ELA Curriculum Map

Essential Questions	Enduring Understandi ngs	New Jersey Student Learning Standards	Progress Indicators for Standard	Learning Targets	ASI/ PRO Assessment	ADV Assessment	Interdiscipli nary Connections	21 st Century Connections
Unit I: Realistic	Fiction Narrative	PRO: 4 weeks	ASI: 4 weeks					
What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.RL1. NJSLSA.RL2. NJSLSA.RL3. NJSLSA.RL4. NJSLSA.RL5. NJSLSA.RL10.	RL.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3- Analyze how particular elements of a story or drama	Paraphrase evidence from text. Correctly cite evidence. Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim. Use evidence from the text to make and check predictions as you read. Make personal connections, connections to other texts, and/or global connections, when relevant. Gather evidence from the text to support inferences or explicit meaning. Read and analyze a	OEQ of Mentor Text- "Thank You M'am"	OEQ of Mentor Text- ""Hunger"	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.1 Understand and model appropriate	

Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

interact (e.g., how	variety of literary genres	online
		behaviors
setting shapes the	and informational texts.	
characters or		related to
plot).	Probe a segment of text	cyber safety,
RL.7.4-	in order to study and	cyber bullying,
	evaluate its multiple,	cyber security,
Determine the	deeper, and varied	and cyber
meaning of words	* '	ethics
and phrases as	meanings.	including
they are used in a		appropriate use
text, including	Combine text	of social
figurative and	information and prior	media.
connotative	knowledge (personal	01071
meanings;	experience and/or	8.1.8.E.1
analyze the	previous reading) to	Effectively use
impact of rhymes	create new information	a variety of
and other	in the form of	search tools
repetitions of		and filters in
sounds (e.g.,	inferences.	professional
alliteration) on a		public
specific verse or	Refer to the text for	databases to
stanza of a poem	support when analyzing	find
or section of a	and drawing inferences.	information to
story or drama.		solve a real
RL.7.5-	Provide a statement of a	world
	theme(s) or a central	problem.
Analyze how a	idea(s) of a fictional text,	
drama's or	based on textual	
poem's form or	evidence.	
structure (e.g.,	evidence.	
soliloquy, sonnet)		
contributes to its	Explain the theme or	
meaning.	central idea of a fictional	
RL.7.10-	piece using key details	
KL./.10-	as evidence, including	
By the end of the	details from the	
year read and	beginning, middle, and	
comprehend		
r	end of the text.	

literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text.
	Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
	Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text. Explain how two or
	more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and

		events.		
		Identify and use		
		knowledge of common		
		graphic features (charts,		
		maps, diagrams,		
		captions, illustrations) to		
		help determine two or		
		more central ideas of a		
		text.		
		tort.		
		Summarize the text		
		objectively, capturing		
		the main ideas.		
		Distinguish between		
		essential and		
		nonessential details of a		
		text to create an		
		objective summary of the text.		
		the text.		
		Demonstrate the ability		
		to determine the		
		meaning of words and		
		phrases as they are used		
		in a text (e.g., figurative,		
		connotative, technical).		
		Analyze the impact of		
		specific word choice on		
		meaning and/or tone.		
		Evalois postio devises		
		Explain poetic devices		
		used in text.		

		Analyze the impact of		
		poetic sound devices		
		(rhyme scheme,		
		alliteration, consonance,		
		etc) on a particular		
		section of a text.		
		Analyze why the author		
		used a specific word		
		choice or sound device.		
		Analyze the impact of a		
		word choice or sound device on the reader.		
		device on the reader.		
		Evaluate the		
		effectiveness of the		
		author's word choice or		
		sound device.		
		Describe the form and		
		structure of a drama or		
		poem.		
		Describe the structure		
		used to organize a		
		nonfiction text texts.		
		Explain how text		
		structure impacts overall		
		meaning of text.		
		Identify how the		
		differing form or		

		structure of a text contributes to its		
		meaning.		
		Analyze how parts of a text contribute to meaning.		
		Explain why the author chose a specific form or structure.		
		Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)		
		Evaluate the effectiveness of the chosen form or structure.		

