

Grade 7 ELA

Unit 1: Literary Analysis Task

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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.

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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.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.

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. 🌱

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 Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	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.
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 (e.g., 8.2.8.ED.1).	

Central Idea/Enduring Understanding:

Reading

- Authors use various techniques to convey meaning and evoke emotions.
- The context of a text can influence its interpretation.
- Analyzing a text involves considering multiple perspectives.
- Critical thinking is essential for understanding complex texts.

Essential/Guiding Question:

What do we learn from love and loss?

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<p>Writing</p> <ul style="list-style-type: none"> ● Effective writing requires clear organization and development of ideas. ● Writing is a process that involves multiple stages. ● Writing can be used to express ideas, inform, and persuade. ● Effective writing requires attention to grammar, usage, and mechanics. <p>Language and Vocabulary</p> <ul style="list-style-type: none"> ● Words have multiple meanings and can be used in different contexts. ● Understanding word relationships can enhance vocabulary development. ● Language is a tool for communication and expression. <p>Literature</p> <ul style="list-style-type: none"> ● Literature reflects and shapes human experiences. ● Characters are developed through their actions, thoughts, and speech. ● Plot is driven by conflict and resolution. ● Theme is the central message or idea of a literary work. 	
<p>Content:</p> <p>Reading Literature (RL)</p> <p>Textual evidence Theme Central idea Summary / Summarize Characters Setting Plot Dialogue Narrator Point of view Structure Figurative language Tone Mood Compare and contrast Verse / Drama / Prose</p> <p>Writing (W)</p> <p>Informative / explanatory writing Claim Evidence Analysis Conclusion Transitions Revision</p>	<p>Skills (Objectives):</p> <p>Reading Literature (RL.7)</p> <p>Cite several pieces of textual evidence to support analysis of what a text says explicitly and what can be inferred. Determine a theme or central idea and analyze how it is developed over the course of a text. Summarize a literary text objectively. Analyze how elements such as setting, characters, and plot interact and influence one another. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze how a particular sentence, stanza, or scene fits into the overall structure of a text and contributes to the development of ideas.</p> <hr/> <p>Writing (W.7)</p> <p>Write informative or explanatory texts to examine a topic and convey ideas through relevant content and organization. Revise writing to improve clarity, organization, and style appropriate to task and audience. Use transitions to create cohesion and clarify relationships among ideas. Use technology to produce and publish writing and collaborate with others. Conduct short research projects using multiple sources to build knowledge about a topic. Gather and assess relevant information from credible sources</p>

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<p>Editing Publishing Citations Plagiarism Synthesis</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify Evidence Presentation Multimedia Formal / informal language Tone Audience Purpose</p> <p>Language (L) Conventions of standard English Grammar Punctuation Spelling Syntax Word relationships Nuance Connotation Denotation Figurative language Simile Metaphor Idioms Academic vocabulary Context clues Reference materials</p> <p>Extended Writing Project: Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process Scoring Rubric</p> <p>Guided Book Clubs “Choices” by Nikki Giovanni “Thank You Ma’am” by Langston Hughes “7th Grade” by Gary Soto “The Walking Dance” by Marcella Fuentes</p>	<p>and quote or paraphrase accurately. Write routinely over both extended and shorter time frames for a variety of purposes and audiences.</p> <hr/> <p>Language (L.7) Demonstrate command of standard grammar and usage when writing or speaking. Use phrases and clauses to convey meaning and add variety to sentence structure. Choose language that expresses ideas precisely and concisely. Use context clues to determine the meaning of unknown words or phrases. Consult reference materials to determine the pronunciation, meaning, or usage of a word. Interpret figures of speech in context and analyze their effect. Distinguish among the connotations of words with similar meanings. Acquire and use grade-appropriate academic and domain-specific vocabulary.</p> <hr/> <p>Speaking & Listening (SL.7) Engage in collaborative discussions by clearly expressing your own ideas and building on others’ ideas. Interpret information presented in diverse media formats and explain how it enhances understanding. Analyze a speaker’s argument and specific claims, evaluating reasoning and evidence. Present claims and findings clearly and logically with appropriate organization and style. Include multimedia components and visual displays to clarify information and enhance presentation. Adapt speech to a variety of contexts and tasks using formal English when appropriate.</p>
<p><u>Interdisciplinary Connections:</u> This unit encourages cultural understanding by exploring how different societies view one another, helping students recognize the impact of cultural beliefs, traditions, and social norms.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u> End of Unit 1 Assessment</p>	<p><u>Other Evidence:</u> Reading Assignments</p>

