



## Grade 7: New Jersey Student Learning Standards for English Language Arts Prerequisite Standards and Learning Objectives

### *Unit 1*

#### **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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 generally align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 1, **\*multiple pieces of text evidence should be used to support analysis\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

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.

## Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

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.

### *Unit 1, Module A*

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.7.1. Cite <b>*several pieces*</b> 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"> <li>▪ <b>*multiple pieces of text evidence should be used to support analysis*</b></li> <li>▪ <b>*cite several pieces of textual evidence to support analysis of what the text says explicitly*</b></li> <li>▪ <b>*cite several pieces of textual evidence to support analysis of inferences drawn from the text*</b></li> <li>▪ there are explicit and implicit meanings that can be drawn from a text</li> <li>▪ relevant connections and text evidence are used to make inferences</li> <li>▪ there are different types of connections</li> </ul>	<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"> <li>▪ <b>*cite textual evidence to support analysis of what the text says explicitly*</b></li> <li>▪ <b>*cite textual evidence to support analysis of inferences drawn from the text*</b></li> <li>▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text)</li> <li>▪ there are different types of connections</li> <li>▪ there are explicit and implicit meanings that can be drawn from a text</li> <li>▪ relevant connections and text evidence are used to make inferences</li> <li>▪ make relevant connections to support analysis of what the text says explicitly</li> </ul>	<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>R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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>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</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ analysis is based on inferences made from text evidence and relevant connections</li> <li>▪ citing is a specific way of including textual evidence (citations mention the source of quoted text)</li> <li>▪ make relevant connections to support analysis of what the text says explicitly</li> <li>▪ make relevant connections to support analysis of inferences drawn from the text</li> <li>▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text)</li> <li>▪ draw inferences from the text</li> </ul>	<ul style="list-style-type: none"> <li>▪ make relevant connections to support analysis of inferences drawn from the text</li> <li>▪ draw inferences from the text</li> </ul>	<p>on others’ ideas and expressing their own clearly.</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>RI.7.1. Cite the textual evidence and make relevant connections that <b>*most strongly*</b> 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"> <li>▪ texts differ in complexity</li> <li>▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above</li> </ul>	<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"> <li>▪ citing is one way of quoting textual evidence (citations mention the source of quoted text)</li> <li>▪ there are explicit and implicit meanings that can be drawn from a text</li> </ul>	<p>R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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.</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<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>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>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-</li> </ul>	<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> <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>	<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</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>meaning words can be determined through different contexts, such as its position in a sentence</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul> <p>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>	<p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> </ul> <p>the meaning of unknown or multiple-meaning words can be determined through consulting different materials</p>	<p>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>