What makes	Producing	NJSLSA.W3.	W.7.3-	Engage the reader	Baseline-	Baseline-	SCI.	
writing	clear ideas as a		Write narratives	with a story hook	Grammar	Grammar	8.5.1.8.C.2 -	
"clear"?	writer involves	NJSLSA.W4.	to develop real or				[Cumulative	
	selecting		imagined	Introduce a narrator	Baseline-	Baseline-	Progress	
What makes a	appropriate	NJSLSA.W5.	experiences or	and/or characters	On-Demand	On-Demand	Indicator] -	
difference?	style and		events using				Revise	
	structure for an	NJSLSA.W7.	effective	Establish a point of			predictions or	
Final Product:	audience and		technique,	view and background			explanations	
What does it	is strengthened	NJSLSA.W9.	relevant	story			on	
task?	through		descriptive				the basis of	
	revision and	NJSLSA.W10.	details, and	Organize an event			discovering	
	technology.		well-structured	sequence that unfolds			new	
			event sequences.	naturally and logically			evidence,	
			W. 5.0				learning new	
			W.7.3a-	Use narrative			information, or	
			Engage and orient	techniques effectively			using models.	
			the reader by	to develop			SS	
			establishing a	experiences, events,			6.2.8.C.1.b	
			context and point	and/or characters			Relate the	
			of view and	Transition from one			development	
			introducing a	idea to the next by			of language	
			narrator and/or	using appropriate			and forms of	
			characters;	words and phrases			writing to the	
			organize an event	words and pinuses			expression of	
			sequence that	Use figurative			ideas, creation	
			unfolds naturally	language to aid in			of cultural	
			and logically.	description			identity, and	
			W.7.3b-	1			development	
				Describe ideas by			of more	
			Use narrative	using sensory and			complex social	
			techniques, such	specific language			structures	
			as dialogue,					
			pacing, and	Write a conclusion				
			description, to	that brings the story				
			develop	events to a meaningful				
			experiences, events, and/or	close				
			characters.					
			characters.	Clearly convey a				
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W.7.3c-	conflict and a		
W./.3C-			
Use a variety of	resolution to the		
transition words,	conflict		
phrases, and	Identify defining		
clauses to convey	characteristics of		
sequence and			
signal shifts from	different genres of		
one time frame or	writing		
setting to another.			
	Unpack the writing		
W.7.3d-			
Haa mraaiga	prompt		
Use precise			
words and	Write for a specific		
phrases, relevant	purpose and audience		
descriptive			
details, and	G 1 4		
sensory language	Select an appropriate		
to capture the	text structure or		
action and convey	format for the task		
experiences and			
events.	Use language that is		
W.7.3e-	precise and powerful		
D '1	to create voice in		
Provide a	writing		
conclusion that			
follows from and	Create a tone that is		
reflects on the			
narrated	appropriate for one's		
experiences or	audience		
events.			
	Revise and edit		
W.7.4-			
Produce clear and	intentionally to		
	improve writing.		
coherent writing			
in which the	Generate ideas to		
development,	develop topic		
organization,	develop topic		
voice and style			

are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.7.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and	Revise writing with a partner or self-editing checklists View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. Engage in short research projects to answer a self-selected or teacher-assigned questions Develop research questions Determine keywords
well purpose and audience have been addressed.	Determine keywords or topics for each question
W.7.7- Conduct short research projects to answer a question, drawing	Search for informational sources in an effort to answer the question
on several sources and generating additional related, focused questions for further	Compose follow-up research questions based on the initial search

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	research and	
	investigation.	Explain quotations
	W.7.9-	used as support to
		enhance meaning
	Draw evidence	
	from literary or	Research and
	informational	
	texts to support	synthesize information
	analysis,	from several sources
	reflection, and	
	research.	Conduct research and
	W.7.9a-	synthesize multiple
		sources of information
	Apply grade 7	
	Reading	Practice writing in a
	standards to	myriad of situations
	literature (e.g.,	(journals, dialogues,
	"Compare and	
	contrast a	creative tasks, etc.)
	fictional portrayal	
	of a time, place,	Reflect on and be able
	or character and a	to explain decisions
	historical account	made while crafting a
	of the same	piece of writing
	period as a means	
	of understanding	Produce written
	how authors of	reflections
	fiction use or	Terrections
	alter history").	Write for a variety of
	W.7.10-	audiences and
	Write routinely	purposes on an array of cross-curricular
	over extended	
	time frames (time	topics
	for research,	
	reflection,	
	metacognition/sel	
	f correction, and	

		revision) and				
		shorter time				
		frames (a single				
		sitting or a day or				
		two) for a range				
		of				
		discipline-specifi				
		c tasks, purposes,				
		and audiences.				
					1	