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Extended Writing Project: LAT Compare/Contrast 2 texts & their POV	Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL Socratic Seminar Think Pair Share Stations
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> 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 Modeling Student Goal Setting Exit Ticket	<p><u>Resources:</u></p> ELA <ul style="list-style-type: none"> • StudySync • IXL • Flocabulary • BrainPOP LGBTQ and Disabilities Resources: <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Educational Resources: <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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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 Text-to-Speech Speech-to-Text Audio Books	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

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		Text-to-Speech Speech-to-Text Audio Books	Allow for translators, dictionaries
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Unit 2: Research Simulation Task

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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.

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- 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.

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

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.

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- 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.

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.

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.

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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 Idea
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 (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
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 (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
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 (e.g., 1.5.8.C1a).	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.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 (e.g., 8.2.8.ED.1).	
Central Idea/Enduring Understanding: Reading <ul style="list-style-type: none"> ● Authors use various techniques to convey meaning and evoke emotions. ● The context of a text can influence its interpretation. ● Analyzing a text involves considering multiple perspectives. ● Critical thinking is essential for understanding complex texts. Writing <ul style="list-style-type: none"> ● Effective writing requires clear organization and development of ideas. ● Writing is a process that involves multiple stages. ● Writing can be used to express ideas, inform, and persuade. 		Essential/Guiding Question: How do challenges cause us to reveal our true selves?

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<ul style="list-style-type: none"> ● Effective writing requires attention to grammar, usage, and mechanics. <p>Language and Vocabulary</p> <ul style="list-style-type: none"> ● Words have multiple meanings and can be used in different contexts. ● Understanding word relationships can enhance vocabulary development. ● Language is a tool for communication and expression. <p>Literature</p> <ul style="list-style-type: none"> ● Literature reflects and shapes human experiences. ● Characters are developed through their actions, thoughts, and speech. ● Plot is driven by conflict and resolution. ● Theme is the central message or idea of a literary work. 	
<p>Content:</p> <p>Reading Informational Text (RI)</p> <p>Textual evidence Central idea Summary / Summarize Author's purpose Author's point of view Argument Claim Reasoning Evidence Counterclaim Tone Word choice Text structure Cause and effect Problem and solution Comparison Chronological order Graphic / multimedia source</p> <p>Writing (W)</p> <p>Argumentative writing Claim Counterclaim Evidence Analysis Conclusion Transitions Revision Editing Publishing Research Citations</p>	<p>Skills (Objectives):</p> <p>Reading Informational Text (RI.7)</p> <p>Cite several pieces of textual evidence to support analysis of what a text says explicitly and inferences drawn from the text. Determine two or more central ideas in a text and analyze their development. Summarize an informational text objectively. Analyze the interactions between individuals, events, and ideas in a text. Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings. Analyze the structure an author uses to organize a text and how it contributes to the development of ideas. Determine an author's point of view or purpose and analyze how the author distinguishes their position from others. Compare and contrast information from multiple sources to understand a topic. Evaluate arguments and determine whether reasoning and evidence are sound and relevant.</p> <hr/> <p>Writing (W.7)</p> <p>Write arguments to support claims with clear reasons and relevant evidence. Revise writing to improve clarity, organization, and style appropriate to task and audience. Use transitions to create cohesion and clarify relationships among ideas. Use technology to produce and publish writing and collaborate with others. Conduct short research projects using multiple sources to build knowledge about a topic. Gather and assess relevant information from credible sources and quote or paraphrase accurately.</p>