*Unit 1, Module B*

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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"> <li>▪ read and comprehend literature at grade-level text-complexity, with scaffolding as needed.</li> </ul>	<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"> <li>▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above</li> </ul>	<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>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.7.1. Cite <b>*several pieces*</b> 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"> <li>▪ inferences from the text must be supported by evidence in order to strengthen the analysis</li> <li>▪ making relevant connections can be used to support analysis of the text</li> <li>▪ make relevant connections to support analysis of what the text says explicitly</li> <li>▪ make relevant connections to support analysis of inferences drawn from the text</li> </ul>	<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"> <li>▪ <b>*citing is one way of quoting textual evidence (citations mention the source of quoted text)*</b></li> <li>▪ there are explicit and implicit meanings that can be drawn from a text</li> </ul>	<p>R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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> <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>L.7.2. Demonstrate command of the conventions of standard English</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		capitalization, punctuation, and spelling when writing.
<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>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience</li> <li>▪ develop writing that is appropriate to task, purpose and audience</li> <li>▪ produce clear and coherent writing with a voice that is appropriate to task, purpose and audience</li> <li>▪ produce clear and coherent writing with a style that is appropriate to task, purpose and audience</li> </ul>	<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ writers use different voice and style according to task, purpose and audience.</li> <li>▪ organize writing that is appropriate to task, purpose and audience</li> <li>▪ develop writing that is appropriate to task, purpose and audience</li> <li>▪ produce clear and coherent writing with a voice that is appropriate to task, purpose and audience</li> <li>▪ produce clear and coherent writing with a style that is appropriate to task, purpose and audience</li> </ul>	<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>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>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>A. Come to discussions prepared, having read or researched material under study;</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>	<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</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions</li> <li>▪ 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</li> <li>▪ build on others’ ideas and express own ideas clearly</li> <li>▪ being prepared by researching the material helps us engage in effective collaborative discussions</li> <li>▪ come to discussions prepared having read and researched material</li> <li>▪ explicitly draw on and refer to researched material to probe and reflect on ideas during discussion</li> </ul>	<p>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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ engage effectively in a range of 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</li> <li>▪ building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions</li> <li>▪ come to discussions prepared, having read or studied required material</li> </ul>	<p>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>
<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>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</p>	<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,</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>B. Follow rules for collegial discussions, <b>*track progress*</b> toward specific goals and deadlines, and define individual roles as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*tracking progress towards specific goals and deadlines helps us engage in collaborative discussion*</b></li> <li>▪ <b>*track progress toward specific goals and deadlines*</b></li> <li>▪ follow rules for collegial discussions</li> </ul>	<p>on others’ ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*set goals and deadlines to participate in collegial discussions*</b></li> <li>▪ following rules for collegial discussions helps us engage in collaborative discussion</li> <li>▪ defining individual roles as needed helps us engage in collaborative discussion</li> </ul>	<p>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>
<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>C. <b>*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.*</b></p> <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> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>We have learned to/that...</p>	<p>R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ <b>*posing questions that elicit elaboration helps us engage in collaborative discussion*</b></li> <li>▪ <b>*responding to others’ questions and comments with relevant observations and ideas helps us engage in collaborative discussion*</b></li> <li>▪ <b>*bringing the discussion back on topic as needed helps us engage in collaborative discussion*</b></li> <li>▪ <b>*pose questions that elicit elaboration during discussions*</b></li> <li>▪ <b>*respond to others’ questions and comments with relevant observations and ideas*</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>*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*</b></li> </ul>	<p>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>
<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>D. <b>*Acknowledge new information expressed by others and, when warranted, modify their own views.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*acknowledge new information expressed by others*</b></li> <li>▪ <b>*modify our own views when warranted*</b></li> </ul>	<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> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*reviewing the key ideas expressed and demonstrating understanding of</b></li> </ul>	<p>R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<p><b>multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion*</b></p> <ul style="list-style-type: none"> <li>▪ <b>*demonstrate understanding of multiple perspectives*</b></li> </ul>	<p>capitalization, punctuation, and spelling when writing.</p>

## Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 2*

#### **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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 second column contains the Previous Grade Standards and Prerequisite Concepts and Skills, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other 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 and the corresponding student learning objective for that new concept. For example, in Unit 2, **\* 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\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

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. By asking students to analyze multiple texts through the lens of a writer and a reader, 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. During the course of this year, the two anchor standards that should be an overarching part of every unit are the following:

- R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
  - 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.

**Grade 7: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit**

- 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.
- 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.

*Unit 2, Module A*

<b>Focus Standards and Standard Learning Objectives</b>	<b>Previous Grade Standards and Prerequisite Concepts and Skills</b>	<b>Supporting Standards</b>
<p>RI.7.9. <b>*Analyze*</b> and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) <b>*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.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts*</b></li> <li>▪ two or more authors can interpret events differently</li> <li>▪ evidence helps shape interpretation of a topic</li> <li>▪ analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>	<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>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ one author’s presentation of events may differ with that of another (e.g., memoir and biography)</li> <li>▪ <b>*compare, contrast, and reflect on events presented by different authors through different texts*</b></li> </ul>	<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> <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>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 2, Module B*

<b>Focus Standard and Student Learning Objectives</b>	<b>Previous Grade Standards and Prerequisite Concepts and Skills</b>	<b>Supporting Standards</b>
<p>L.7.4. 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.</p> <p style="padding-left: 40px;">B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots</li> <li>▪ 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</li> <li>▪ use Greek/Latin root words and affixes to determine the meaning of words</li> </ul>	<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> <p style="padding-left: 40px;">B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots</li> <li>▪ the meaning of unknown or multiple-meaning words can be determined through consulting different materials</li> <li>▪ use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)</li> </ul>	<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>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-</p>	<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-</p>	<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in</p>

**Grade 7: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit**

<b>Focus Standard and Student Learning Objectives</b>	<b>Previous Grade Standards and Prerequisite Concepts and Skills</b>	<b>Supporting Standards</b>
<p>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"> <li>▪ acquire accurately grade-appropriate general academic words and phrases</li> <li>▪ use accurately grade-appropriate general academic and domain-specific words and phrases</li> <li>▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	<p>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"> <li>▪ vocabulary knowledge is important to comprehension</li> <li>▪ acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> <li>▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	<p>groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>

## Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 3*

#### **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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 3, **\*multiple pieces of text evidence should be used to support analysis\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

The ELA focus standards as outlined by Student Achievement Partners have been mostly included in Units 1 and 2 of the Prerequisite Concepts and Skills. Though this unit may repeat some of the focus standards to enhance students’ access to grade-level material, it is recommended that school districts employ formative practices to ascertain the areas of focus that best address the learning needs of students.

