

# Grade 7 ELA Honors

## Unit 1: Literary Analysis Task

### Stage 1: Desired Results

#### Standards & Indicators:

L.KL.7.2. [Language. Knowledge of Language.7.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.7.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- 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. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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.VI.7.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

#### Reading Domain

RL.CR.7.1. [Reading Literature.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. [Reading Literature.Central Ideas and Themes of Texts.7.2](#). Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. [Reading Informational Texts.Central Ideas and Themes of Texts.7.2](#). Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. [Reading Literature.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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RI.IT.7.3. [Reading Informational Texts.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. [Reading Literature.Text Structure.7.4](#). Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. [Reading Informational Texts.Text Structure.7.4](#). Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. [Reading Literature.Perspective and Purpose in Texts.7.5](#). Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.MF.7.6. [Reading Literature.Diverse Media and Formats.7.6](#). Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)

RL.CT.7.8. [Reading Literature.Comparison of Texts.7.8](#). Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

### Writing Domain

W.IW.7.2. [Writing.Informative and Explanatory Writing.7.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style, academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4. [Writing.Writing Process.7.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.


W.RW.7.7. [Writing.Range of Writing.7.7](#). 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.

### Speaking and Listening Domain

SL.PE.7.1. [Speaking and Listening.Participate Effectively.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.

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- 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.

SL.II.7.2. [Speaking and Listening](#). [Integrate Information](#). 7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information	
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.

#### **Central Idea/Enduring Understanding:**

Love and loss are powerful human experiences that shape who we are and how we relate to others. Literature reflects and explores these experiences, revealing universal themes and emotional truths. By analyzing texts through multiple perspectives and contexts, students learn how authors use literary elements—such as character, plot, and theme—and stylistic techniques to convey meaning and evoke emotion. Critical thinking enables students to interpret these complexities with depth and clarity.

In reading and discussing literature, students will explore how characters develop through actions, thoughts, and dialogue; how conflict and resolution drive plot; and how authors communicate central

#### **Essential/Guiding Question:**

What do we learn from love and loss?

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<p>messages. Language and vocabulary development are enhanced by understanding word relationships and contextual meanings, which strengthen comprehension and expression.</p> <p>Through the writing process—planning, drafting, revising, and editing—students will develop organized, well-supported literary analyses. They will learn that writing is a powerful tool to express ideas, inform readers, and persuade audiences. Mastery of grammar, usage, and mechanics is essential to communicate effectively and thoughtfully about the enduring lessons we learn from love and loss.</p>	
<p><b>Content:</b></p> <p><b>Reading Literature (RL)</b>  Textual evidence  Central idea  Summary / Summarize  Characters  Setting  Plot  Dialogue  Narrator  Point of view  Structure  Figurative language  Tone  Mood  Compare and contrast  Multimedia adaptation</p> <p><b>Reading Informational Text (RI)</b>  Textual evidence  Central idea  Summary / Summarize  Text structure  Cause and effect  Problem and solution  Comparison  Chronological order  Graphic / multimedia source</p> <p><b>Writing (W)</b>  Informative / explanatory writing  Claim  Evidence  Analysis  Conclusion  Transitions  Revision  Editing  Publishing</p>	<p><b>Skills (Objectives):</b>  Students will be able to:</p> <ul style="list-style-type: none"> <li>● identify and restate the text’s key ideas and details.</li> <li>● determine two or more central ideas in a text and analyze their development over the course of the text.</li> <li>● analyze main ideas in order to participate in a collaborative conversation and write a short constructed response.</li> <li>● identify and describe character traits and setting details as well as articulate the conflict that is integral to the poem’s plot.</li> <li>● analyze the features of poetry in response to a prompt.</li> <li>● identify and describe character traits and setting details as well as articulate the conflict that is integral to the poem’s plot.</li> <li>● analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem.</li> <li>● compare and contrast a story told in two different media.</li> <li>● create mental images to deepen understanding of a text.</li> <li>● adjust fluency when reading a grade-level text, based on reading purpose.</li> <li>● identify and describe characters and setting details as well as articulate events that are central to the poem’s plot.</li> <li>● analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem.</li> <li>● identify and interpret figures of speech in the context of a poem.</li> <li>● analyze how the rhyme and rhythm, allusions, and sound elements develop the speaker’s perspective and feelings</li> </ul>

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<p>Citations Plagiarism</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify Evidence Formal / informal language</p> <p><b>Language (L)</b> Conventions of standard English Grammar Punctuation Spelling Connotation Denotation Figurative language Simile Metaphor Idioms Context Clues</p>	
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**Interdisciplinary Connections:**

The texts in this unit emphasize the study of poetry and encourages students to consider what they learn from love and loss. The texts give examples of different types of “love” and relationships.

