

Moonachie School District English Language Arts Curriculum: Grade 7

New Jersey Student Learning Standards for English Language Arts

Born On: August 27, 2024

Re-Adoption: August 26, 2025

The following maps outline the Seventh Grade New Jersey Student Learning Standards for English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Reading Literature and Informational Text

End of story tests
End of Unit/Theme Assessments
Running Records
STAR Assessments
Sequencing activities
SAAVAS MyView Benchmark Assessments
End of Book Activities
Exit slips
Blogs/Journal entries
Literary Analysis Tasks
Research Simulated Tasks
Narrative Task
Leveled Libraries

Writing and Language

Journal Entries
Writing Process Pieces
Friendly Letter
Persuasive
Narrative
Expository
Newspaper Article
Written activities
Technology Based Presentations
End of Book Activities/Pamphlets
Literary Analysis Tasks
Research Simulated Tasks

Foundational Skills

Running records
Spelling Tests/Dictations
Sorting activities
Building words
Proofreading Editing
Written activities
Writing samples

Resources:

Graphic Organizers

Sequencing cards

Writers checklist

SMARTBoard

Leveled libraries

Audio books

Student Journals

Sentence strips

Rubrics

Center Activities

Word rings

Proofreading chart

Retelling props

SAAVAS MyView materials

[Decodable Texts for Emergent Readers](#)**References:**<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/><http://www.state.nj.us/education/cccs/2016/ela/>NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>**Websites:**www.brainpop.comwww.spellingcity.comwww.eduplace.comwww.brainpopjr.comwww.edmoto.comwww.thinkcentral.comwww.mrnussbaum.comwww.rticentral.comwww.scholastic.comwww.superteacherworksheets.comwww.readworks.orgwww.ereadingworksheets.com/www.readwritethink.orgwww.puzzlemaker.comwww.readingatoz.comwww.wordle.comwww.manybooks.netwww.commoncoresheets.comwww.adaptedmind.comwww.smartexhcange.comwww.learnzillion.com

English Language Arts Practices

Across All Domains & Standards

Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

Content Area: ELA Reading	Grade Level: Seventh
Unit 1: Short Stories	Length of time: September to November
<p>Unit Theme: In this unit, students will read and analyze a variety of short stories to understand how authors use elements such as plot, character development, conflict, setting, and theme to create meaningful narratives. Students will practice close reading skills, make inferences, and support their ideas with textual evidence. Through discussion and written responses, students will develop a deeper understanding of how authors convey messages and shape readers' experiences through storytelling.</p>	
<p>Essential Question: How do authors use story elements to develop meaning and engage the reader?</p>	
Unit Readings Objectives:	
<ul style="list-style-type: none"> - Identify and analyze key elements of short stories, including plot, setting, characters, conflict, and resolution. - Determine the theme or central idea of a short story and explain how it is developed through details in the text. - Analyze how an author develops characters, including how characters respond to challenges or change over the course of a story. - Cite textual evidence to support analysis and inferences about characters, plot, and theme. 	

- Analyze the impact of point of view on the events and meaning of a short story.
- Explain how an author uses figurative language, imagery, and sensory details to enhance meaning and tone.
- Identify and explain how conflict drives the plot and influences character development.
- Summarize a short story accurately, including key events and outcomes, without adding personal opinion.
- Compare and contrast elements of two or more short stories, such as themes, characters, or settings.
- Use appropriate academic vocabulary when discussing and writing about short stories.

Unit Readings Standards:

RL.CR.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.IT.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 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.

[SL.PE.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.

[SL.PE.7.1.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.

[SL.PE.7.1.B](#) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

[SL.PE.7.1.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.

[SL.PE.7.1.D](#) Acknowledge new information expressed by others and, when warranted, modify their own views.

[L.E.S.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](#) 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.

Unit Writing Objectives:

- Write claims or thesis statements that clearly take a position on a topic or text.
- Support claims with reasons, relevant evidence, and examples from texts or research.
- Organize writing with a logical structure, including introduction, body paragraphs, and conclusion.
- Introduce and acknowledge counterclaims or alternative perspectives, responding to them effectively.
- Use textual evidence accurately, including quotations and paraphrasing, to strengthen arguments.
- Explain how evidence supports or strengthens their claim with clear reasoning.
- Use transition words and phrases to connect ideas and clarify relationships between claims, evidence, and reasoning.
- Maintain a formal style and objective tone appropriate for argumentative writing.
- Revise and edit writing for clarity, coherence, grammar, and punctuation.
- Incorporate academic and domain-specific vocabulary to enhance credibility and precision.

Unit Writing Standards:

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

[L.SS.7.1.A](#) Explain the function of phrases and clauses in general and their function in specific sentences.

[L.SS.7.1.B](#) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

[L.SS.7.1.C](#) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

[L.SS.7.1.D](#) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

[L.SS.7.1.E](#) Recognize spelling conventions.

[RI.AA.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. 🌱

[W.AW.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.

[W.AW.7.1.A](#) Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

[W.AW.7.1.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.

[W.AW.7.1.C](#) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

[W.AW.7.1.D](#) Establish and maintain a formal style/academic style, approach, and form.

[W.AW.7.1.E](#) Provide a concluding statement or section that follows from and supports the argument presented.

[W.RW.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.

Evidence of Learning (Assessment)

Assessments: Benchmark - STAR Summative - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative -** Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate -** Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

Interdisciplinary Connections

Math

- 7.SP.A.1: Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Social Studies

- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. L

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Career Readiness, Life Literacies and Key Skill

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 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.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Content Area: ELA Reading	Grade Level: Seventh
Unit 2: 90 Miles to Havana & 10 True Tales, 9/11 Heroes	Length of time: November to January
Unit Theme: This unit explores how individuals respond to challenges, make difficult choices, and demonstrate courage in extraordinary circumstances. Through reading <i>90 Miles to Havana</i> , students will analyze fictional characters, their motivations, and how historical and cultural contexts shape their actions. In <i>10 True Tales – 9/11 Heroes</i> , students will examine real-life accounts of bravery, sacrifice, and decision-making during a critical historical event. The unit emphasizes understanding characters, events, and themes, and using textual evidence to make inferences, draw conclusions, and deepen comprehension of both fiction and nonfiction texts.	
Essential Question: How do individuals respond to challenges, and how can we use what we read to understand their choices, courage, and impact?	
Unit Readings Objectives:	

Fiction – 90 Miles to Havana

- Identify and analyze literary elements: plot, setting, characters, conflict, and resolution.
- Determine the theme or central idea of the novel and explain how it is developed through events and character actions.
- Analyze characters' motivations, decisions, and growth, particularly in challenging circumstances.
- Cite textual evidence to support inferences and interpretations about plot, characters, and themes. Analyze how the author's use of tone, mood, and narrative perspective shapes meaning.
- Summarize key events accurately while distinguishing important details from minor events.
- Make connections between the story and real-world historical or cultural contexts (e.g., Cuban migration).

Informational – 10 True Tales – 9/11 Heroes

- Identify and analyze key ideas, central concepts, and supporting details in nonfiction texts.
- Determine author's purpose and point of view in historical and biographical accounts.
- Compare and contrast different individuals' actions and experiences during 9/11.
- Cite textual evidence to support interpretations and conclusions.
- Interpret text features (headings, captions, timelines, photographs) to enhance comprehension.
- Analyze how individuals' choices and actions contribute to outcomes and inspire others.
- Synthesize information from multiple texts to draw conclusions and make connections.

Unit Readings Standards:

RL.CR.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 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.

[RL.IT.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](#) 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.PP.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.

[RL.PP.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.