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 3 focuses on creative writing and the continued development of analytic reading and writing.

Throughout the year, the following overarching standards should be incorporated in every unit:

## Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

- 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.
- 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.
- 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.

### *Unit 3, Module A*

Focus Standards and Standard 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 <b>*grade 7*</b> reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading</li> </ul>	<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> <p style="padding-left: 20px;">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> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ the meaning of unknown or multiple-meaning words can be determined</li> </ul>	<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>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>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>and content, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> <li>▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital</li> <li>▪ find the pronunciation of a word</li> <li>▪ determine or clarify its precise meaning or its part of speech</li> </ul>	<p>through consulting different materials</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	
<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>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ interpret figures of speech in context</li> </ul>	<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>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ words carry different meanings depending on how they are used</li> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ interpret figures of speech (e.g. personification) in context</li> </ul>	<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>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>L.7.5. Demonstrate understanding of figurative language, word relationships, and</p>	<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and</p>	<p>RI 7.4 Determine the meaning of words and phrases as they are used in a text, including</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Standard Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>nuances in word meanings.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ distinguish between connotations and denotations of words with similar denotations.</li> </ul>	<p>nuances in word meanings.</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"> <li>▪ words carry different meanings depending on how they are used</li> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>)</li> </ul>	<p>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>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>

## Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 4*

#### **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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 second column contains the Previous Grade Standards and Prerequisite Concepts and Skills, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other 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 and the corresponding student learning objective for that new concept. For example, in Unit 4, **\*using search terms effectively\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

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.

- Throughout the year, the following overarching standards should be incorporated in every unit:
  - R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
    - 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.
    - 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.

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

- 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.

*Unit 4, Module A*

<b>Focus Standards and Standard Learning Objectives</b>	<b>Previous Grade Standards and Prerequisite Concepts and Skills</b>	<b>Supporting Standards</b>
<p>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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ authors choose to use and alter historical events when creating fiction</li> <li>▪ compare, contrast, and reflect on a fictional account and its historical account</li> <li>▪ understand how and why author uses history to create fiction</li> </ul>	<p>RL.6.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ compare, contrast, and reflect on texts in different forms or genres and how they approach similar themes and topics</li> <li>▪ different forms or genres approach similar themes and topics in similar and different ways</li> </ul>	<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>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.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 4, Module B*

<b>Focus Standard and Student Learning Objectives</b>	<b>Previous Grade Standards and Prerequisite Concepts and Skills</b>	<b>Supporting Standards</b>
<p>W.7.8. Gather relevant information from multiple print and digital sources, <b>*using search terms effectively*</b>; assess the credibility and <b>*accuracy*</b> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and <b>*following a standard format for citation.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ print and digital sources are ways to gather relevant information</li> <li>▪ gather relevant information from multiple print and digital sources</li> <li>▪ <b>*use search terms correctly*</b></li> <li>▪ <b>*assess the credibility and accuracy of each source*</b></li> <li>▪ quote and paraphrase the data and conclusion of others</li> <li>▪ <b>*avoid plagiarism and follow a standard format for citation*</b></li> </ul>	<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"> <li>▪ writers assess the credibility of each source</li> <li>▪ plagiarism should be avoided when quoting or paraphrasing from a source</li> <li>▪ gather relevant information from multiple print and digital sources</li> <li>▪ <b>*assess the credibility of each source*</b></li> <li>▪ quote or paraphrase the data and conclusions of others to avoid plagiarism</li> <li>▪ <b>*provide basic bibliographic information for sources*</b></li> </ul>	<p>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.</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>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>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>*grade 7* reading and</b></p>	<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</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</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objectives	Previous Grade Standards and Prerequisite Concepts and Skills	Supporting Standards
<p><i>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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ 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)</li> </ul>	<p>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> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence.</li> <li>▪ 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)</li> </ul>	<p>issues, building on others’ ideas and expressing their own clearly.</p> <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 dram</p>
<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"> <li>▪ acquire accurately grade-appropriate general academic words and phrases</li> <li>▪ use accurately grade-appropriate</li> </ul>	<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"> <li>▪ vocabulary knowledge is important to comprehension</li> <li>▪ acquire and use accurately grade-</li> </ul>	<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>7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objectives	Previous Grade Standards and Prerequisite Concepts and Skills	Supporting Standards
<p>general academic and domain-specific words and phrases gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>appropriate general academic and domain-specific words and phrases</p> <ul style="list-style-type: none"> <li>▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	<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>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>

**Grade 7: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**