### Stage 2: Assessment Evidence

**Performance Task(s):**

End of Unit 1 Assessment  
Extended Writing Project: LAT Compare/Contrast two texts & their POV

**Other Evidence:**

Reading Assignments  
Writing Assignments  
Skill Assignments  
Blast Assignments  
Common Formative Assessments  
IXL  
Socratic Seminar  
Think Pair Share  
Stations

### Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

Do Now  
Cold Call  
Turn-and-Talk  
Think-Pair-Share  
Jigsaw  
Corners  
Gallery Walk  
Text Annotation  
Group Discussions  
Conferencing  
Conferring  
Jots  
Socratic Seminar

**Resources:**

ELA Resources:

- [StudySync](#)
- [Flocabulary](#)
- [IXL](#)

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)

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<p>Think Alouds          Small Group Instruction          Accountable Talk          Close Read          Modeling          Student Goal Setting          Exit Ticket</p>	<ul style="list-style-type: none"> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><b>Texts &amp; Assessments:</b></p> <ul style="list-style-type: none"> <li>• “No Dream Too High: Simone Biles”</li> <li>• “My Mother Really Knew” poem</li> <li>• “The Highwayman” poem</li> <li>• “Anabel Lee” poem</li> </ul> <p>Extended Writing Project: Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process: Compare &amp; Contrast POV in “The Highwayman” and “Anabel Lee”</p> <p><a href="#">Scoring Rubric</a></p> <p>Guided Book Clubs</p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p>	<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p>	<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p> <p>Graphic Organizers</p> <p>Sentence Frames</p> <p>Fill in the Blank</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

**Unit 2: Research Simulation Task**

**Stage 1: Desired Results**

**Standards & Indicators:**

- L.SS.7.1. [Language. System and Structure of Language.7.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.
- A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. [Language. Knowledge of Language.7.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.7.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- 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. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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.VI.7.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### Reading Domain

RI.CR.7.1. [Reading Informational Texts.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. [Reading Informational Texts.Central Ideas and Themes of Texts.7.2](#). Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. [Reading Informational Texts.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. [Reading Informational Texts.Text Structure.7.4](#). Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

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RI.PP.7.5. [Reading Informational Texts.Perspective and Purpose in Texts.7.5](#). Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. [Reading Informational Texts.Diverse Media and Formats.7.6](#). Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. [Reading Informational Texts.Analysis of an Argument.7.7](#). 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. 🌱

RI.CT.7.8. [Reading Informational Texts.Comparison of Texts.7.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### Writing Domain

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W.AW.7.1. [Writing.Argumentative Writing.7.1](#). Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. [Writing.Informative and Explanatory Writing.7.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style, academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4. [Writing.Writing Process.7.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. [Writing.Writing Research.7.5](#). Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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W.SE.7.6. [Writing.Sources of Evidence.7.6](#). 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. 🌱

W.RW.7.7. [Writing.Range of Writing.7.7](#). 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.

### Speaking and Listening Domain

SL.PE.7.1. [Speaking and Listening.Participate Effectively.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.
- 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.

SL.II.7.2. [Speaking and Listening.Integrate Information.7.2](#). Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 🌱

SL.ES.7.3. [Speaking and Listening.Evaluate Speakers.7.3](#). Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.2	Repurpose an existing resource in an innovative way	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative	

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	outcome.	problems were or were not successful.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).	Digital technology and data can be leveraged by communities to address effects of climate change.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change	

