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

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Grade 7 – Unit 1: Writing About Reading

Rationale

In order for students to be successful readers and writers, they must understand the function of literary elements in a text. Unit one will introduce students to the expectations of analyzing literature in a middle school setting. The reading of mentor texts will be supported and enhanced by fiction/nonfiction texts to help students see the similarities and differences between both genres of writing. In addition to establishing expectations for reading in a middle school setting, students will also be expected to engage in literary analysis writing and speaking to convey their thoughts. In practicing skills embedded in literary analysis, students are engaging with standards that recur in subsequent units. These standards include: citing evidence, interpreting words and phrases, determining central ideas and themes, and analyzing relationships between individuals and events over the course of the text.

Grade 7 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	- there are explicit and implicit meanings that can be drawn from a text - relevant connections and text evidence are used to make inferences - there are different types of connections - analysis is based on inferences made from text evidence and relevant connections - multiple pieces of text evidence should be used to support analysis - citing is a specific way of including textual evidence (citations mention the source of quoted text) - cite several pieces of textual evidence to support analysis of what the text says explicitly - cite several pieces of textual evidence to support analysis of inferences drawn from the text - make relevant connections to support analysis of what the text says explicitly - make relevant connections to support analysis of inferences drawn from the text - citing is a specific way of quoting textual evidence (citations mention the source of quoted text) - draw inferences from the text

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Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	▪ summaries are objective and free from opinion or analysis ▪ provide an objective summary of the text ▪ authors develop a theme or central idea over the course of a text ▪ determine a theme/central idea of a text ▪ analyze the development of a theme or central idea over the course of a text
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	▪ elements of a story or drama interact with and impact one another ▪ analyze how story elements interact (For example, how setting shapes the characters or plot)
RI.7.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	▪ texts differ in complexity ▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).	▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ use a comma to separate coordinate adjectives when writing
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	▪ spell correctly when writing
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. 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.	▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ▪ use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

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Grade 7 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	▪ read and comprehend literature at grade-level text-complexity, with scaffolding as needed.
RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	▪ inferences from the text must be supported by evidence in order to strengthen the analysis ▪ making relevant connections can be used to support analysis of the text ▪ make relevant connections to support analysis of what the text says explicitly ▪ make relevant connections to support analysis of inferences drawn from the text
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	▪ individuals, events, and ideas interact in a text ▪ analyze how individuals, events, and ideas in a text influence one another
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	▪ a text, audio video, or multimedia version of a text portrays subjects in similar and different ways ▪ the medium of a text impacts the reader's understanding of a subject
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	▪ informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content ▪ write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content ▪ write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content

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W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	▪ in informative/explanatory writing, a topic can be introduced by previewing what is to follow ▪ introduce a topic by previewing what is to follow in informative/explanatory writing ▪ informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc. ▪ informative/explanatory writing has text features, e.g., headings, graphics, and multimedia ▪ use text structures to organize ideas, concepts, and information in informative/explanatory writing ▪ use text features to organize ideas, concepts, and information in informative/explanatory writing
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	▪ develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	▪ appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text ▪ use appropriate transitions to create cohesion in informative/explanatory text ▪ use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	▪ use precise language to inform about or explain the topic in informative/explanatory text ▪ use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text

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W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal style academic style, approach, and form.	▪ establish and maintain a formal/academic style, approach, and form in informative/explanatory text
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	▪ provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text ▪ provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text
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.)	▪ development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience ▪ develop writing that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a voice that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a style that is appropriate to task, purpose and audience
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	▪ guidance and support from peers and adults help strengthen and develop writing ▪ writing has a purpose and an intended audience ▪ purpose and audience are important to writing ▪ with some guidance and support from peers and adults, develop and strengthen writing by planning ▪ with some guidance and support from peers and adults, develop and strengthen writing by revising ▪ with some guidance and support from peers and adults, develop and strengthen writing by editing ▪ with some guidance and support from peers and adults, develop and strengthen writing by rewriting

Standard	Student Learning Objectives We are learning to… / We are learning that…
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	▪ the internet and technology can be used to publish and produce writing ▪ use technology, including the internet, to produce and publish writing ▪ use technology, including the internet, to link and cite sources ▪ use technology to interact and collaborate with others to produce and publish writing
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply *grade 7 Reading standards* 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").	▪ draw evidence from literary texts support analysis, reflection and research ▪ draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing
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.	▪ writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences ▪ write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences
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. 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.	▪ 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

Standard	Student Learning Objectives We are learning to… / We are learning that…
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	▪ tracking progress towards specific goals and deadlines helps us engage in collaborative discussion ▪ follow rules for collegial discussions ▪ track progress toward specific goals and deadlines
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	▪ posing questions that elicit elaboration helps us engage in collaborative discussion ▪ responding to others' questions and comments with relevant observations and ideas helps us engage in collaborative discussion ▪ bringing the discussion back on topic as needed helps us engage in collaborative discussion ▪ pose questions that elicit elaboration during discussions ▪ respond to others' questions and comments with relevant observations and ideas
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. D. Acknowledge new information expressed by others and, when warranted, modify their own views.	▪ acknowledge new information expressed by others ▪ modify our own views when warranted
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.	▪ reasons and evidence need to be sound and relevant ▪ delineate a speaker's argument and specific claims ▪ evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence