



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Grade 7: New Jersey Student Learning Standards for English Language Arts – Prerequisite Concepts and Skills

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding of ELA standards.

The standards are organized by strand: Reading Literature Text, Reading Informational Text, Writing, Speaking and Listening, and Language. The tables are each divided into two columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year follow the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade level standards that could be integrated into instruction to support the instruction of focus standards.

Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example ***Distinguish long from short vowel sounds in spoken single-syllable words*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

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Reading Literature Text

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *multiple pieces of text evidence should be used to support analysis* ▪ *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* ▪ 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 ▪ citing is a specific way of including textual evidence (citations mention the source of quoted text) 	<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *citing is a specific way of quoting textual evidence (citations mention the source of quoted text)* ▪ *cite textual evidence to support analysis of what the text says explicitly* ▪ *cite textual evidence to support analysis of inferences drawn from the text* ▪ there are different types of connections ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ make relevant connections to support analysis of what the text says explicitly ▪ make relevant connections to support analysis of inferences drawn from the 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> <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.</p> <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> <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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ 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.7.4. 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.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *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* 	<p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *analyze the impact of word choice on meaning and tone* ▪ *specific word choice in a text has an impact on meaning and tone* ▪ determine the meaning of words and phrases as used in a text ▪ determine the meaning of figurative language as used in a text ▪ determine the connotative meanings of words as used in a text ▪ words have figurative meanings 	

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *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* ▪ words have figurative and connotative meanings ▪ 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 	<ul style="list-style-type: none"> ▪ words have connotative meanings 	
<p>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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ texts differ in complexity ▪ read and comprehend literature at grade-level text-complexity, with scaffolding as needed. 	<p>RL.6.10. 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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above 	

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Reading Informational Text

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.7.1. Cite the textual evidence and make relevant connections that supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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 	<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ cite text evidence to support analysis of text and inferences drawn ▪ citing is one way of quoting textual evidence (citations mention the source of quoted text) ▪ analysis is based on inferences made from text evidence and relevant connections ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ make relevant connections to support analysis of the text and inferences drawn 	<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.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <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> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *word choices affect meaning and tone* ▪ *analyze impact of specific word choice on meaning and tone* ▪ words and phrases have figurative, connotative and technical meanings ▪ determine meaning of words and phrases in a text ▪ determine figurative, connotative, and technical meaning of words in a text 	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *determine the connotative meaning of words and phrases as used in text* ▪ *determine the figurative meaning of words and phrases as used in a text* ▪ determine the meaning of words and phrases as used in a text ▪ determine the technical meaning of words and phrases as used in a text 	<p>n/a</p>
<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>	<p>RI.6.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<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> <p>RI.7.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>We are learning to/that...</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 	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *one author's presentation of events may differ with that of another (e.g., memoir and biography)* ▪ *compare, contrast, and reflect on events presented by different authors through different texts* 	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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>RI.7.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed 	<p>RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity 	

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Writing

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use search terms correctly* ▪ *assess the credibility and accuracy of each source* ▪ *follow a standard format for citation* ▪ print and digital sources are ways to gather relevant information ▪ gather relevant information from multiple print and digital sources ▪ quote and paraphrase the data and conclusion of others ▪ avoid plagiarism 	<p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *writers assess the credibility of each source* ▪ *assess the credibility of each source* ▪ *provide basic bibliographic information for sources* ▪ *plagiarism should be avoided when quoting or paraphrasing from a source* ▪ *quote or paraphrase the data and conclusions of others to avoid plagiarism* ▪ gather relevant information from multiple print and digital sources 	<p>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.</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.</p> <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>
<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>A. Apply *grade 7* <i>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> <p>B. Apply *grade 7* <i>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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ evidence from literary or informational texts support analysis, reflection and research ▪ draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing. ▪ draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing. 	<p>A. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>B. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ draw evidence from informational texts to support analysis, reflection, and research ▪ draw evidence from literary texts to support analysis, reflection, and research. ▪ apply *grade 6* reading standards to literature ▪ *apply grade 6 reading standards to literary nonfiction* 	<p>the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>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.</p>

Speaking and Listening

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <ul style="list-style-type: none"> 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. B. Follow rules for collegial discussions, *track progress* toward specific goals and deadlines, and define individual roles as needed. 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.* D. *Acknowledge new information expressed by others and, when warranted, modify their own views.* <p>We are learning to/that...</p>	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6* topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of 	<p>R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <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> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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<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 ▪ *tracking progress towards specific goals and deadlines helps us engage in collaborative discussion* ▪ *track progress toward specific goals and deadlines* ▪ follow rules for collegial discussions ▪ *acknowledge new information expressed by others* 	<p>collaborative discussions (one-on-one) with diverse partners on <i>grade 6 topics, texts</i>, and issue building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ▪ *come to discussions prepared, having read or studied required material* ▪ building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions ▪ *following rules for collegial discussions helps us engage in collaborative discussion* ▪ defining individual roles as needed helps us engage in collaborative discussion ▪ *posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion helps us engage in collaborative discussion* ▪ reviewing the key ideas expressed and *demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion* 	

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
▪ *modify our own views when warranted*		

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Language

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <ul style="list-style-type: none"> 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. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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. 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>L.6.4. 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.</p> <ul style="list-style-type: none"> 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. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. 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>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> <p>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.</p> <p>R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <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>

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<p>We are learning to/that...</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 7 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 ▪ use Greek/Latin root words and affixes to determine the meaning of words ▪ 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 ▪ verify the preliminary determination of the meaning of a word or phrase 	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ the meaning of unknown or multiple-meaning words can be determined through consulting different materials ▪ 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 ▪ use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., 	

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(e.g., by checking the inferred meaning in context or in a dictionary)	<p>audience, auditory, audible)</p> <ul style="list-style-type: none"> ▪ 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.7.5. 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> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>We are learning to/that...</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 	<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ words carry different meanings depending on how they are used ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings 	<p>RL.7.2. 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.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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).</p>

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<ul style="list-style-type: none"> ▪ use the relationship between particular words to better understand each of the words. ▪ distinguish between connotations and denotations of words with similar denotations (definitions) 	<ul style="list-style-type: none"> ▪ interpret figures of speech in context ▪ use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words ▪ distinguish between the connotations (associations) of words with similar denotations (definitions) 	
<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> <p>We are learning to/that...</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 	<p>L.6.6. 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> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ vocabulary knowledge is important to comprehension ▪ 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>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</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.</p> <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>