

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grade 7 – Unit 1: Writing About Reading

Rationale

In order for students to be successful readers and writers, they must understand the function of literary elements in a text. Unit one will introduce students to the expectations of analyzing literature in a middle school setting. The reading of mentor texts will be supported and enhanced by fiction/nonfiction texts to help students see the similarities and differences between both genres of writing. In addition to establishing expectations for reading in a middle school setting, students will also be expected to engage in literary analysis writing and speaking to convey their thoughts.

In practicing skills embedded in literary analysis, students are engaging with standards that recur in subsequent units. These standards include: citing evidence, interpreting words and phrases, determining central ideas and themes, and analyzing relationships between individuals and events over the course of the text.

2016 NJSLs-ELA Instructional Units

Grade 7 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ there are different types of connections ▪ analysis is based on inferences made from text evidence and relevant connections ▪ multiple pieces of text evidence should be used to support analysis ▪ citing is a specific way of including textual evidence (citations mention the source of quoted text) ▪ cite several pieces of textual evidence to support analysis of what the text says explicitly ▪ cite several pieces of textual evidence to support analysis of inferences drawn from the text ▪ make relevant connections to support analysis of what the text says explicitly ▪ make relevant connections to support analysis of inferences drawn from the text ▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ▪ draw inferences from the text
<p>RL.7.2. Determine a theme/central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ▪ summaries are objective and free from opinion or analysis ▪ provide an objective summary of the text ▪ authors develop a theme or central idea over the course of a text ▪ determine a theme/central idea of a text ▪ analyze the development of a theme or central idea over the course of a text
<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<ul style="list-style-type: none"> ▪ elements of a story or drama interact with and impact one another ▪ analyze how story elements interact (For example, how setting shapes the characters or plot)

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.7.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ▪ texts differ in complexity ▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ use a comma to separate coordinate adjectives when writing
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Spell correctly.</p>	<ul style="list-style-type: none"> ▪ spell correctly when writing
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ▪ use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase

2016 NJSLS-ELA Instructional Units

Grade 7 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literature at grade-level text-complexity, with scaffolding as needed.
RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ▪ inferences from the text must be supported by evidence in order to strengthen the analysis ▪ making relevant connections can be used to support analysis of the text ▪ make relevant connections to support analysis of what the text says explicitly ▪ make relevant connections to support analysis of inferences drawn from the text
RI.7.3. 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).	<ul style="list-style-type: none"> ▪ individuals, events, and ideas interact in a text ▪ analyze how individuals, events, and ideas in a text influence one another
RI.7.7. 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).	<ul style="list-style-type: none"> ▪ a text, audio video, or multimedia version of a text portrays subjects in similar and different ways ▪ the medium of a text impacts the reader’s understanding of a subject
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<ul style="list-style-type: none"> ▪ informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content ▪ write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content ▪ write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content

2016 NJSLs-ELA Instructional Units

<p align="center">Standard</p>	<p align="center">Student Learning Objectives We are learning to... / We are learning that...</p>
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p>	<ul style="list-style-type: none"> ▪ in informative/explanatory writing, a topic can be introduced by previewing what is to follow ▪ introduce a topic by previewing what is to follow in informative/explanatory writing ▪ informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc. ▪ informative/explanatory writing has text features, e.g., headings, graphics, and multimedia ▪ use text structures to organize ideas, concepts, and information in informative/explanatory writing ▪ use text features to organize ideas, concepts, and information in informative/explanatory writing
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> ▪ develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> ▪ appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text ▪ use appropriate transitions to create cohesion in informative/explanatory text ▪ use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ▪ use precise language to inform about or explain the topic in informative/explanatory text ▪ use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text

2016 NJSLS-ELA Instructional Units

<p align="center">Standard</p>	<p align="center">Student Learning Objectives We are learning to... / We are learning that...</p>
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal style academic style, approach, and form.</p>	<ul style="list-style-type: none"> ▪ establish and maintain a formal/academic style, approach, and form in informative/explanatory text
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ▪ provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text ▪ provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ▪ development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience ▪ develop writing that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a voice that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a style that is appropriate to task, purpose and audience
<p>W.7.5. 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.</p>	<ul style="list-style-type: none"> ▪ guidance and support from peers and adults help strengthen and develop writing ▪ writing has a purpose and an intended audience ▪ purpose and audience are important to writing ▪ with some guidance and support from peers and adults, develop and strengthen writing by planning ▪ with some guidance and support from peers and adults, develop and strengthen writing by revising ▪ with some guidance and support from peers and adults, develop and strengthen writing by editing ▪ with some guidance and support from peers and adults, develop and strengthen writing by rewriting

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.7.6. 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.</p>	<ul style="list-style-type: none"> ▪ the internet and technology can be used to publish and produce writing ▪ use technology, including the internet, to produce and publish writing ▪ use technology, including the internet, to link and cite sources ▪ use technology to interact and collaborate with others to produce and publish writing
<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “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”).</p>	<ul style="list-style-type: none"> ▪ draw evidence from literary texts support analysis, reflection and research ▪ draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ▪ writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences ▪ write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences
<p>SL.7.1. 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.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<ul style="list-style-type: none"> ▪ building on others’ ideas and expressing our own clearly helps us engage effectively in a range of 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 ▪ build on others’ ideas and express own ideas clearly ▪ being prepared by researching the material helps us engage in effective collaborative discussions ▪ come to discussions prepared having read and researched material ▪ explicitly draw on and refer to researched material to probe and reflect on ideas during discussion

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>SL.7.1. 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. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<ul style="list-style-type: none"> ▪ tracking progress towards specific goals and deadlines helps us engage in collaborative discussion ▪ follow rules for collegial discussions ▪ track progress toward specific goals and deadlines
<p>SL.7.1. 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 C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<ul style="list-style-type: none"> ▪ posing questions that elicit elaboration helps us engage in collaborative discussion ▪ responding to others’ questions and comments with relevant observations and ideas helps us engage in collaborative discussion ▪ bringing the discussion back on topic as needed helps us engage in collaborative discussion ▪ pose questions that elicit elaboration during discussions ▪ respond to others’ questions and comments with relevant observations and ideas
<p>SL.7.1. 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. D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> ▪ acknowledge new information expressed by others ▪ modify our own views when warranted
<p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> ▪ reasons and evidence need to be sound and relevant ▪ delineate a speaker’s argument and specific claims ▪ evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence

2016 NJSLs-ELA Instructional Units

Grade 7 – Unit 2: Looking from Multiple Perspectives

Rationale

Whether in literary or nonfiction text, writers are constantly making deliberate choices that impact the way texts are perceived. To be critical readers, students must be able to recognize authors' choices embedded in structure and craft. Unit two builds upon unit one by asking students to analyze multiple texts through the lens of a writer and a reader. When reading informational and fictional texts, students will learn how to recognize multiple perspectives, compare and contrast, and analyze form and structure. It is important for students to understand that writers may have opposing viewpoints and that those viewpoints can be interpreted based upon the way information is presented. Students will formulate their own stance regarding an issue by judging the validity of evidence presented across several texts and multiple media formats.

In the first unit, students were taught to identify several pieces of evidence within one text in support of a claim. Unit two requires students to build upon the skills developed in unit one through research. Students will synthesize information from multiple sources and formulate claims. Through the use of argument writing and debate, students will practice making and supporting claims, and addressing opposing viewpoints.

Grade 7 – Unit 2, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<ul style="list-style-type: none">▪ authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning▪ identify the different structures of poetry (e.g., soliloquy, sonnet) and drama▪ analyze how the structure or form of a poem or drama contributes to its meaning