<p><b>Central Idea/Enduring Understanding:</b> One event can change everything—in literature, life, and history. Through reading and analyzing a variety of texts, students discover how individuals respond to pivotal moments and how those moments shape identity, society, and perspective. Good readers use strategies to understand complex texts, and recognize how a text's structure, features, and characteristics contribute to its meaning. Literature enables us to reflect on ourselves and the world around us.</p> <p>Through the writing process—planning, drafting, revising, and editing—students learn to communicate ideas effectively. Whether informing or arguing, successful writers use evidence, organization, and clarity to explore how a single event can create lasting impact. Understanding how to read and write purposefully empowers students to think critically, express themselves clearly, and engage thoughtfully with the world.</p>	<p><b>Essential/Guiding Question:</b> How can one event change everything?</p>
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<p><b>Content:</b> <b>Reading Informational Texts (RI)</b> Textual evidence Central idea Summary / Summarize Author's purpose Author's point of view Argument Claim Reasoning Evidence Counterclaim Word choice Text structure Cause and effect Problem and solution Comparison</p>	<p><b>Skills (Objectives):</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● respond to questions using textual evidence.</li> <li>● determine the meaning of words and phrases as they are used in a text, including technical meanings.</li> <li>● analyze and explain how print, audio, and video work together to present and clarify a topic, text, or issue.</li> <li>● explain how media work together to enhance an idea or a topic in a short, written response.</li> <li>● Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</li> <li>● Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions</li> <li>● Provide appropriate citation and attribution elements</li> </ul>
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<p>Chronological order Graphic / multimedia source</p> <p><b>Writing (W)</b> Argumentative writing Informative / explanatory writing Claim Counterclaim Evidence Analysis Conclusion Transitions Revision Editing Research Citations Plagiarism Synthesis</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify Evidence Multimedia Formal / informal language</p> <p><b>Language (L)</b> Conventions of standard English Grammar Punctuation Spelling Nuance Connotation Denotation Academic vocabulary Context clues Reference materials</p>	<p>when creating media products</p> <ul style="list-style-type: none"> <li>● Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective</li> <li>● Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option</li> <li>● Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</li> <li>● Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</li> <li>● Apply deliberate and thoughtful search strategies to access high-quality information on climate change</li> <li>● Create a counterclaim and rebuttal in an argumentative writing task.</li> <li>● Use text evidence to support a claim.</li> <li>● Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.</li> </ul>
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**Interdisciplinary Connections:**

The texts in this unit inform readers of real topics that affect them, such as climate change. These texts encourage students to question the world, analyze solutions to problems, and think about how these solutions affect the world around them.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b> End of Unit 2 Assessment Extended Writing Project: Informative/Argumentative Writing/Research Simulation Task (RST)</p>	<p><b><u>Other Evidence:</u></b> Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL Socratic Seminar Think Pair Share</p>
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# Grade 7 ELA Honors

Stations			
Stage 3: Learning Plan			
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>Do Now</li> <li>Cold Call</li> <li>Turn-and-Talk</li> <li>Think-Pair-Share</li> <li>Jigsaw</li> <li>Corners</li> <li>Gallery Walk</li> <li>Text Annotation</li> <li>Group Discussions</li> <li>Conferencing</li> <li>Conferring</li> <li>Jots</li> <li>Socratic Seminar</li> <li>Think Alouds</li> <li>Small Group Instruction</li> <li>Accountable Talk</li> <li>Close Read</li> <li>Modeling</li> <li>Student Goal Setting</li> <li>Exit Ticket</li> </ul>		<p><b><u>Resources:</u></b></p> <p>ELA Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">StudySync</a></li> <li>• <a href="#">Flocabulary</a></li> <li>• <a href="#">IXL</a></li> </ul> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><b>Texts &amp; Assessments:</b></p> <ul style="list-style-type: none"> <li>• “Hitting big league fast ball ‘clearly impossible’”</li> <li>• “The Science of Hitting a Fastball” video</li> </ul> <p>Extended Writing Project: Informative Writing/Research Simulation Task (RST)</p> <ul style="list-style-type: none"> <li>• <a href="#">“How we can all tackle climate change”</a> Financial Times</li> <li>• <a href="#">“Taking power as individuals (and why individual climate action can’t save us)”</a> Bookings</li> <li>• <a href="#">“Fighting Climate Change: Structural vs. individual action”</a> ClimateAdam</li> </ul> <p>Extended Writing Project: Argumentative Writing/Research Simulation Task (RST)</p> <p>End of Unit 2 Assessment</p> <p>Guided Book Clubs</p>	
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Guided Book Clubs  IXL  Small Group Instruction  Stations	Leveled Guided Book Clubs  IXL  Small Group Instruction	Leveled Guided Book Clubs  IXL  Small Group Instruction	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,

## Grade 7 ELA Honors

Student Choice	Stations  Student Choice	Stations  Student Choice  Graphic Organizers  Sentence Frames  Fill in the Blank	kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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### Unit 3: Narrative Writing Task

#### Stage 1: Desired Results

##### Standards & Indicators:

L.SS.7.1. [Language. System and Structure of Language.7.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. [Language. Knowledge of Language.7.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.7.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- 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. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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.VI.7.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

## Grade 7 ELA Honors

- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### Reading Domain

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RL.CR.7.1. [Reading Literature.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. [Reading Literature.Central Ideas and Themes of Texts.7.2](#). Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. [Reading Literature.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.PP.7.5. [Reading Literature.Perspective and Purpose in Texts.7.5](#). Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.CT.7.8. [Reading Literature.Comparison of Texts.7.8](#). Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

### Writing Domain

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W.NW.7.3. [Writing.Narrative Writing.7.3](#). Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. [Writing.Writing Process.7.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.RW.7.7. [Writing.Range of Writing.7.7](#). 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.