Unit Writing Objectives:

Identify similarities and differences between characters, events, or ideas in fiction and nonfiction texts.
Organize writing using graphic organizers, Venn diagrams, or structured paragraphs to clearly show comparisons and contrasts.

Use textual evidence from each text to support comparisons and contrasts.

Explain how similarities and differences contribute to understanding characters, events, or themes.

Write a cohesive paragraph or multi-paragraph essay with a clear introduction, body, and conclusion.

Use transition words and phrases to signal comparisons and contrasts (e.g., similarly, in contrast, on the other hand).

Incorporate academic and domain-specific vocabulary to strengthen writing.

Revise writing for clarity, organization, and completeness of ideas.

Edit writing for grammar, punctuation, sentence structure, and proper citations when including evidence.

Unit Writing Standards:

- [L.KL.7.2](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [L.KL.7.2.A](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- [L.KL.7.2.B](#) Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- [L.KL.7.2.C](#) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Content Area: ELA Reading	Grade Level: Seventh
Unit 3: Choices and Consequences	Length of time: February to March
<p>Unit Theme: In this unit, students will read both fiction (<i>Refugee</i> and <i>Among the Imposters</i>) and nonfiction (<i>China: One-Child Policy</i>) texts to develop their understanding of ideas, events, and perspectives. Students will analyze characters, events, and historical or social contexts to gather evidence and insights. Using this information, students will practice expository writing, explaining ideas clearly and supporting their explanations with facts, examples, and textual evidence. The unit emphasizes critical thinking, organization, and clarity, helping students communicate understanding effectively across different types of texts.</p>	
<p>Essential Question: How can we use what we read to explain ideas, events, or perspectives clearly and support our explanations with evidence?</p>	
Unit Readings Objectives:	
<p>Fiction – <i>Refugee</i> and <i>Among the Imposters</i></p> <p>By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> ● Identify and analyze literary elements: plot, setting, characters, conflict, and resolution. ● Determine the theme or central idea of the story and explain how it is developed through characters' actions and events. ● Analyze characters' motivations, decisions, and growth, and how these affect outcomes. ● Examine internal and external conflicts and their role in driving the narrative. ● Analyze the author's use of tone, mood, and narrative perspective to shape meaning. ● Cite textual evidence to support inferences and interpretations about characters, plot, and themes. ● Summarize chapters and events accurately, focusing on important details and story progression. ● Make connections between the story and historical, cultural, or social contexts. 	

- Use academic and literary vocabulary when discussing or writing about the texts.

Informational – China: One-Child Policy

By the end of the unit, students will be able to:

- Identify the main ideas and supporting details in informational texts.
- Determine the author's purpose, point of view, and bias.
- Analyze how facts, statistics, and evidence support the author's claims.
- Summarize key information accurately while distinguishing important details from minor ones.
- Interpret text features (headings, captions, charts, timelines) to enhance comprehension.
- Make inferences and draw conclusions based on evidence from the text.
- Compare and contrast different sections or perspectives within the informational text.
- Analyze the impact of policies and decisions on people and society.
- Use academic and domain-specific vocabulary when discussing or writing about informational texts.

Unit Readings Standards:

[RI.CR.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.IT.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](#) 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](#) Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

[RI.CI.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.

[RL.CT.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.

Unit Writing Objectives:

- Write clear, organized expository paragraphs and essays that explain ideas, concepts, or processes.
- Introduce a topic with background information or context to engage the reader.
- Support explanations with relevant facts, examples, and textual evidence from fiction and nonfiction texts.
- Explain how evidence or examples clarify or support ideas with clear reasoning.
- Organize writing logically with an introduction, body paragraphs, and conclusion.
Use transition words and phrases to connect ideas within and between paragraphs.
Incorporate domain-specific and academic vocabulary to strengthen explanations.
- Compare and contrast ideas, events, or characters when appropriate to explain deeper understanding.
- Revise writing to improve clarity, coherence, and depth of explanation.
- Edit writing for grammar, punctuation, spelling, and sentence structure to ensure clear communication.