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<p>Plagiarism Synthesis</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify Evidence Presentation Multimedia Formal / informal language Tone Audience Purpose</p> <p>Language (L) Conventions of standard English Grammar Punctuation Spelling Syntax Word relationships Nuance Connotation Denotation Figurative language Simile Metaphor Idioms Academic vocabulary Context clues Reference materials</p> <p>“Museum Indians” by Susan Power “No Dream Too High: Simone Biles”</p> <p>End of Unit 2 Assessment Extended Writing Project: Informative/Argumentative Writing/Research Simulation Task (RST) Guided Book Clubs</p>	<p>Write routinely over both extended and shorter time frames for a variety of purposes and audiences.</p> <hr/> <p>Language (L.7) Demonstrate command of standard grammar and usage when writing or speaking. Use phrases and clauses to convey meaning and add variety to sentence structure. Choose language that expresses ideas precisely and concisely. Use context clues to determine the meaning of unknown words or phrases. Consult reference materials to determine the pronunciation, meaning, or usage of a word. Interpret figures of speech in context and analyze their effect. Distinguish among the connotations of words with similar meanings. Acquire and use grade-appropriate academic and domain-specific vocabulary.</p> <hr/> <p>Speaking & Listening (SL.7) Engage in collaborative discussions by clearly expressing your own ideas and building on others’ ideas. Interpret information presented in diverse media formats and explain how it enhances understanding. Analyze a speaker’s argument and specific claims, evaluating reasoning and evidence. Present claims and findings clearly and logically with appropriate organization and style. Include multimedia components and visual displays to clarify information and enhance presentation. Adapt speech to a variety of contexts and tasks using formal English when appropriate.</p>
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Interdisciplinary Connections:

This unit encourages cultural understanding by exploring how different societies view one another, helping students recognize the impact of cultural beliefs, traditions, and social norms.

Stage 2: Assessment Evidence

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

		Socratic Seminar Think Pair Share Stations	
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> 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 Modeling Student Goal Setting Exit Ticket		<u>Resources:</u> ELA <ul style="list-style-type: none"> • StudySync • IXL • Flocabulary • BrainPOP LGBTQ and Disabilities Resources: <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Educational Resources: <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources 	
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 Text-to-Speech Speech-to-Text Audio Books	Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice Graphic Organizers Sentence Frames Fill in the Blank Text-to-Speech Speech-to-Text Audio Books	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

Unit 3: Narrative Writing Task

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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.

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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.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.

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.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

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.

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- 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 Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	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.
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 (e.g., 8.2.8.ED.1).	

Central Idea/Enduring Understanding:

Reading

- Authors use various techniques to convey meaning and evoke emotions.
- The context of a text can influence its interpretation.
- Analyzing a text involves considering multiple perspectives.
- Critical thinking is essential for understanding complex texts.

Writing

- Effective writing requires clear organization and development of ideas.
- Writing is a process that involves multiple stages.

Essential/Guiding Question:

When do differences become conflicts?

Grade 7 ELA

<ul style="list-style-type: none"> ● Writing can be used to express ideas, inform, and persuade. ● Effective writing requires attention to grammar, usage, and mechanics. <p>Language and Vocabulary</p> <ul style="list-style-type: none"> ● Words have multiple meanings and can be used in different contexts. ● Understanding word relationships can enhance vocabulary development. ● Language is a tool for communication and expression. <p>Literature</p> <ul style="list-style-type: none"> ● Literature reflects and shapes human experiences. ● Characters are developed through their actions, thoughts, and speech. ● Plot is driven by conflict and resolution. ● Theme is the central message or idea of a literary work. 	
<p>Content: Guided Book Clubs</p> <p>“Tequila Worm” by Viola Canales</p> <ul style="list-style-type: none"> - NWT Change Perspective <p>“The Wise Old Woman”</p> <ul style="list-style-type: none"> - NWT Finish the Story <p>“Nimona”</p> <ul style="list-style-type: none"> - NWT Finish the Story Comic Strip - Scaffold into a real story <p>Reading Literature (RL)</p> <p>Textual evidence Theme Central idea Summary / Summarize Characters Setting Plot Dialogue Narrator Point of view Structure Figurative language Tone Mood Compare and contrast Verse / Drama / Prose Multimedia adaptation</p> <p>Writing (W) Narrative writing</p>	<p>Skills (Objectives): Reading Literature (RL.7)</p> <p>Cite several pieces of textual evidence to support analysis of what a text says explicitly and what can be inferred. Determine a theme or central idea and analyze how it is developed over the course of a text. Summarize a literary text objectively. Analyze how elements such as setting, characters, and plot interact and influence one another. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze how a particular sentence, stanza, or scene fits into the overall structure of a text and contributes to the development of ideas. Compare and contrast a written text to its audio, filmed, staged, or multimedia version and analyze the effects of the techniques unique to each medium. Compare and contrast fictional portrayals with historical accounts of the same time period.</p> <hr/> <p>Writing (W.7)</p> <p>Write narratives that develop real or imagined experiences using effective technique, description, and structure. Revise writing to improve clarity, organization, and style appropriate to task and audience. Use transitions to create cohesion and clarify relationships among ideas. Use technology to produce and publish writing and collaborate with others. Conduct short research projects using multiple sources to build knowledge about a topic. Gather and assess relevant information from credible sources</p>