What makes	Comprehensio	NJSLSA.SL1.	SL.7.1-	Read required texts			SCI.	
collaboration	n is enhanced		Engage	prior to discussions			8.5.1.8.D.1 -	
meaningful?	through a	NJSLSA.SL2.	effectively in a	Prepare for			[Cumulative	
Making	collaborative		range of	discussions			Progress	
meaning from	process of	NJSLSA.SL3.	collaborative	discussions			Indicator] -	
a variety of	sharing and		discussions	Use previous			Engage in	
sources:	evaluating	NJSLSA.SL4.	(one-on-one, in	knowledge to expand			multiple forms	
What will	ideas.		groups, and	discussions about a			of discussion	
help?		NJSLSA.SL6.	teacher-led) with	topic			in order to	
			diverse partners	Engage in			process,	
			on grade 7 topics,	conversations about			make sense of,	
			texts, and issues,	grade-appropriate			and learn from	
			building on	topics and texts			others' ideas,	
			others' ideas and	•			observations,	
			expressing their	Participate in a variety			and	
			own clearly.	of rich, structured			experiences	
			SL.7.1a-	conversations				
			SL./.1a-	Define and identify				
			Come to	rules for discussions,				
			discussions	including group and				
			prepared, having	individual roles				
			read or					
			researched	Model appropriate				
			material under	behavior during				
			study; explicitly	discussions				
			draw on that	Craft and respond to				
			preparation by	specific questions				
			referring to	based on the topic or				
			evidence on the	text, elaborating when				
			topic, text, or	necessary				
			issue to probe and reflect on ideas	Reflect on and				
			under discussion.	paraphrase what was				
			under discussion.	discussed				
			SL.7.1b-					
			Follow rules for	Summarize the ideas				
			collegial	expressed.				
			discussions, track	Extract the main ideas				
			-,					
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	1	Т		1
progress toward	and the details used to			
specific goals and	support it presented in			
deadlines, and	different media			
define individual	formats			
roles as needed.	Country of the			
CI 7.1	Synthesize the			
SL.7.1c-	information, sorting			
Pose questions	between the main			
that elicit	points and smaller			
elaboration and	details that work to			
respond to others'	support the main			
questions and	points			
comments with	Use a graphic			
relevant	organizer (e.g., web,			
observations and	outline, etc)to analyze			
ideas that bring	presented information			
the discussion	1			
back on topic as	Explain how the main			
needed.	idea and supporting			
needed.	details help to clarify a			
SL.7.1d-	topic, text, or issue			
Acknowledge				
new information				
expressed by				
others and, when				
warranted,				
modify their own				
views.				
SL.7.2-				
Analyze the main				
ideas and				
supporting details				
presented in				
diverse media and				
formats (e.g.,				
visually,				
quantitatively,				
quantitudi voiy,				

orally) and
explain how the
ideas clarify a
topic, text, or
issue under study.
SL.7.3-
Delineate a
speaker's
argument and
specific claims,
evaluating the
soundness of the
reasoning and the
relevance and
sufficiency of the
evidence.
SL.7.4-
Property delives
Present claims
and findings,
emphasizing
salient points in a
focused, coherent
locused, contrent
manner with an analysis of the second
pertinent
descriptions,
facts, details, and
examples; use
appropriate eye
contact, adequate
volume, and clear
pronunciation.
Protestication.
SL.7.6-
Adapt speech to a
variety of
contexts and
COLLECTO ALIA

			tasks, demonstrating command of formal English when indicated or appropriate.			
Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	NJSLSA.L1. NJSLSA.L2. NJSLSA.L3. NJSLSA.L5. NJSLSA.L6.	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1a- Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1b- Choose among simple, compound, complex, and compound-compl ex sentences to signal differing relationships	· Identify phrases and clauses in sentences when reading Accurately use phrases and clauses within a sentence in writing Recognize and correct misplaced and dangling modifiers. Identify a series of adjectives in writing. Use a comma to separate adjectives in a series. Apply common rules and patterns to spell words correctly. Select precise language Revise writing for wordiness and redundancies		
			among ideas.	Define and identify		

L.7.1c-	figures of speech
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Determine the meaning of and purpose of figures of speech in context Identify the relationship of words
L.7.2- Demonstrate command of the conventions of	Clarify words by using the relationship between them
standard English capitalization, punctuation, and spelling when	Discern the difference in meaning between closely related words
writing. L.7.2a-	Understand and apply conversational, academic, and domain
Use a comma to	specific vocabulary
separate coordinate adjectives (e.g., <i>It</i>	Interpret unknown words and their meanings, using
was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	context clues, understanding Greek and Latin roots, and applying grammatical
L.7.2b-	knowledge of function and form.
Spell correctly.	
L.7.3-	
Use knowledge of language and its conventions when	