### Speaking and Listening Domain

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SL.PE.7.1. [Speaking and Listening.Participate Effectively.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.
- 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.

## Grade 7 ELA Honors

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. **Speaking and Listening.Integrate Information.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 🌱

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option	Multiple solutions often exist to solve a problem.

<p><b>Central Idea/Enduring Understanding:</b>            Stories—whether ancient myths or modern tales—help us understand ourselves, others, and the world around us. We continue to read myths and folktales because they explore timeless themes like identity, conflict, and the struggle between right and wrong. These stories also help us reflect on how differences can lead to both understanding and conflict.</p> <p>Good readers use strategies to comprehend texts and recognize how an author’s choices—structure, point of view, and literary elements—shape meaning. Understanding these features allows readers to uncover deeper messages and connect them to their own experiences.</p> <p>Through narrative writing, students explore characters, events, and themes by continuing a story or retelling it from another perspective. Writing is a process that involves planning, drafting, revising, and editing. Successful writers use this process to communicate ideas effectively, drawing on their reading experiences to craft imaginative and meaningful stories.</p>	<p><b>Essential/Guiding Question:</b>            Why do we still read myths and folktales?            When do differences become conflicts?</p>
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<p><b>Content:</b>  <b>Reading Literature (RL):</b>            Theme            Characters            Setting            Plot            Dialogue            Narrator            Point of view            Structure            Figurative language            Tone</p>	<p><b>Skills (Objectives):</b>            Students will be able to:</p> <ul style="list-style-type: none"> <li>● identify and describe character traits and setting details as well as articulate events that are central to the plot.</li> <li>● cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.</li> <li>● Create a narrative of their own using the comic strip format.</li> </ul>
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# Grade 7 ELA Honors

<p>Mood</p> <p><b>Writing (W):</b>            Narrative writing            Transitions            Revision            Editing            Publishing            Plagiarism</p> <p><b>Speaking &amp; Listening (SL):</b>            Collaborative discussion            Active listening            Clarify            Presentation            Multimedia            Formal / informal language            Tone            Audience</p> <p><b>Language (L):</b>            Conventions of standard English            Grammar            Punctuation            Spelling            Syntax            Connotation            Denotation            Figurative language            Simile            Metaphor            Idioms</p>	<ul style="list-style-type: none"> <li>● students will be able to write a personal response that demonstrates their understanding of characterization and the story's theme.</li> <li>● Rewrite a story from a different character's perspective.</li> <li>● make, correct, and confirm predictions in order to improve reading comprehension.</li> <li>● provide an objective summary.</li> <li>● determine a theme and analyze its development over the course of the text.</li> <li>● Determine a theme of a narrative they have written.</li> <li>● determine the meanings of English words derived from Greek and Latin roots.</li> <li>● analyze how setting shapes the characters or plot of a story.</li> <li>● analyze how setting shapes the characters or plot of a story.</li> </ul>
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**Interdisciplinary Connections:**

The texts and writing assignments in this unit allow and encourage readers to think of possible solutions to problems and other perspectives within a story. These skills will further develop students' real world skills of empathy and critical thinking.

## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b>            End of Unit 3 Assessment            Extended Writing Project: Narrative Writing</p>	<p><b><u>Other Evidence:</u></b>            Reading Assignments            Writing Assignments            Skill Assignments            Blast Assignments            Common Formative Assessments            IXL            Socratic Seminar            Think Pair Share            Stations</p>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b>            Do Now            Cold Call</p>	<p><b><u>Resources:</u></b>            ELA Resources:  <ul style="list-style-type: none"> <li>● <a href="#">StudySync</a></li> </ul></p>
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## Grade 7 ELA Honors

