

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

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

Rationale

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

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

Grade 7 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none">▪ authors choose to use and alter historical events when creating fiction▪ compare, contrast, and reflect on a fictional account and its historical account▪ understand how and why author uses history to create fiction
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none">▪ the structure and sections of a text contribute to the development of the ideas▪ analyze the structure an author uses to organize a text▪ analyze how major sections contribute to the whole text▪ analyze how major sections contribute to the development of the author's ideas
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<ul style="list-style-type: none">▪ an author's point of view can be distinct from that of others▪ determine an author's point of view in a text▪ determine an author's purpose for writing a text▪ analyze how the author distinguishes his/her position from the position of others

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Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<ul style="list-style-type: none"> ▪ arguments and claims need to be supported by sound reasoning ▪ arguments and claims need to be supported by evidence that is relevant and sufficient ▪ trace the argument and specific claims in a text ▪ evaluate an argument by assessing whether the reasoning is sound ▪ evaluate an argument by assessing whether the evidence is relevant to the claims ▪ evaluate an argument by assessing whether the evidence is sufficient to support the claims

Grade 7 – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<ul style="list-style-type: none"> ▪ questions can be answered by conducting short research projects ▪ conduct short research projects to answer a question ▪ draw on several sources to answer a question ▪ when conducting short research projects, we may need to generate additional related, focused questions to further our research and investigation ▪ generate additional related, focused questions to further research and investigation
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.	<ul style="list-style-type: none"> ▪ print and digital sources are ways to gather relevant information ▪ gather relevant information from multiple print and digital sources ▪ use search terms correctly ▪ assess the credibility and accuracy of each source ▪ quote and paraphrase the data and conclusion of others ▪ avoid plagiarism and follow a standard format for citation

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SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> ▪ claims and findings should be presented in a focused, coherent manner ▪ present claims and findings ▪ emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples ▪ use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<ul style="list-style-type: none"> ▪ claims and findings can be clarified by including multimedia components and visual displays to presentations ▪ include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<ul style="list-style-type: none"> ▪ use knowledge of language and its conventions when writing, speaking, reading, or listening ▪ choose language that expresses ideas precisely and concisely ▪ recognize and eliminate wordiness and redundancy
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. 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).	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ▪ verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> ▪ acquire accurately grade-appropriate general academic words and phrases ▪ use accurately grade-appropriate general academic and domain-specific words and phrases gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.