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.7.7. 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).</p>	<ul style="list-style-type: none"> ▪ lighting, sound, color, or camera focus/angles in a film or multimedia presentation have an impact on its overall delivery ▪ compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version ▪ analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film)
<p>RI.7.2. 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.</p>	<ul style="list-style-type: none"> ▪ central ideas are developed over the course of a text ▪ a text may contain more than one central idea ▪ determine two or more central ideas of a text ▪ analyze the development of two or more central ideas over the course of a text ▪ provide an objective summary of the text.
<p>RI.7.7. 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).</p>	<ul style="list-style-type: none"> ▪ compare and contrast texts in different mediums ▪ analyze how one subject can be portrayed differently in different mediums
<p>RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p>	<ul style="list-style-type: none"> ▪ authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts ▪ two or more authors can interpret events differently ▪ evidence helps shape interpretation of a topic ▪ analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<ul style="list-style-type: none"> ▪ arguments and claims need to be supported by clear reasoning and relevant evidence ▪ writers may present alternate or opposing claims in their arguments to strengthen their own argument ▪ introduce claim(s) in argumentative writing ▪ acknowledge alternate or opposing claims in argumentative writing ▪ organize the reasons and evidence logically in argumentative writing
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<ul style="list-style-type: none"> ▪ support claim(s) with logical reasoning and relevant evidence in argumentative writing ▪ use accurate, credible sources in argumentative writing ▪ demonstrate an understanding of the topic or text in argumentative writing
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<ul style="list-style-type: none"> ▪ arguments and claims need to be supported by clear reasoning and relevant evidence ▪ use words, phrases, and clauses to create cohesion in argumentative writing ▪ clarify the relationships among claim(s), reasons, and evidence in argumentative writing

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ▪ arguments and claims need to be supported by clear reasoning and relevant evidence ▪ writing can establish and maintain a formal style in argumentative writing ▪ establish and maintain a formal style/academic style, approach, and form in argumentative writing
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> ▪ arguments and claims need to be supported by clear reasoning and relevant evidence ▪ provide a concluding statement or section that follows from and supports the argument presented in argumentative writing
<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “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”).</p>	<ul style="list-style-type: none"> ▪ draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing ▪ Example: Draw evidence to 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
<p>SL.7.2. 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.</p>	<ul style="list-style-type: none"> ▪ information in diverse media and formats can be analyzed ▪ analyze the main ideas and supporting details presented in diverse media and formats ▪ explain how the main ideas and supporting details clarify a topic, text, or issue under study

2016 NJSL-ELA Instructional Units

Grade 7 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.7.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed.
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks ▪ demonstrate command of formal English speech when indicated or appropriate
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ different types of sentences (simple, compound, complex, and compound-complex sentences) have different roles in writing ▪ choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences)
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ▪ use Greek/Latin root words and affixes to determine the meaning of words
L.7.6. 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.	<ul style="list-style-type: none"> ▪ acquire accurately grade-appropriate general academic words and phrases ▪ 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

2016 NJSLS-ELA Instructional Units

Grade 7 – Unit 3: Writing with Purpose

Rationale

In units one and two, students learned that writer’s craft is intentional to convey meaning. While effective readers are aware of the choices that authors make and are able to analyze the impact of these choices, it is equally as important that they are able to replicate deliberate choices in their own writing. By analyzing mentor texts, students will learn how to implement many of the strategies that expert writers are already using.

In unit three, students will use all that they know about authors’ choices to create their own narratives. This unit will focus on developing deliberate choices when employing narrative technique: writing introductions, developing plot and character, and incorporating compositional risks (i.e figurative language, dialogue, pacing techniques). Unit three focuses on creative writing and the continued development of analytic reading and writing.

Grade 7 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.7.4. 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.	<ul style="list-style-type: none">▪ words have figurative and connotative meanings▪ rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem▪ rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama▪ determine meaning of words and phrases as used in a text▪ determine the meaning of figurative language and connotative language as used in a text▪ analyze impact of rhymes and other repetitions of sounds on specific verse or stanza▪ analyze impact of rhymes and other repetitions of sounds on a section of a story

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<ul style="list-style-type: none"> ▪ authors develop characters with contrasting points of view ▪ analyze how the author contrasts different points of view in characters or narrators
<p>RI.7.4. 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.</p>	<ul style="list-style-type: none"> ▪ words and phrases have figurative, connotative and technical meanings ▪ word choices affect meaning and tone ▪ determine meaning of words and phrases in a text ▪ determine figurative, connotative, and technical meaning of words in a text ▪ analyze impact of specific word choice on meaning and tone
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital ▪ find the pronunciation of a word ▪ determine or clarify its precise meaning or its part of speech
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ interpret figures of speech-in context.

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<ul style="list-style-type: none"> ▪ distinguish between connotations and denotations of words with similar denotations.

