

 7th Grade ELA Standards	
 English 7 Course Calendar 2025-2026	

Mini-Lessons and Ongoing

- [Context Clues](#)
- Word Part Studies
- Inferences
- Sentence Types and Patterns
- Parts of Speech
- Mastery Vocabulary

English 7 Curriculum Map

Unit/Theme Title	Unit 0: Intro to Class	Unit Duration	1 Week
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Essential Questions
What are the differences between elementary and junior high? What tools will I need to be successful? What is expected of me in this school and class?

Student Learning Objectives (SLO)
I can: • understand class expectations and procedures. • find and use learning resources. • set measurable goals.

Standards

Student Activities	Assessment
First Day Investigation About Me Survey Classroom Procedures Rules and Expectations Trimester Goals	STAR Reading Baseline Writing Pre-Assessment

Unit/Theme Title	Unit 1: Taking Risks (Narrative Short Story)	Unit Duration	4 weeks
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Essential Questions
Why are we drawn to stories? What makes a story a “page-turner”? When is taking a risk worth it? What pattern do most stories follow? How can we use dialogue to enhance a story?

Student Learning Objectives (SLO)
I can: - recognize sequencing patterns in narrative texts. - identify and use narrative techniques such as dialogue, conflict, and theme. - write narratives that follow a logical sequence. - use the writing process to enhance my writing.

Standards
Reading Literature 5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts 5b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. Vocabulary

- 3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

Writing

- 1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
- 4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

Student Activities	Assessments
• Independent Reading Practice • Mastery vocabulary (narrative strand): notes and practice • Parts of Speech Review • Complete Sentence or Fragment? • Narrative quick writes + genre study • Texts ◦ “Seventh Grade” by Gary Soto ◦ “Rogue Wave” by Theodore Taylor ◦ “Raymond’s Run” by Toni Cade Bambara (audio) ◦ “The Flight of Icarus/ Daedalus” Greek Myth • Understanding Theme • “Pigeon Impossible” Tracking plot - (Freytag’s Pyramid + alternatives) • Dialogue practice	Formative Assessment: Mastery Vocabulary Kahoot Formative Assessment: Summarizing Literature Summative Assessment: Short Story + Cover Timed Writing Assessment: Narrative Assessment

Unit/Theme Title	Unit 2: Other Worlds (Informative Research Report)	Unit Duration	4 weeks
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Essential Questions
What are the best ways to gather information? What strategies can we use to make research more efficient? How can we share information in engaging ways?

Student Learning Objectives (SLO)
I can: • evaluate sources of information. • summarize, paraphrase, and quote from a source. • identify central ideas and patterns of organization.

Standards
Reading NF • 6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. • 6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts Digital Communication • 6. Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current. Research • 1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. Writing • 3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. • 5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.

Student Activities	Assessments
- Independent Reading Practice Mastery vocabulary (informative strand): notes and practice C.A.R.S. Notes Informative quick writes + genre study - Capitalization and Punctuation Rules Review Summarizing, Paraphrasing, and Quoting Rock Solid Informative Paragraphs - Texts - Mentor texts: Travel Writers - How to use online encyclopedias - student-selected texts	STAR Reading Formative Assessment: Mastery Vocabulary Kahoot Formative Assessment: Summarizing Nonfiction Summative Assessment: Destination Investigation Timed Writing Assessment: Informative Assessment

Unit/Theme Title	Unit 3: Novel Study	Grade	7	Unit Duration	
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Essential Questions
- How do authors use characters, conflicts, and themes to communicate ideas? - In what ways do stories help us understand ourselves and others? - How do a reader's background and perspective influence interpretation of a text? - What makes a story relevant across time, culture, and place?

Unit Objectives
- Develop close reading and analytical skills to interpret a full-length text. - Explore how literary elements (character, setting, conflict, theme, structure) shape meaning. - Practice citing and analyzing textual evidence to support claims. - Strengthen comprehension through discussion, writing, and multimedia response. - Connect themes and issues in literature to real-world experiences and perspectives.

Student Learning Objectives (SLO)

I can:

- analyze how characters, conflicts, and themes develop in the novel.
- support my ideas with strong and accurate evidence from the text.
- connect the novel's themes and issues to other texts and the real world.
- share my thinking in writing and discussion that is clear, organized, and respectful of others' ideas.