Unit Writing Standards:

[L.VL.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.

[L.VL.7.3.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 phrases.

[L.VL.7.3.B](#) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

[L.VL.7.3.C](#) Analyze the impact of a specific word choice on meaning and tone.

[L.VL.7.3.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.

[L.VL.7.3.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).

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

Evidence of Learning (Assessment)

Assessments: Benchmark - STAR **Summative** - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

Interdisciplinary Connections

Math

- 7.SP.A.1: Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Social Studies

- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Career Readiness, Life Literacies and Key Skill

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design

multiple potential solutions.

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 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.

Computer Science and Design Thinking

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.DA.6: Analyze climate change computational models and propose refinements.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

Content Area: ELA Reading	Grade Level: Seventh
Unit 4: The Bronx Masquerade	Length of time: April to May
Unit Theme: This unit explores identity, self-expression, and the power of voice. Through reading <i>Bronx Masquerade</i> , students will examine how individual characters reveal their thoughts, feelings, and experiences through poetry and narrative. The unit emphasizes understanding characters' perspectives, motivations, and growth, while analyzing how multiple voices contribute to the story's themes. Students will also practice critical thinking and textual analysis, citing evidence to understand how authors use literary techniques such as figurative language, tone, and multiple perspectives to communicate meaning.	
Essential Question: How do people use their voices and experiences to express who they are, and how can we understand their perspectives through reading?	

Unit Readings Objectives:

- Identify and analyze literary elements: plot, setting, characters, conflict, and resolution.
- Determine the theme or central idea of the novel and explain how it is developed through characters' actions, dialogue, and poetry.
- Analyze characters' motivations, personalities, and growth, and how these influence events in the story.
- Examine the author's use of multiple perspectives and poetic forms to convey character voice and experiences.
- Cite textual evidence to support inferences and interpretations about characters, plot, and themes.
- Analyze the tone, mood, and figurative language used in both narrative and poetry sections.
- Summarize chapters and poems accurately, focusing on key events and character development.
- Make connections between the text and students' own experiences or societal issues such as identity, community, and self-expression.
- Use academic and literary vocabulary when discussing or writing about the novel.

Unit Readings Standards:

- [RL.CR.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.IT.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](#) 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](#) 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.
- [SL.UM.7.5](#) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Unit Writing Objectives:

- Write claims supported by reasons and relevant textual evidence.

- Introduce a claim and distinguish it from opposing viewpoints.
- Use the RACE strategy (Restate, Answer, Cite Evidence, Explain) to structure responses.
- Organize writing with an introduction, body paragraphs, and conclusion.
- Explain how evidence supports and strengthens an argument.
- Incorporate academic and domain-specific vocabulary appropriate for the topic.
- Address and respond to counterclaims in a clear, age-appropriate way.
- Revise and edit writing for clarity, coherence, and effectiveness of argument.
- Identify similarities and differences between texts, characters, events, or historical figures.
- Organize writing using Venn diagrams, charts, or structured paragraphs.
- Use textual evidence from multiple sources to support comparisons and contrasts.
Explain how the similarities and differences affect meaning, theme, or understanding of the text(s).
- Use transition words and phrases to clearly signal comparisons (e.g., similarly, in contrast, on the other hand).
- Write a cohesive paragraph or essay that logically presents comparisons and contrasts.
- Revise writing to improve clarity, organization, and evidence use.
- Write clear and organized explanatory paragraphs and essays that convey ideas or information.
- Introduce a topic with background information or context.
- Support explanations with facts, textual evidence, or examples.
- Explain how evidence or examples clarify or support ideas.
- Organize writing logically with an introduction, body, and conclusion.
- Use transition words and phrases to connect ideas within and between paragraphs.
- Incorporate domain-specific vocabulary related to the topic.
- Revise and edit writing for clarity, coherence, and effective communication.