<p>Turn-and-Talk Think-Pair-Share Jigsaw Corners Gallery Walk Text Annotation Group Discussions Conferencing Conferring Jots Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket</p>	<ul style="list-style-type: none"> <li>• <a href="#">Flocabulary</a></li> <li>• <a href="#">IXL</a></li> </ul> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><b>Texts &amp; Assessments:</b></p> <p>Extended Writing Project(s): Narrative Writing</p> <ul style="list-style-type: none"> <li>• “Icarus and Daedalus”</li> <li>• Excerpt from <i>Nimona</i> <ul style="list-style-type: none"> <li>○ Create a comic strip narrative</li> </ul> </li> <li>• “The Wise Old Woman”           <ul style="list-style-type: none"> <li>○ Finish the Story NWT</li> </ul> </li> <li>• <i>Stargirl</i> excerpt           <ul style="list-style-type: none"> <li>○ Rewrite the story in another POV</li> </ul> </li> </ul> <p>End of Unit 3 Assessment Guided Book Clubs</p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Guided Book Clubs  IXL  Small Group Instruction  Stations  Student Choice	Leveled Guided Book Clubs  IXL  Small Group Instruction  Stations  Student Choice	Leveled Guided Book Clubs  IXL  Small Group Instruction  Stations  Student Choice  Graphic Organizers  Sentence Frames  Fill in the Blank	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

# Grade 7 ELA Honors

## Unit 4: Literary Analysis Task

### Stage 1: Desired Results

#### Standards & Indicators:

L.SS.7.1. **Language. System and Structure of Language.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. **Language. Knowledge of Language.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.7.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- 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. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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.VI.7.4. **Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

#### Reading Domain

RL.CR.7.1. **Reading Literature.Close Reading of Text.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. **Reading Informational Texts.Close Reading of Text.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

## Grade 7 ELA Honors

RL.CI.7.2. [Reading Literature.Central Ideas and Themes of Texts.7.2](#). Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. [Reading Informational Texts.Central Ideas and Themes of Texts.7.2](#). Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. [Reading Literature.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. [Reading Informational Texts.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. [Reading Literature.Text Structure.7.4](#). Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

### Writing Domain

W.IW.7.2. [Writing.Informative and Explanatory Writing.7.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style, academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4. [Writing.Writing Process.7.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.SE.7.6. [Writing.Sources of Evidence.7.6](#). 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. 🌱

W.RW.7.7. [Writing.Range of Writing.7.7](#). 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.

### Speaking and Listening Domain

SL.PE.7.1. [Speaking and Listening.Participate Effectively.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.

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- 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.

SL.II.7.2. [Speaking and Listening.Integrate Information.7.2](#). Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 🌱

SL.ES.7.3. [Speaking and Listening.Evaluate Speakers.7.3](#). Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4. [Speaking and Listening.Present Information.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.

SL.UM.7.5. [Speaking and Listening.Use Media.7.5](#). Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. [Speaking and Listening.Adapt Speech.7.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.

**Central Idea/Enduring Understanding:**

Differences can lead to conflict—but they can also lead to growth. Through literature, students explore how individual identity, values, and group dynamics

**Essential/Guiding Question:**

When do differences become conflicts?  
How do you resist the influence of a group?

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<p>shape human behavior and relationships. By examining how and why conflicts arise from differences—and how individuals resist or conform to group influence—students make discoveries about themselves and the world around them.</p> <p>Good readers use comprehension strategies and analyze a text’s features, structures, and literary elements to make meaning. Literature invites us to think critically about characters’ choices and societal pressures, allowing us to compare and contrast themes across texts.</p> <p>Through the writing process—prewriting, drafting, revising, and editing—students learn to communicate ideas effectively. In a literary analysis, successful writers synthesize information from multiple texts, use textual evidence, and apply critical thinking to explore universal themes. Reading and writing become tools for understanding how people respond to conflict and what it means to stay true to oneself.</p>	
<p><b>Content:</b></p> <p><b>Reading Literature (RL):</b>  Textual evidence  Theme  Central idea  Summary / Summarize  Plot  Figurative language  Tone  Mood  Compare and contrast  Verse / Drama / Prose</p> <p><b>Writing (W):</b>  Informative / explanatory writing  Claim  Evidence  Analysis  Conclusion  Transitions  Revision  Editing  Publishing  Citations  Plagiarism</p> <p><b>Speaking &amp; Listening (SL):</b>  Collaborative discussion  Active listening  Clarify  Formal / informal language</p>	<p><b>Skills (Objectives):</b>  Students will be able to:</p> <ul style="list-style-type: none"> <li>● identify and describe character traits and setting details as well as articulate events that are central to the plot.</li> <li>● analyze how the author develops and contrasts the points of view of the narrator and different characters.</li> <li>● identify and describe character traits and setting details as well as articulate events that are central to the plot.</li> <li>● analyze how the plot interacts with other story elements, including the characters and setting.</li> <li>● analyze how dramatic elements and structure contribute to the meaning and message of the play.</li> <li>● identify and restate the text’s key ideas and details.</li> <li>● trace and evaluate the argument and specific claims in a text.</li> <li>● assess whether the reasoning is sound and the evidence is relevant.</li> <li>● compare and contrast a written speech with its audio version, analyzing the effects of techniques unique to each medium.</li> <li>● analyze the claims, reasons, and evidence used to support an argument in order to participate in a collaborative conversation and discussion.</li> <li>● establish a purpose for reading in order to improve reading comprehension.</li> <li>● determine the meanings of words and phrases as they are used in a text, including connotative meaning.</li> <li>● analyze the author’s use of connotations and denotations</li> <li>● Use text evidence to support a claim.</li> <li>● Identify the theme of a written text.</li> </ul>