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<p>Claim Counterclaim Evidence Analysis Conclusion Transitions Revision Editing Publishing Research Citations Plagiarism Synthesis</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify Evidence Presentation Multimedia Formal / informal language Tone Audience Purpose</p> <p>Language (L) Conventions of standard English Grammar Punctuation Spelling Syntax Word relationships Nuance Connotation Denotation Figurative language Simile Metaphor Idioms Academic vocabulary Context clues Reference materials</p> <p>End of Unit 3 Assessment Extended Writing Project: Narrative Writing</p> <p>Guided Book Clubs</p>	<p>and quote or paraphrase accurately. Write routinely over both extended and shorter time frames for a variety of purposes and audiences.</p> <hr/> <p>Language (L.7) Demonstrate command of standard grammar and usage when writing or speaking. Use phrases and clauses to convey meaning and add variety to sentence structure. Choose language that expresses ideas precisely and concisely. Use context clues to determine the meaning of unknown words or phrases. Consult reference materials to determine the pronunciation, meaning, or usage of a word. Interpret figures of speech in context and analyze their effect. Distinguish among the connotations of words with similar meanings. Acquire and use grade-appropriate academic and domain-specific vocabulary.</p> <hr/> <p>Speaking & Listening (SL.7) Engage in collaborative discussions by clearly expressing your own ideas and building on others' ideas. Interpret information presented in diverse media formats and explain how it enhances understanding. Analyze a speaker's argument and specific claims, evaluating reasoning and evidence. Present claims and findings clearly and logically with appropriate organization and style. Include multimedia components and visual displays to clarify information and enhance presentation. Adapt speech to a variety of contexts and tasks using formal English when appropriate.</p>
<p>Interdisciplinary Connections: This unit encourages cultural understanding by exploring how different societies view one another, helping students recognize the impact of cultural beliefs, traditions, and social norms.</p>	

Grade 7 ELA

This unit connects reading, writing, and health literacy by promoting critical thinking and healthy behaviors related to substance abuse.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 3 Assessment
Extended Writing Project: Narrative Writing

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
Think Alouds
Small Group Instruction
Accountable Talk
Close Read
Modeling
Student Goal Setting
Exit Ticket

Resources:

ELA

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

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](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

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	Leveled Guided Book Clubs	Leveled Guided Book Clubs	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
IXL	IXL	IXL	
Small Group Instruction	Small Group Instruction	Small Group Instruction	
Stations	Stations	Stations	
Student Choice	Student Choice	Student Choice	

Grade 7 ELA

	Text-to-Speech Speech-to-Text Audio Books	Graphic Organizers Sentence Frames Fill in the Blank Text-to-Speech Speech-to-Text Audio Books	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 4: Literary Analysis Task

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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.

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- 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.

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.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.

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.

Grade 7 ELA

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.

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.

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 Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	

Grade 7 ELA

		barriers to productive and positive interaction.
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.
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 (e.g., 8.2.8.ED.1).	
<p><u>Central Idea/Enduring Understanding:</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Authors use various techniques to convey meaning and evoke emotions. • The context of a text can influence its interpretation. • Analyzing a text involves considering multiple perspectives. • Critical thinking is essential for understanding complex texts. <p>Writing</p> <ul style="list-style-type: none"> • Effective writing requires clear organization and development of ideas. • Writing is a process that involves multiple stages. • Writing can be used to express ideas, inform, and persuade. • Effective writing requires attention to grammar, usage, and mechanics. <p>Language and Vocabulary</p> <ul style="list-style-type: none"> • Words have multiple meanings and can be used in different contexts. • Understanding word relationships can enhance vocabulary development. • Language is a tool for communication and expression. <p>Literature</p> <ul style="list-style-type: none"> • Literature reflects and shapes human experiences. • Characters are developed through their actions, thoughts, and speech. • Plot is driven by conflict and resolution. • Theme is the central message or idea of a literary work. 		<p><u>Essential/Guiding Question:</u></p> <p>What makes a dream worth pursuing?</p>
<p><u>Content:</u></p> <p>Reading Literature (RL) Textual evidence Theme Central idea</p>		<p><u>Skills (Objectives):</u></p> <p>Reading Literature (RL.7) Cite several pieces of textual evidence to support analysis of what a text says explicitly and what can be inferred. Determine a theme or central idea and analyze how it is</p>