Standards

Reading Literature:

- RL.7.1 – Cite several pieces of textual evidence to support analysis.
- RL.7.2 – Determine theme or central idea and analyze its development.
- RL.7.3 – Analyze how elements of a story or drama interact.
- RL.7.6 – Analyze how an author develops and contrasts points of view.

Writing:

- W.7.1 – Write arguments with clear reasons and evidence.
- W.7.2 – Write informative/explanatory texts to examine a topic.
- W.7.9 – Draw evidence from literary texts to support analysis.

Speaking & Listening:

- SL.7.1 – Engage in a range of collaborative discussions.
- SL.7.4 – Present claims and findings with relevant evidence and clear reasoning.

Language:

- L.7.4 – Determine or clarify the meaning of unknown words using context.
- L.7.5 – Demonstrate understanding of figurative language and connotations.

Student Activities

- Whole Class Novel Study

Assessments

- Comprehension Quizzes

Options:

- *Bud, Not Buddy*
- *Roll of Thunder Hear My Cry*
- *Coraline*
- *A Wrinkle in Time*
- *Watsons Go to Birmingham* ([intro slides](#), [historical context](#))
- *Stargirl*
- *Goodbye, Vietnam*
- [Dialectical Journal Entries](#) or [Novel Guide](#)
- Socratic Seminar/Daily Discussion Prompts
- Close Reading Stations

- Dialectical Journal or Novel Guide Checks
- Formal Socratic Seminar
- AR Test

Unit/Theme Title	Unit 3: Changing Perspectives (Argumentative Public Service Announcement)	Grade	7	Unit Duration	
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Essential Questions

- How can we use ethos, logos, and pathos to build an argument?
- Why does evidence matter?
- What techniques do writers use to build an argument?

Unit Objectives

Students will be able to...

- Apply persuasive techniques to writing.
- Support claims with reliable evidence and sound reasoning.
- Present an argument in a focused, clear manner.

Student Learning Objectives (SLO)

I can:

- prepare arguments using evidence from texts.
- use persuasive techniques (both written and visual) to enhance my argument.
- prepare and participate in academic discussions.

Standards

Reading

- Find and use evidence from texts to support what is explicitly stated and implied, including quoting and paraphrasing, and correctly cite textual references.
- Use evidence from nonfiction works to explain central ideas, analyze connections between individuals or events, understand text structure, trace arguments, and analyze conflicting information.

Research

- Conduct research tasks, formulate questions, gather information, and present findings orally or in writing, following citation standards and avoiding plagiarism.

Writing

- Write arguments with clear points of view, relevant evidence, clear reasoning, nuanced understanding, and a concluding section that supports my argument.
- Improve writing by planning, revising, editing, and trying new approaches, focusing on addressing the purpose and audience.

Oral & Digital

- Evaluate the evidence websites use to support their positions, considering transparency and links to reliable sources.
- Evaluate the advantages and disadvantages of using different mediums, such as print or digital text, to present a particular topic or idea.

Student Activities	Assessments
• Independent Reading Practice • Mastery vocabulary (argument strand): notes and practice • Argumentative quick writes (CER) + genre study • Sentence Structure • Four Corners Debate • PSA Genre Study • Rock Solid Argumentative Paragraphs • Texts: ◦ Mentor texts: PSAs (notes), narrative argument ◦ “Hanging Fire” & “Teenagers” ◦ “Dump” X.J. Kennedy	STAR Reading Formative Assessment: Mastery Vocabulary Kahoot Summative Assessment: PSA Script and Video Timed Writing Assessment: Argumentative Assessment

Unit/Theme Title	Unit 5: Word Play (Literary Analysis)	Grade	7	Unit Duration	
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Essential Questions
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Unit Objectives

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Student Learning Objectives (SLO)

I can:

- use textual evidence to support my inferences about the themes and meanings of a text.
- use figurative language to enhance the

Standards

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Student Activities

- Mastery vocabulary (literary devices strand): notes and practice
- Creative writing quick writes + genre study
- Word Part Creature
- Literary Analysis Steps + Practice
- Texts:
 - *Bud, Not Buddy*

Assessments

STAR Reading
Formative Assessment: Mastery Vocabulary Kahoot
Summative Assessment: Poetry Book
Timed Writing Assessment: Literary Analysis Brief Writes