		T
writing, speaking,		
reading, or		
listening.		
instelling.		
L.7.3a-		
Choose language		
that expresses		
ideas precisely		
and concisely,		
and concisery,		
recognizing and		
eliminating		
wordiness and		
redundancy.		
L.7.5-		
Demonstrate		
understanding of		
figurative		
language, word		
relationships, and		
nuances in word		
meanings.		
L.7.5Aa-		
. Interpret figures		
of speech (e.g.,		
literary, biblical,		
and mythological		
allusions) in		
context.		
L.7.5b-		
Use the		
relationship		
between		
particular words		
(o a sympanym /		
(e.g., synonym /		
antonym,		

analogy) to better understand each of the words.		
L.7.5c- Distinguish among the connotations (associations) of		
words with similar denotations (definitions) (e.g., refined, respectful, polite,		
diplomatic, condescending). L.7.6. Acquire and use accurately		
grade-appropriate general academic and domain-specific words and phrases; gather		
vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

ELA Curriculum Map

Essential Questions	Enduring Understanding s	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	<u>ADV</u>	Inter- disciplinary Connections	21st Century Connections
		on Books PRO: 6	weeks ASI: 6 weeks					
	i/Fantasy							
Author's Choice: Why does it matter? What makes a good story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding	NJSLSA.RL1 NJSLSA.RL3 NJSLSA.RL4 NJSLSA.RL5 NJSLSA.RL6	RL.7.1- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.7.2- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3- Analyze how	Paraphrase evidence from text. Correctly cite evidence. Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim. Use evidence from the text to make and check predictions as you read. Make personal connections, connections to other texts, and/or global connections, when relevant. Gather evidence from the text to support inferences or explicit meaning. Read and analyze a variety of literary genres	OEQ of Mentor Text- "All Summer in a Day" and "Dark They Were and Golden-Eyed"	OEQ of Mentor Text- "All Summer in a Day", "Dark They Were and Golden-Eyed", and choice novel	8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to	
<u> </u>				<u> </u>		1	miormation to	

Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

	particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.7.5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the	and informational texts. Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings. Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. Refer to the text for support when analyzing and drawing inferences. Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text			solve a real world problem. 8.2.8.D.4 Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension	
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	whole.	Analyze the		
	WHOIC.			
	RL.7.6-	development of the		
	A 1	theme or central idea		
	Assess how point	over the course of the		
	of view or	fictional text, including		
	purpose shapes	the relationship between		
	the content and	characters, setting, and		
	style of a text.	plot over the course of a		
	RL7.10-	text		
	Read and			
	comprehend	Evaluate recurring ideas		
	complex literary	and changes in the		
	and informational	characters and plot over		
	texts	the course of the text		
	independently	(why did the author		
	and proficiently	make those changes,		
	with scaffolding as needed.	impact on the reader,		
	as needed.	effectiveness of the		
		author's choices)		
		addier 5 cherces)		
		Identify how the theme		
		or central idea relates to		
		the characters, setting,		
		and/or plot over the		
		=		
		course of the text.		
		Demonstrate the ability		
		to determine the		
		meaning of words and		
		phrases as they are used		
		in a text (e.g., figurative,		
		connotative, technical).		
		connotative, tecinical).		
		Analyze the impact of		
		specific word choice on		
		specific word entrice on		

		• 1/		
		meaning and/or tone.		
		Analyze why the author		
		used a specific word		
		choice or sound device.		
		Analyze the impact of a		
		word choice or sound		
		device on the reader.		
		device on the reader.		
		Evaluate the		
		effectiveness of the		
		author's word choice or		
		sound device.		
		Sound device.		
		Explain how text		
		structure impacts overall		
		meaning of text.		
		meaning of text.		
		Identify how the		
		differing form or		
		structure of a text		
		contributes to its		
		meaning.		
		Analyze how parts of a		
		text contribute to		
		meaning.		
		Explain why the author		
		chose a specific form or		
		structure.		
		Structure.		
		Analyze the impact of		
		the form or structure on		
		the reader (how would		

		the text be different if		
		the form changed?)		
		une romm enumgeu.)		
		Evaluate the		
		effectiveness of the		
		chosen form or structure.		
		chosen form of structure.		
		Identify the viewpoints		
		of characters in a text		
		Compare and contrast		
		the characters'		
		points-of-view.		
		Trace how the author		
		created and conveyed		
		the similar and/or		
		dissimilar characters.		
		arssimmar characters.		
		Analyze the impact of		
		the author's point of		
		view choices on the		
		reader.		
		Evaluate the		
		effectiveness of the		
		author's point of view		
		choices.		