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<p>Summary / Summarize</p> <p>Characters</p> <p>Setting</p> <p>Plot</p> <p>Dialogue</p> <p>Narrator</p> <p>Point of view</p> <p>Structure</p> <p>Figurative language</p> <p>Tone</p> <p>Mood</p> <p>Compare and contrast</p> <p>Verse / Drama / Prose</p> <p>Multimedia adaptation</p> <p>Writing (W)</p> <p>Informative / explanatory writing</p> <p>Evidence</p> <p>Analysis</p> <p>Conclusion</p> <p>Transitions</p> <p>Revision</p> <p>Editing</p> <p>Publishing</p> <p>Research</p> <p>Citations</p> <p>Plagiarism</p> <p>Synthesis</p> <p>Speaking and Listening (SL)</p> <p>Collaborative discussion</p> <p>Active listening</p> <p>Clarify</p> <p>Evidence</p> <p>Presentation</p> <p>Multimedia</p> <p>Formal / informal language</p> <p>Tone</p> <p>Audience</p> <p>Purpose</p> <p>Language (L)</p> <p>Conventions of standard English</p> <p>Grammar</p> <p>Punctuation</p> <p>Spelling</p> <p>Syntax</p> <p>Word relationships</p> <p>Nuance</p> <p>Connotation</p> <p>Denotation</p> <p>Figurative language</p> <p>Simile</p>	<p>developed over the course of a text.</p> <p>Summarize a literary text objectively.</p> <p>Analyze how elements such as setting, characters, and plot interact and influence one another.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>Analyze how a particular sentence, stanza, or scene fits into the overall structure of a text and contributes to the development of ideas.</p> <p>Compare and contrast a written text to its audio, filmed, staged, or multimedia version and analyze the effects of the techniques unique to each medium.</p> <p>Compare and contrast fictional portrayals with historical accounts of the same time period.</p> <hr/> <p>Writing (W.7)</p> <p>Write informative or explanatory texts to examine a topic and convey ideas through relevant content and organization.</p> <p>Revise writing to improve clarity, organization, and style appropriate to task and audience.</p> <p>Use transitions to create cohesion and clarify relationships among ideas.</p> <p>Use technology to produce and publish writing and collaborate with others.</p> <p>Conduct short research projects using multiple sources to build knowledge about a topic.</p> <p>Gather and assess relevant information from credible sources and quote or paraphrase accurately.</p> <p>Write routinely over both extended and shorter time frames for a variety of purposes and audiences.</p> <hr/> <p>Language (L.7)</p> <p>Demonstrate command of standard grammar and usage when writing or speaking.</p> <p>Use phrases and clauses to convey meaning and add variety to sentence structure.</p> <p>Choose language that expresses ideas precisely and concisely.</p> <p>Use context clues to determine the meaning of unknown words or phrases.</p> <p>Consult reference materials to determine the pronunciation, meaning, or usage of a word.</p> <p>Interpret figures of speech in context and analyze their effect.</p> <p>Distinguish among the connotations of words with similar meanings.</p> <p>Acquire and use grade-appropriate academic and domain-specific vocabulary.</p> <hr/> <p>Speaking & Listening (SL.7)</p> <p>Engage in collaborative discussions by clearly expressing your own ideas and building on others' ideas.</p> <p>Interpret information presented in diverse media formats and explain how it enhances understanding.</p>
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<p>Metaphor Idioms Academic vocabulary Context clues Reference materials</p> <p>Icarus & Daedalus- Video “The Other Side of the Sky” “The People Could Fly”</p> <p>“A Thousand Cranes” by Katheryn Schultz Miller</p> <p>“The Monsters Are Due on Maple Street” by Rod Sterling “The Skin I’m In” - Compare & Contrast Monsters on Maple Street & The Skin I’m In: Themes</p> <p>Extended Writing Project: Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process Scoring Rubric</p> <p>Guided Book Clubs</p>	<p>Analyze a speaker’s argument and specific claims, evaluating reasoning and evidence. Present claims and findings clearly and logically with appropriate organization and style. Include multimedia components and visual displays to clarify information and enhance presentation. Adapt speech to a variety of contexts and tasks using formal English when appropriate.</p>
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Interdisciplinary Connections:

This unit encourages cultural understanding by exploring how different societies view one another, helping students recognize the impact of cultural beliefs, traditions, and social norms.