Grade 7 – Unit 3, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> ▪ narratives develop real or imagined experiences or events ▪ narratives use effective technique, relevant descriptive details, and well-structured event sequences write narratives to develop real or imagined experiences or events ▪ use effective technique to create a narrative use relevant descriptive details to create a narrative ▪ use well-structured event sequences to create a narrative
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<ul style="list-style-type: none"> ▪ engage and orient the reader by establishing a context and point of view in narrative writing ▪ introduce a narrator and/or characters in narrative writing ▪ organize an event sequence that unfolds naturally and logically in narrative writing

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> ▪ there are different narrative techniques, e.g., dialogue, pacing, and description to develop experiences, events, and/or characters ▪ use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</p>	<ul style="list-style-type: none"> ▪ transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<ul style="list-style-type: none"> ▪ use precise words and phrases to capture the action and convey experiences and events ▪ use relevant descriptive details to capture the action and convey experiences and events ▪ use sensory language to capture the action and convey experiences and events
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ▪ provide a conclusion that follows from the narrative experiences or events ▪ provide a conclusion that reflects on the narrated experiences and events
<p>W.7.5. 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.</p>	<ul style="list-style-type: none"> ▪ with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach ▪ with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed

2016 NJSLs-ELA Instructional Units

Grade 7 – Unit 4: Pulling It All Together through History

Rationale

Writers have the unique ability to create worlds of their own; often, these worlds have strong ties to heavily researched, historical events. In unit 4, students will learn to analyze how authors of fiction use or alter history as a way to create narrative text. The ultimate goal is to help students understand that even though nonfiction and fiction are separate genres, they can work together in order to create a singular piece.

Using all they have learned: analyzing literature, conducting research, and writing narratives, students will be expected to explore the genre of historical fiction. They will be asked to research a specific historical era, explore literature from that period, and present their claims and findings in the form of literary and nonfiction texts.

Grade 7 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.	<ul style="list-style-type: none">▪ authors choose to use and alter historical events when creating fiction▪ compare, contrast, and reflect on a fictional account and its historical account▪ understand how and why author uses history to create fiction
RI.7.5. 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.	<ul style="list-style-type: none">▪ the structure and sections of a text contribute to the development of the ideas▪ analyze the structure an author uses to organize a text▪ analyze how major sections contribute to the whole text▪ analyze how major sections contribute to the development of the author's ideas

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Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.7.6. 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.	<ul style="list-style-type: none"> ▪ an author’s point of view can be distinct from that of others ▪ determine an author’s point of view in a text ▪ determine an author’s purpose for writing a text ▪ analyze how the author distinguishes his/her position from the position of others
RI.7.8. 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.	<ul style="list-style-type: none"> ▪ arguments and claims need to be supported by sound reasoning ▪ arguments and claims need to be supported by evidence that is relevant and sufficient ▪ trace the argument and specific claims in a text ▪ evaluate an argument by assessing whether the reasoning is sound ▪ evaluate an argument by assessing whether the evidence is relevant to the claims ▪ evaluate an argument by assessing whether the evidence is sufficient to support the claims

Grade 7 – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<ul style="list-style-type: none"> ▪ questions can be answered by conducting short research projects ▪ conduct short research projects to answer a question ▪ draw on several sources to answer a question ▪ when conducting short research projects, we may need to generate additional related, focused questions to further our research and investigation ▪ generate additional related, focused questions to further research and investigation

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.7.8. 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.</p>	<ul style="list-style-type: none"> ▪ print and digital sources are ways to gather relevant information ▪ gather relevant information from multiple print and digital sources ▪ use search terms correctly ▪ assess the credibility and accuracy of each source ▪ quote and paraphrase the data and conclusion of others ▪ avoid plagiarism and follow a standard format for citation
<p>SL.7.4. 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.</p>	<ul style="list-style-type: none"> ▪ claims and findings should be presented in a focused, coherent manner ▪ present claims and findings ▪ emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples ▪ use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> ▪ claims and findings can be clarified by including multimedia components and visual displays to presentations ▪ include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> ▪ use knowledge of language and its conventions when writing, speaking, reading, or listening ▪ choose language that expresses ideas precisely and concisely ▪ recognize and eliminate wordiness and redundancy

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ▪ verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<p>L.7.6. 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.</p>	<ul style="list-style-type: none"> ▪ acquire accurately grade-appropriate general academic words and phrases ▪ 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.