What do	Writing should	NJSLSA.W2.	W.7.2-	Focus writing on	On-Demand	On-Demand	
good writers	be purposely		Write informative/	thoroughly describing or	Informational	Informational	
do? What's	focused,	NJSLSA.W4.	explanatory texts to	explaining a topic	Expert Writing	Expert Writing	
my purpose	detailed,		examine a topic and				
and how do	organized, and	NJSLSA.W5.	convey ideas,	Identify the defining			
I develop it?	sequenced in a	NICI CA WO	concepts, and	elements of this specific			
	way that clearly	NJSLSA.W9.	information through	writing genre			
	communicates	NJSLSA.W10.	the selection,				
	the ideas to the	100201. 7710.	organization, and	Explore topics from their			
	reader.		analysis of relevant	content area classes.			
			content.				
				Introduce a topic clearly,			
			W.7.2.a-	previewing what is to			
			Introduce a topic;	follow			
			organize ideas,				
			concepts, and	Organize ideas,			
			information, using	concepts, and			
			text structures (e.g., definition,	information into broader			
			classification,	categories using			
			comparison/contras	strategies such as			
			t, cause/effect, etc.)	definition, classification,			
			and text features	comparison/contrast, and			
			(e.g., headings,	cause/effect			
			graphics, and				
			multimedia) when	Include formatting (e.g.,			
			useful to aiding comprehension.	headings), graphics (e.g.,			
			comprehension.	charts, tables), and			
			W.7.2.b-	multimedia when useful			
			Develop the topic	to aiding comprehension			
			with relevant facts,				
			definitions,	Include relevant			
			concrete details,	supporting facts,			
			quotations, or other	information, and details			
			information and	,			
			examples.				

		Transition between ideas		
	W.7.2.c-	using appropriate words		
	Use appropriate	and phrases		
	transitions to create	and pinases		
	cohesion and	Select precise language		
	clarify the			
	relationships among	and domain-specific		
	ideas and concepts.	vocabulary		
	W.7.2.d-	Consistently use an		
	Use precise	appropriate style		
	language and domain-specific			
	vocabulary to	Create language that is		
	inform about or	appropriate to one's		
	explain the topic.	audience and follows a		
	· r · · · · · · · · · · · · · ·	formal tone		
	W.7.2.e-			
	Establish and	Write a conclusion to		
	maintain a formal	bring the text to a close.		
	style/academic			
	style, approach, and	Identify defining		
	form.	characteristics of		
	W.7.2.f-	different genres of		
	Provide a	writing		
	concluding			
	statement or section	Unpack the writing		
	that follows from	prompt		
	and supports the	prompt		
	information or	Write for a specific		
	explanation	purpose and audience		
	presented.explanati	parpose and addience		
	on presented.	Salaat on annuamiata		
		Select an appropriate text structure or format		
	W.7.4-			
		for the task		
	Produce clear and			
	coherent writing			

	in which the	Use language that is		
	development,	precise and powerful to		
	organization,	create voice in writing		
	voice and style			
	are appropriate to	Create a tone that is		
	task, purpose,	appropriate for one's		
	and audience.	audience.		
	(Grade-specific	dudience.		
	expectations for writing types are	Revise and edit		
	defined in	intentionally to improve		
	standards 1–3	•		
	above.)	writing.		
	, , , , , , , , , , , , , , , , , , ,	Compando ideas to		
	W.7.5. With some guidance	Generate ideas to		
	and support from	develop topic		
	peers and adults,	D 1 1/1 1/1		
	develop and	Revise writing with a		
	strengthen	partner or self-editing		
	writing as needed	checklists		
	by planning,	77' '		
	revising, editing,	View writing from the		
	rewriting, or	vantage point of the		
	trying a new	audience in order to		
	approach, focusing on how	determine the		
	well purpose and	effectiveness of their		
	audience have	words, organization, etc.		
	been addressed.			
		Practice writing in a		
	W.7.9. Draw evidence from	myriad of situations		
	literary or	(journals, dialogues,		
	informational	creative tasks, etc.)		
	texts to support			
	analysis,	Reflect on and be able to		
	reflection, and	explain decisions made		
	research.	while crafting a piece of		