Stage 2: Assessment Evidence

Performance Task(s):

Extended Writing Project:
Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process
[Scoring Rubric](#)

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

Resources:

ELA

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

LGBTQ and Disabilities Resources:

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

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<p>Jots Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket</p>	<p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources 		
<p>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</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice</p>	<p>Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice Text-to-Speech Speech-to-Text Audio Books</p>	<p>Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice Graphic Organizers Sentence Frames Fill in the Blank Text-to-Speech Speech-to-Text Audio Books</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>

Pacing Guide

Content	Resources	Standards
UNIT 1:		
<p>48 Days</p> <p>Relationships, Routines and Procedures</p> <p>IXL Flex Diagnostic Daily IXL Independent Practice</p>	<p>(5 Days)</p> <ul style="list-style-type: none"> • Building Relationships • Icebreakers <p>Guided Book Clubs- (13 Days)</p> <ul style="list-style-type: none"> • Independent IXL Skill Practice • Small Group Instruction 	<p>L.SS.7.1.A.B.C.D.E. L.KL.7.2.A.B.C. L.VL.7.3.A.B.C.D.E. L.VI.7.4.A.B.C.D.</p> <p>RL.CR.7.1. RL.CI.7.2. RL.IT.7.3. RL.TS.7.4. RL.PP.7.5.</p>

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Reading Literature	IXL : Pre-Assessment: IXL Diagnostic (1 Day)	RL.MF.7.6. RL.CT.7.8.
Skill practice	Mini-Lessons (6 days) <ul style="list-style-type: none"> ● Theme ● Characterization ● Point of view ● Poetic Structure ● Text Evidence ● RACES Writing strategies ● Targeted IXL Practice 	W.IW.7.2.A.B.C.D.E.F. W.WP.7.4. W.RW.7.7.
Reading Assessment	MAP Testing (2 days)	SL.PE.7.1.A.B.C.D. SL.II.7.2. SL.ES.7.3. SL.PI.7.4. SL.UM.7.5. SL.AS.7.6.
Reading Literature	Study Sync “The Walking Dance” by Marcella Fuentes (2 Days)	
Reading Literature	Study Sync “Choices” by Nikki Giovanni (3 Days)	
Reading Literature	Study Sync “Thank You Ma’am” by Langston Hughes (2 Days)	
Reading Literature	Study Sync “7th Grade” by Gary Soto (2 Days)	
CFA/Progress Pulse	Pear Assessment (1 Day)	
The Writing Process Literary Analysis Task	Study Sync Extended Writing Project: LAT Compare/Contrast 2 texts & their POV (9 Days)	
End of Unit 1 Assessment	Pear Assessment End of Unit 1 Assessment (2 Day)	
UNIT 2:		
42 Days	Guided Book Clubs (11 Days) <ul style="list-style-type: none"> ● Independent IXL Skill Practice ● Small Group Instruction 	L.SS.7.1.A.B.C.D.E. L.KL.7.2.A.B.C. L.VL.7.3.A.B.C.D.E. L.VI.7.4.A.B.C.D.
IXL Real-Time Diagnostic Daily IXL Independent Practice	IXL : Pre-Assessment: IXL Diagnostic (1 Day)	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.
Skill Practice	Mini-Lessons (4 days) <ul style="list-style-type: none"> ● Text Structure ● Text Features ● Central Idea/Supporting Details ● Targeted IXL Practice 	W.AW.7.1.A.B.C.D.E. W.IW.7.2.A.B.C.D.E.F. W.WP.7.4. W.WR.7.5. W.SE.7.6. W.RW.7.7.
Writing Practice	Argumentative Writing Practice (2 days)	
Reading Assessment	MAP Testing (2 days)	
Reading Informational Texts	Study Sync “Museum Indians” by Susan Power (2 Days)	
Reading Informational Texts	Study Sync “No Dream Too High: Simone Biles” (2 Days)	SL.PE.7.1.A.B.C.D. SL.II.7.2. SL.ES.7.3.
Reading Informational Texts	NonFiction Text 1 (RST) (2 Days)	