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<p><b>Language (L):</b>            Conventions of standard English            Grammar            Punctuation            Spelling            Syntax            Word relationships            Nuance            Connotation            Denotation            Figurative language            Simile            Metaphor            Idioms            Academic vocabulary            Context clues</p>	<ul style="list-style-type: none"> <li>Analyze how the theme develops throughout the text.</li> </ul>
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**Interdisciplinary Connections:**

The texts and writing assessments in this unit will allow students to analyze lessons in fictional stories and apply them to their own personal lives. These texts and assessments will further students critical thinking and empathy skills, as well as reach all types of learning styles.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b>            Extended Writing Project:            Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process  <a href="#">Scoring Rubric</a></p>	<p><b><u>Other Evidence:</u></b>            Reading Assignments            Writing Assignments            Skill Assignments            Blast Assignments            Common Formative Assessments            IXL            Socratic Seminar            Think Pair Share            Stations</p>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b>            Do Now            Cold Call            Turn-and-Talk            Think-Pair-Share            Jigsaw            Corners            Gallery Walk            Text Annotation            Group Discussions            Conferencing            Conferring            Jots            Socratic Seminar            Think Alouds            Small Group Instruction            Accountable Talk            Close Read</p>	<p><b><u>Resources:</u></b>            ELA Resources:  <ul style="list-style-type: none"> <li><a href="#">StudySync</a></li> <li><a href="#">Flocabulary</a></li> <li><a href="#">IXL</a></li> </ul>           LGBTQ and Disabilities Resources:  <ul style="list-style-type: none"> <li><a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li><a href="#">LGBTQ+ Books</a></li> </ul>           DEI Educational Resources:  <ul style="list-style-type: none"> <li><a href="#">Learning for Justice</a></li> <li><a href="#">GLSEN Educator Resources</a></li> <li><a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> </ul> </p>
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<p>Modeling Student Goal Setting Exit Ticket</p>	<ul style="list-style-type: none"> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p>Texts &amp; Assessments:</p> <ul style="list-style-type: none"> <li>• “We Beat the Street”</li> </ul> <p>Paired reading with</p> <ul style="list-style-type: none"> <li>• “All Together Now”</li> </ul> <p>Extensive Writing Project: Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process. Compare &amp; Contrast the Themes of the texts</p> <ul style="list-style-type: none"> <li>• “The Monsters are Due on Maple Street”</li> </ul> <p>Paired reading with</p> <ul style="list-style-type: none"> <li>• “The Skin I’m In”</li> </ul> <p>Extensive Writing Project: Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process. Compare &amp; Contrast the Themes of the texts</p> <p>End of Unit 3 Assessment <a href="#">Scoring Rubric</a> Guided Book Clubs</p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p>	<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p>	<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p> <p>Graphic Organizers</p> <p>Sentence Frames</p> <p>Fill in the Blank</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