			W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/sel f correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	writing. Produce written reflections. Write for a variety of audiences and purposes on an array of cross-curricular topics.			
What makes a presentation "great"? "What I say versus "how I say it", does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	NJSLSA.SL1. NJSLSA.SL2 NJSLSA.SL3 NJSLSA.SL6	SL.7.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1a-	Read required texts prior to discussions Prepare for discussions Use previous knowledge to expand discussions about a topic Engage in conversations about grade-appropriate topics and texts Participate in a variety of rich, structured conversations		SCI. 8.5.1.8.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of and learn from others' ideas, observations, and experiences	

	D C 1:1 :C 1
Come	
discuss	
	d, having including group and
read or	individual roles
researc	led led
materia	Madalammamiata
	Apricial
draw o	
prepara	
referrin	
	e on the Craft and respond to
topic, t	
issue to	
and ref	ect on alpharating when
ideas u	ider -
discuss	on.
SL.7.1	- Deflect on and
	Reflect on and
	rules for paraphrase what was
collegi	
	ons, track Summarize the ideas
	s toward expressed
	goals and
deadlin	
	ndividual in Compation and in the compation of the compat
roles as	liccucu.
SL.7.10	appropriate speech, in a
	variety of situations
Pose q	
that eli	
	ion and the audience
respon	
	questions Determine if the topic
and con	nments and language style
with re	evant
	tions and correspond appropriately
	at bring at bring
the disc	
back or	topic as

	needed.	language and revise as		
	SL.7.1d-	needed		
	Acknowledge			
	new information			
	expressed by			
	others and, when			
	warranted,			
	modify their own			
	views.			
	SL.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.7.3-			
	Delineate a			
	speaker's argument			
	and specific claims,			
	evaluating the			
	soundness of the			
	reasoning and the			
	relevance and			
	sufficiency of the			
	evidence.			
	CI 7.6			
	SL.7.6-			
	Adapt speech to a variety of contexts			
	variety of contexts			

	1			1	1		
			and tasks,				
			demonstrating				
			command of formal				
			English when				
			indicated or				
			appropriate.				
When a	Effective	NJSLS AL1.	AL7.1-	Identify phrases and			
word	readers and		Demonstrate	clauses in sentences in			
doesn't	writers use	NJSLS A.L2.	command of the	reading			
make sense,	knowledge of		conventions of				
what can I	the structure	NJSLS A.L3.	standard English	Explain the function			
do to figure	and context of	1,002011.20.	grammar and	of phrases and clauses			
it out? How	language to	NJSLS A.L4.	usage when	in general			
do I use	acquire,	TODES TILE 1.	writing or	Explain the function			
what I know	clarify, and		speaking.	of phrases and clauses			
to figure out	appropriately		speaking.	in specific sentences			
what I don't	use		AL7.1a-	in specific sentences			
know?	vocabulary.		AL1.1a-	Apply common rules			
KIIOW !	vocabulary.		Explain the	and patterns to spell			
How does	Effective		function of	words correctly			
			phrases and				
the situation	readers,		clauses in general	Select precise			
affect	writers, and		and their function	language			
meaning?	listeners use		in specific	Revise writing for			
	knowledge of		sentences.	wordiness and			
How does	language to			redundancies			
an author's	make		AL7.1b-	redundancies			
choice	appropriate		Choose among	Use a combination of			
impact an	choices when		simple,	context clues,			
audience?	presenting		±	structural clues, and			
	information		compound,	the word's position in			
	and to clarify		complex, and	a sentence to			
	meaning when		compound-compl	determine the meaning			
	reading or		ex sentences to	of unknown words or			
	listening.		signal differing	phrases			
			relationships				
			among ideas.	Use dictionaries,			
			AL7.1c-	glossaries, and/or			
				thesauruses to find the			
			Place phrases and	pronunciation of a		 	

clauses within a	word		
sentence, recognizing and correcting misplaced and dangling modifiers.	Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech		
AL7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. AL7.2a- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). AL7.2b-			
Spell correctly. 7.3. Use knowledge of language and its conventions when writing, speaking,			

10		
reading, or listening.		
instelling.		
AL7.3a-		
Change language		
Choose language		
that expresses		
ideas precisely		
and concisely,		
recognizing and		
eliminating wordiness and		
redundancy.		
AL7.4-		
Determine or		
clarify the meaning of		
unknown and		
multiple-meaning		
words and		
phrases based on		
grade 7 reading		
and content,		
choosing flexibly		
from a range of		
strategies.		
AL7.4a-		
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.		
AL7.4b-		
Use common,		
grade-appropriate		
Greek or Latin		
affixes and roots		
as clues to the		
meaning of a		
word (e.g.,		
belligerent,		
bellicose, rebel).		
AL7.4c-		
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.		
AL7.4d-		
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).			