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Reading Informational Texts	NonFiction Text 2 (RST) (2 Days)	SL.PI.7.4. SL.UM.7.5. SL.AS.7.6.
Media-Informational	NonFiction Video (RST) (2 Days)	
Extended Writing Project (Research Simulation Task)	Study Sync Extended Writing Project (9 Days) Research Simulation Task	
CFA/Progress Pulses	Pear Assessment (1 Day)	
End of Unit Assessment (Research Simulation Task)	Pear Assessment End of Unit Assessment (2 Day)	

UNIT 3:

45 Days	Guided Book Clubs (14 Days) <ul style="list-style-type: none"> ● Independent IXL Skill Practice ● Small Group Instruction 	L.SS.7.1.A.B.C.D.E. L.KL.7.2.A.B.C. L.VL.7.3.A.B.C.D.E. L.VI.7.4.A.B.C.D.
IXL Real-Time Diagnostic Daily IXL Independent Practice	IXL Diagnostic (1 Day)	RL.CR.7.1. RL.CI.7.2. RL.IT.7.3. RL.TS.7.4. RL.PP.7.5. RL.MF.7.6. RL.CT.7.8.
Skills Practice	Mini-Lessons (4 days) <ul style="list-style-type: none"> ● Plot Structure ● Dialogue ● Conflict ● Targeted IXL Practice 	W.NW.7.3.A.B.C.D.E. W.WP.7.4. W.RW.7.7.
Reading Literature Narrative Writing Task	Study Sync “Tequila Worm” by Viola Canales (7 Days) - NWT Change Perspective	SL.PE.7.1.A.B.C.D. SL.II.7.2. SL.ES.7.3. SL.PI.7.4. SL.UM.7.5. SL.AS.7.6.
Reading Literature Narrative Writing Task	Study Sync “The Wise Old Woman” (7 Days) - NWT Finish the Story	
Reading Literature Narrative Writing Task	Study Sync “Nimona” (9 Day) - NWT Finish the Story Comic Strip - Scaffold into a real story	
CFA/Progress Pulses	Pear Assessment (1 Day)	
End of Unit Assessment (Narrative Writing Task)	Pear Assessment (2 Day) End of Unit 3 Assessment Extended Writing Project: Narrative Writing	

UNIT 4:

45 Days	NJSLA for ELA (3.5 days) Guided Book Clubs (14 Days) <ul style="list-style-type: none"> ● Independent IXL Skill Practice ● Small Group Instruction 	L.SS.7.1.A.B.C.D.E. L.KL.7.2.A.B.C. L.VL.7.3.A.B.C.D.E. L.VI.7.4.A.B.C.D.
IXL Initial Diagnostic	IXL Diagnostic (1 Day)	RL.CR.7.1. RL.CI.7.2.

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Daily IXL Independent Practice		RL.IT.7.3. RL.TS.7.4. RL.PP.7.5. RL.MF.7.6. RL.CT.7.8.
Reading Assessment	MAP Testing (2 days)	
Skill Practice	Mini-Lessons (4 days) <ul style="list-style-type: none"> • Drama • Figurative Language • Theme • Targeted IXL Practice 	W.IW.7.2.A.B.C.D.E.F. W.WP.7.4. W.WR.7.5. W.SE.7.6. W.RW.7.7.
Media	Study Sync Icarus & Daedalus- Video (0.5 Day)	SL.PE.7.1.A.B.C.D. SL.II.7.2.
Reading Literature	Study Sync “The Other Side of the Sky” (2 Days)	SL.ES.7.3. SL.PI.7.4.
Reading Literature	Study Sync “The People Could Fly” (2 Days)	SL.UM.7.5. SL.AS.7.6.
Reading Literature	Study Sync “A Thousand Cranes” by Katheryn Schultz Miller (3 Days)	
Reading Literature	Study Sync “The Monsters Are Due on Maple Street” by Rod Sterling (3 Days)	
Reading Literature	Study Sync “The Skin I’m In” (2 Days)	
Extended Writing Project	Extended Writing Project: Informational/Explanatory (5 Days) Writing/Literary Analysis Task (LAT) Writing Process Scoring Rubric <ul style="list-style-type: none"> - Compare & Contrast Monsters on Maple Street & The Skin I’m In: Themes 	
CFA/ Progress Pulse	Pear Assessment (1 Day)	
End of Unit 4 Assessment	Pear Assessment End of Unit Assessment (2 Days)	