an author's precise word choices contribute to tone, mood, and meaning beyond the literal level. Students use writing and discussion to articulate interpretations, compare craft choices across texts, and support claims with textual evidence, applying vocabulary accurately and purposefully. By the end of the unit, students demonstrate their understanding through a literary analysis that explains how specific vocabulary and craft choices shape meaning.

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 does an author's use of figurative, connotative, and precise language contribute to tone, mood, and deeper meaning in literary texts?
- 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:
<u>7.RL.1.A</u> <u>7.RI.1.A</u>	• 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*

ELA 7- Page 9

BOE Approved: 08/13/2026

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

<u>7.RI.1.D</u> <u>7.RL.1.D</u>	● 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).
<u>7.RI.1.B</u> <u>7.RL.1.B</u>	● 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.
<u>7.RI.2.B</u>	● 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).
<u>7.RI.2.C</u>	● I can analyze how word choice contributes to meaning and tone.
<u>7.W.2.A.c</u>	● 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.
<u>7.W.3.A</u>	● 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*

ELA 7- Page 10

BOE Approved: 08/13/2026

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

priority standards indicated in **bold*

ELA 7- Page 11

BOE Approved: 08/13/2026

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

Unit 4: Reading and Analyzing Fiction and Nonfiction

Timeframe: 8-9 Weeks

Unit Description: In this final unit, students demonstrate the full range of their reading, writing, and research skills through a deep dive into short stories and nonfiction. Rather than just practicing the basics, students master the art of analyzing textual evidence, identifying media bias, and supporting original arguments with professional-grade citations. The focus shifts toward polished writing and the independent application of advanced vocabulary during class discussions. To conclude the year, students take charge of a culminating research project where they investigate a topic, evaluate sources for credibility, and present their findings through various media to showcase their readiness for 8th grade.

Enduring Understandings:

- Meaning is constructed through active engagement with texts, including annotating, questioning, summarizing, and analyzing.
- Authors make purposeful choices about structure, word choice, and details to communicate ideas and shape meaning.
- 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.
- Readers use textual evidence to draw conclusions, make inferences, and explain central ideas or themes in both fiction and nonfiction.
- Writing serves as a way for readers to clarify, extend, and communicate their understanding of texts.

Essential Questions:

- How do readers actively construct meaning from fiction and nonfiction texts?
- How does analyzing an author's choices deepen understanding of a text?
- How can readers determine which information is reliable and relevant?
- How do readers use context, word relationships, and reference tools to determine word meanings and understand how word choice shapes meaning in fiction and nonfiction texts?
- 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?
- How does writing help readers explain and support their understanding of what they read?

Unit 4 Standards

STANDARD CODE

STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:

priority standards indicated in **bold*

ELA 7- Page 12

BOE Approved: 08/13/2026

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

<u>7.RL.1.A</u> <u>7.RI.1.A</u>	● 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.RL.1.D</u> <u>7.RI.1.D</u>	● 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).
<u>7.RL.2.D</u>	● 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.
<u>7.RL.2.B</u>	● 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).
<u>7.RI.1.B</u> <u>7.RL.1.B</u>	● 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.
<u>7.W.2.A.b</u>	● 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.

priority standards indicated in **bold*

ELA 7- Page 13

BOE Approved: 08/13/2026

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