ELA Curriculum Map

Essential Questions	Enduring Understandi ngs	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	ADV	Interdisciplinary Connections	21st Century Connections
Unit III: Nonfic	tion Text/Argur	nent 6 Weeks						
Author's	Analyzing	NJSLS W7.1	W7.1-	Write arguments to	Argument	Argument	8.1.8.A.1	9.2.8.B.3
Choice:How	texts for		Write arguments	support claims	On-Demand	On-Demand	Demonstrate	Evaluate
do you	structure,	NJSLS W7.1a	to support claims				knowledge of a	communication
develop an	purpose, and		with clear	Support arguments with			real world	, collaboration,
argumentative	viewpoint	NJSLS W7.1b	reasons and	clear reasons and			problem using	and leadership
essay? What	allows an		relevant	relevant evidence			digital tools.	skills that can
factors in an	effective	NJSLS W7.1c	evidence.					be developed
argumentative	reader to			Introduce claim(s)			8.1.8.A.5	through
essay help	gain insight	NJSLS W7.1d	W7.1a-				Create a database	school, home,
make your	and		Introduce	Write a clear thesis			query, sort and	work, and
claim	strengthen	NJSLS W7.1e	claim(s),	statement			create a report	extracurricular
reliable?	understandin		acknowledge				and describe the	activities for
	g.	NJSLS W7.4	alternate or	Address opposing claims			process, and	use in a career.
		NIGI G WIE 5	opposing claims,				explain the report	
		NJSLS W7.5	and organize the	Organize the reasons and			results	
		NICL C WIZ Z	reasons and	evidence logically.			0.1.0.D.1	
		NJSLS W7.7	evidence				8.1.8.B.1	
		MICL C WZ 0	logically.	Choose appropriate			Synthesize and	
		NJSLS W7.8	W7.1b-	reasoning and evidence			publish	
		NICLOWIA		to support claims			information about	
		NJSLS W7.9	Support claim(s)	Evaluate sources for			a local or global issue or event	
		NJSLS W7.10	with logical	accuracy and reliability			issue or event	
		NJSLS W 7.10	reasoning and relevant	accuracy and renability			8.1.8.D.4	
			evidence, using	Demonstrate an			Assess the	
			accurate, credible	understanding of the			credibility and	
			sources and	topic or text			accuracy of	
			demonstrating an	topic of text			digital content.	
			understanding of	Use transitional words			digital content.	
			the topic or text.	and phrases			8.1.8.E.1	
			the topic of text.	una pinases			Effectively use a	
			W7.1c-	Use transitions to clarify			variety of search	
			Use words,	the relationships among			tools and filters	
			phrases, and	claim(s), counterclaims,			in professional	

Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

clauses to create	reasons, and evidence	public databases	
cohesion and		to find	
clarify the	Choose a consistent	information to	
relationships	style, approach, and	solve a real world	
among claim(s),	form for the task	problem.	
reasons, and			
evidence.	Close the text with a	8.1.8.F.1 Explore	
	conclusion	a local issue, by	
W7.1d-		using digital tools	
Establish and	Focus writing on	to collect and	
maintain a formal	thoroughly describing or	analyze data to	
style/academic	explaining a topic.	identify a	
style, approach,	explaining a topic.	solution and	
and form.	Identify the defining	make an	
and form.	elements of this specific	informed	
W7.1e-	writing genre.	decision.	
Provide a	writing genre.	decision.	
concluding	Explore topics from their		
statement or	content area classes.		
section that	content area crasses.		
	Total design to the standard		
follows from and	Introduce a topic clearly,		
supports the	previewing what is to		
argument	follow.		
presented.			
	Organize ideas,		
W7.4-	concepts, and		
Produce clear and	information into broader		
coherent writing	categories using		
in which the	strategies such as		
development,	definition, classification,		
organization,	comparison/contrast, and		
voice, and style	cause/effect		
are appropriate to			
task, purpose,	Include formatting (e.g.,		
and audience.	headings), graphics (e.g.,		
	charts, tables), and		
W7.5-	multimedia when useful		
Develop and	to aiding		
strengthen	comprehension.		