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## Pacing Guide

Content	Resources	Standards
<b>UNIT 1: Literary Analysis Task</b>		
45 Days		
Relationships, Routines, and Procedures	<p><b>4 Days</b></p> <ul style="list-style-type: none"> <li>Ice Breakers</li> <li>Building Relationships</li> <li>Book Clubs Routines and Procedures</li> </ul>	L.KL.7.2. A-C L.VL.7.3. A-E L.VI.7.4. A-D RL.CR.7.1. RL.CI.7.2. RI.CI.7.2. RL.IT.7.3. RI.IT.7.3. RL.TS.7.4. RI.TS.7.4. RL.PP.7.5. RL.MF.7.6. RL.CT.7.8. W.IW.7.2. A-F W.WP.7.4. W.RW.7.7. SL.PE.7.1. A-D SL.II.7.2.
IXL Initial Diagnostic Daily IXL Independent Practice (15 minutes M-Th; Fri Diagnostic Arena)	<p><b>1 Day</b></p> <p><a href="#">IXL</a>: Pre-Assessment: IXL Diagnostic</p>	
Reading Assessment	<p><b>2 Days</b></p> <p>Fall Map Testing</p>	
Book Club Meetings throughout MP	<p><b>13 days</b> (cumulative)</p> <p><a href="#">Guided Book Clubs</a></p> <p><i>The Wednesday Wars (990 L)</i>  <i>Other Words for Home (930 L)</i></p>	
Reading Informational Texts	<p><b>4 Days</b></p> <p><a href="#">Study Sync Program</a>: No Dream Too            High: Simone Biles</p> <ul style="list-style-type: none"> <li>Text Structure</li> <li>Main Idea &amp; Supporting Details</li> <li>Summary</li> </ul>	
Reading Literature (Poetry)	<p><b>3 Days</b></p> <p><a href="#">Study Sync Program</a>: My Mother            Really Knew</p> <ul style="list-style-type: none"> <li>Theme</li> <li>Poetic Structure</li> <li>Point of View</li> </ul>	
Reading Literature (Poetry)	<p><b>4 Days</b></p> <p><a href="#">Study Sync Program</a>: The            Highwayman</p> <ul style="list-style-type: none"> <li>Compare &amp; Contrast: Media</li> <li>Point of View</li> <li>Poetic Structure</li> </ul>	
Reading Literature (Poetry)	<p><b>4 Days</b></p> <p><a href="#">Study Sync Program</a>: Anabel Lee</p> <ul style="list-style-type: none"> <li>Figurative Language</li> <li>Poetic Structure</li> </ul>	

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<p>Extended Writing Project: LAT Compare/Contrast</p> <p>CFAs &amp; Progress Pulses</p> <p>End of Unit Assessment</p>	<ul style="list-style-type: none"> <li>• Visualization</li> <li>• Compare &amp; Contrast: Media</li> </ul> <p><b>7 days</b> Compare/Contrast the POV of “The Highwayman” and “Anabel Lee”</p> <p><b>1 Days (cumulative)</b> <a href="#">Pear Assessment</a></p> <p><b>2 Days</b> <a href="#">Pear Assessment</a></p>	
<b>UNIT 2: Research Simulation Task</b>		
<p>45 Days</p> <p>IXL Snapshot Daily IXL Independent Practice (15 minutes M-Th; Fri Diagnostic Arena)</p> <p>Reading Assessment</p> <p>Reading Informational Text</p> <p>Understanding Media</p> <p>Extended Writing Project: Research Simulation Task-Informative</p> <p>Reading Informational Texts</p> <p>Reading Informational Texts</p>	<p><b>1 Day</b> <a href="#">IXL</a> Snapshot</p> <p><b>2 Days</b> Fall MAP Testing</p> <p><b>3 Days</b> <a href="#">Study Sync Program</a>: “Hitting big league fast ball ‘clearly impossible”</p> <ul style="list-style-type: none"> <li>• Central Idea</li> <li>• Technical Language</li> <li>• Media</li> </ul> <p><b>2 Days</b> <a href="#">Study Sync Program</a>: “The Science of Hitting a Fastball” video</p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Compare &amp; Contrast</li> <li>• Citing a video</li> </ul> <p><b>5 Days</b> Gathering information from the two informative sources to answer a prompt.</p> <p><b>3 Days</b> <a href="#">“How we can all tackle climate change”</a> Financial Times</p> <ul style="list-style-type: none"> <li>• Author’s Point of View</li> <li>• Text Structure</li> </ul> <p><b>3 Days</b> <a href="#">“Taking power as individuals (and why individual climate action can’t save us)”</a> Bookings</p> <ul style="list-style-type: none"> <li>• Author’s Point of View</li> </ul>	<p>L.SS.7.1. A-D L.KL.7.2. A-C L.VL.7.3. A-D L.VI.7.4. A-D RI.CR.7.1. RI.CI.7.2. RI.IT.7.3. RI.TS.7.4. RI.PP.7.5. RI.MF.7.6. RI.AA.7.7. RI.CT.7.8. W.AW.7.1. A-E W.IW.7.2. A-F W.WP.7.4. W.WR.7.5. W.SE.7.6. W.RW.7.7. SL.PE.7.1. A-D SL.II.7.2. SL.ES.7.3.</p>

