

Grade 7 English Language Arts

Full-Year Pacing Guide

8 units · 32 instructional weeks · all 41 Common Core standards. Reading builds toward the argument unit; writing modes land after students have read strong models of each.

WEEKS 1-4

Unit 1: Evidence Webs and Theme

Cite several pieces of evidence that work together; determine a theme and trace its development; analyze how story elements interact.

RL.7.1 Citing several pieces of evidence

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Theme and objective summary

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 How story elements interact

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

WEEKS 5-8

Unit 2: Sound, Form, and Figurative Craft

Analyze the impact of rhymes and sound repetitions on a stanza; how a drama's or poem's form contributes to meaning; figurative language and nuance.

RL.7.4 Word meaning and sound devices

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5 Form and structure in drama and poetry

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

L.7.5 Figurative language and nuance

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

WEEKS 9-12

Unit 3: Perspectives, Mediums, and History in Fiction

Contrast the points of view of different narrators; compare a written story to its filmed version's techniques; audit historical fiction against the record.

RL.7.6 Contrasting points of view

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7 Text vs. its media version

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9 Fiction vs. historical account

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10 Range of literature

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WEEKS 13-16

Unit 4: Central Ideas and Interactions in Nonfiction

Determine two or more central ideas and their development; analyze interactions between individuals, events, and ideas; write objective summaries.

RI.7.1 Citing several pieces in nonfiction

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Two or more central ideas

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Interactions of people, events, ideas

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.10 Range of nonfiction

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WEEKS 17-20

Unit 5: Word Choice, Structure, and the Author's Position

Analyze word-choice impact on meaning and tone; how major sections organize a text; how an author distinguishes their position from others'.

RI.7.4 Word choice and tone in nonfiction

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5 Text organization

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 Author's position vs. others

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

L.7.4 Determining word meanings

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

WEEKS 21-24

Unit 6: Arguments and Their Deliveries

Trace and evaluate arguments for sound reasoning and sufficient evidence; compare a text to its delivered version; analyze how two authors shape the same facts.

RI.7.7 Text vs. audio or video version

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8 Tracing and evaluating arguments

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 Two authors, same topic

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

WEEKS 25-29

Unit 7: The Writing Workshops

Argument letters that acknowledge the other side; explainers organized by strategy; narratives with managed time; audience-focused revision; the research sprint.

W.7.1 Argument writing

Write arguments to support claims with clear reasons and relevant evidence.

- W.7.2 Informative writing**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.3 Narrative writing**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.4 Clear and coherent writing**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5 Planning, revising, editing**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6 Technology and collaboration**
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7 Short research projects**
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gathering and citing sources**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9 Evidence from texts**
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.10 Range of writing**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

WEEKS 30-32

Unit 8: Discussion, Presentation, and Conventions

Decision-focused collaborative discussion; presenting salient findings with visuals; modifier repair, concision, and the coordinate-adjective comma. Conventions reinforced all year.

- SL.7.1 Collaborative discussions**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2 Ideas in diverse media**
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Evaluating a speaker's argument**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.7.4 Presenting claims and findings**
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Multimedia in presentations**
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6 Adapting speech to context**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.7.1 Grammar: phrases, clauses, sentences**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2 Capitalization, punctuation, spelling

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.3 Precise and concise language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.6 Academic vocabulary

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