Unit Writing Standards:

- [L.VI.7.4](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [L.VI.7.4.A](#) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- [L.VI.7.4.B](#) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- [L.VI.7.4.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.
- [L.VI.7.4.D](#) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- [RL.AA.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. 🌱
- [W.AW.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.
- [W.AW.7.1.A](#) Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
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- [W.AW.7.1.C](#) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- [W.AW.7.1.D](#) Establish and maintain a formal style/academic style, approach, and form.
- [W.AW.7.1.E](#) Provide a concluding statement or section that follows from and supports the argument presented.

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Interdisciplinary Connections

Social Studies

- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. L

- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Career Readiness, Life Literacies and Key Skill

- 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.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Computer Science and Design Thinking

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.DA.6: Analyze climate change computational models and propose refinements.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

Content Area: ELA Reading	Grade Level: Seventh
Unit 5: The Giver	Length of time: May to June

Unit Theme: This unit explores individuality, choice, and the role of memory and emotion in shaping human experience. Through reading *The Giver*, students will examine how Jonas navigates a highly controlled society and how his growing awareness of feelings, memories, and morality shapes his decisions. The unit emphasizes understanding characters, societal systems, and ethical dilemmas, while analyzing how the author uses literary techniques—such as symbolism, tone, and world-building—to convey meaning. Students will practice critical thinking and textual analysis, using evidence from the text to support interpretations and engage with complex ideas.

Essential Question: How do our choices, memories, and emotions shape who we are, and how can literature help us understand the consequences of controlling them?

Unit Readings Objectives:

- Identify and analyze literary elements: plot, setting, characters, conflict, and resolution.
- Determine the theme or central idea of the novel and explain how it is developed through events, character decisions, and the author's world-building.
- Analyze the development of main and supporting characters, including Jonas, and how their choices influence outcomes.
- Examine internal and external conflicts and how they drive the narrative and reveal character traits.
- Analyze the author's use of tone, mood, symbolism, and figurative language to convey meaning and theme.
- Cite textual evidence to support inferences and interpretations about characters, plot, and themes.
- Evaluate the societal structure and rules in the novel and their impact on characters and decisions.
- Summarize key events accurately while distinguishing major ideas from minor details.
- Make connections between the text and real-world issues or ethical questions, such as individuality, freedom, and morality.
- Use academic and literary vocabulary when discussing or writing about the text.

Unit Readings Standards:

- [RL.CR.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.IT.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](#) 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.

Unit Writing Objectives:

- Write narrative stories that have a clear sequence of events, including a beginning, middle, and end.
- Develop characters, setting, and plot in a way that engages the reader.
- Use dialogue, thoughts, and actions to reveal characters' traits and motivations.
- Incorporate conflict and resolution to create tension and drive the story.
- Use descriptive language, sensory details, and figurative language to enhance mood and tone.
- Organize writing with coherent paragraphs and smooth transitions between events.
- Demonstrate consistent point of view and perspective throughout the narrative.
- Revise writing to improve clarity, character development, and plot structure.
- Edit writing for grammar, punctuation, spelling, and sentence variety.
- Use vocabulary from the text or academic language to enrich storytelling.

Unit Writing Standards:

- [W.NW.7.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- [W.NW.7.3.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.
- [W.NW.7.3.B](#) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- [W.NW.7.3.C](#) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- [W.NW.7.3.D](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- [W.NW.7.3.E](#) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Evidence of Learning (Assessment)

Assessments: Benchmark - STAR Summative - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

Interdisciplinary Connections

Math

- 7.SP.A.1: Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Social Studies

- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. L
- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

Career Readiness, Life Literacies and Key Skill

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 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.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to

determine the most plausible option.

Computer Science and Design Thinking

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
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- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
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Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence Stems Paragraph Frames Bilingual Dictionaries Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast

Modeling Cognates			thinking tasks Self-directed activities	Parent communication Modified assignments Counseling
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