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<p>Understanding Media</p> <p>Extended Writing Project: Research Simulation Task-Argumentative</p> <p>Guided Book Clubs</p> <p>CFAs &amp; Progress Pulses</p> <p>End of Unit Assessment: Research Simulation Task</p>	<ul style="list-style-type: none"> <li>• Text Structure</li> </ul> <p><b>2 Days</b>  <a href="#">"Fighting Climate Change: Structural vs. individual action"</a> ClimateAdam</p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Author's Point of View</li> </ul> <p><b>6 Days</b>            Choose one side of an argument to defend when given a prompt.</p> <p><b>15 Days</b> (cumulative)  <a href="#">Guided Book Clubs Resources</a></p> <p><b>1 Day</b> (cumulative)  <a href="#">Peer Assessment</a></p> <p><b>2 Days</b>  <a href="#">Peer Assessment</a></p>	
<b>UNIT 3: Narrative Writing Task</b>		
<p>45 Days</p> <p>IXL Snapshot            Daily IXL Independent Practice (15 minutes M-Th; Fri Diagnostic Arena)</p> <p>Reading Literature/Greek Myths</p> <p>Reading Literature</p> <p>Extended Writing Project            Narrative Writing Task: Finish the story</p> <p>Reading Literature</p>	<p><b>1 Day</b>  <a href="#">IXL</a> Snapshot</p> <p><b>3 Days</b>  <a href="#">Study Sync Program</a>: Icarus and Daedalus</p> <ul style="list-style-type: none"> <li>• Greek &amp; Latin Affixes &amp; Roots</li> <li>• Setting &amp; Characters</li> <li>• Theme</li> </ul> <p><b>2 Days</b>  <a href="#">Study Sync Program</a>: The Wise Old Woman</p> <ul style="list-style-type: none"> <li>• Making &amp; Confirming Predictions</li> <li>• Theme</li> <li>• Dialogue</li> </ul> <p><b>5 Days</b>            Finish the story "The Wise Old Woman"</p> <p><b>3 Days</b>  <a href="#">Study Sync Program</a>: Excerpt from</p>	<p>L.SS.7.1. A-E            L.KL.7.2. A-C            L.VL.7.3. A-E            L.VI.7.4. A-D            RL.CR.7.1.            RL.CI.7.2.            RL.IT.7.3.            RL.PP.7.5.            RL.CT.7.8.            W.NW.7.3. A-E            W.WP.7.4.            W.RW.7.7.            SL.PE.7.1. A-D            SL.II.7.2.</p>



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<p>Extensive Writing Project: Literary Analysis Task Compare &amp; Contrast Theme</p>	<ul style="list-style-type: none"> <li>• Media</li> <li>• Theme</li> </ul> <p><b>5 Days</b> Compare &amp; Contrast them themes/messages in “We Beat the Street” and “All Together Now”</p>	
<p>Reading Literature</p>	<p><b>3 Days</b> <a href="#">Study Sync Program</a>: The Monsters Due on Maple Street</p> <ul style="list-style-type: none"> <li>• Dramatic Elements &amp; Structure</li> <li>• Plot</li> <li>• Theme</li> </ul>	
<p>Reading Literature</p>	<p><b>3 Days</b> <a href="#">Study Sync Program</a>: The Skin I’m In</p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Theme</li> </ul>	
<p>Extensive Writing Project: Literary Analysis Task Compare &amp; Contrast Theme</p>	<p><b>5 Days</b> Compare &amp; Contrast a drama’s theme to a novel excerpt’s theme</p>	
<p>CFA’s &amp; Progress Pulses</p>	<p><b>1 Day</b> (Cumulative) <a href="#">Peer Assessment</a></p>	
<p>End of Unit Assessment Literary Analysis Task Compare &amp; Contrast Themes</p>	<p><b>2 Days</b> <a href="#">Peer Assessment</a></p>	
<p>Guided Book Clubs</p>	<p><b>17 Days</b> (cumulative) <a href="#">Guided Book Clubs Resources</a></p>	