	information from	Use language that is		
	multiple print and	precise and powerful to		
	digital sources,	create voice in writing.		
	assess the			
	credibility and	Create a tone that is		
	accuracy of each	appropriate for one's		
	source, and	audience.		
	integrate the			
	information while	Revise and edit		
	avoiding	intentionally to improve		
	plagiarism.	writing.		
	W7.9-	Generate ideas to		
	Draw evidence	develop a topic.		
	from literary or			
	informational	Revise writing with a		
	texts to support	partner or self-editing		
	analysis,	checklists.		
	reflection, and			
	research.	View writing from the		
		vantage point of the		
	W7.9b-	audience in order to		
	Trace and	determine the		
	evaluate the	effectiveness of their		
	argument and	words, organization, etc.		
	specific claims in			
	a text, assessing	Use technology to		
	whether the	produce and publish		
	reasoning is	writing.		
	sound and the			
	evidence is	Creating links to and cite		
	relevant and	sources while interacting		
	sufficient to	and collaborating with		
	support the	others.		
	claims.	Has to should a to all		
	W7.10	Use technological		
	W7.10-	resources to enhance		
	Write routinely	writing.		
	over extended			

t t	time frames (time	Follow appropriate		
	for research,	typing format and		
	reflection,	conventions.		
	metacognition/sel	conventions.		
		Lieu ta shu ala arrita		
	f correction, and	Use technology to		
	revision) and	broaden research base.		
	shorter time			
	frames (a single	Use evidence found		
	sitting or a day or	online to support ideas.		
	two) for a range			
	of	Give and receive		
	discipline-specifi	feedback using		
	c tasks, purposes,	technology.		
a	and audiences.			
		Seek out authentic		
		publishing opportunities.		
		Engage in short research		
		projects to answer		
		self-selected or		
		teacher-assigned		
		questions.		
		questions.		
		Develop research		
		questions.		
		Determine becaused on		
		Determine keywords or		
		topics for each question.		
		C 1		
		Search for informational		
		sources in an effort to		
		answer the question.		
		a		
		Compose follow-up		
		research questions based		
		on the initial search.		
		Explain quotations used		
		as support to enhance		

		meaning.		
		Research and synthesize information from several sources.		
		Conduct research and synthesize multiple sources of information.		
		Use search terms effectively.		
		Write a clear thesis statement.		
		Draw evidence from texts to support thesis.		
		Assess the credibility and accuracy of each source.		
		Select direct and indirect quotations that relate to the topic as evidence.		
		Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations.		
		Identify examples of plagiarism in writing.		
		Paraphrase source information to avoid plagiarism in writing.		

		Incorporate ideas from		
		Incorporate ideas from		
		literary or informational		
		texts to support writing.		
		Deconstruct and reflect		
		upon textual evidence.		
		Identify evidence that		
		supports claims in		
		literary analysis.		
		Logically connect		
		evidence to claims in		
		writing.		
		writing.		
		Select direct and indirect		
		quotations that relate to		
		the topic as evidence.		
		the topic us evidence.		
		Cite in-text direct and		
		indirect quotations		
		appropriately.		
		11 1 2		
		Explain quatations used		
		Explain quotations used		
		as support to enhance		
		meaning.		
		_		
		Recognize and identify		
		multiple organizational		
		models.		
		Apply a specific		
		organizational strategy		
		organizational strategy		
		to a writing.		

What do good readers do?	Effective readers use a	NJSLS RI7.1	RI7.1- Cite several	Paraphrase evidence from text	Multiple Choice	Multiple Choice	8.1.8.A.1 Demonstrate	9.2.8.B.3 Evaluate
Am I clear about what I	variety of strategies to	NJSLS RI7.2	pieces of textual evidence and	Correctly cite			knowledge of a real world	communication , collaboration,
just read? How do I	make sense of key ideas	NJSLS RI7.3	make relevant connections to	evidence			problem using digital tools.	and leadership skills that can
know?	and details	NJSLS RI7.4	support analysis	Closely read the text				be developed
	presented in nonfiction		of what the text says explicitly as	(questioning, determining			8.1.8.D.4 Assess the	through school, home,
	text.	NJSLS RI7.5	well as inferences	importance, looking			credibility and	work, and
		NJSLS RI7.6	drawn from the text	for patterns) to extract quality			accuracy of digital content.	extracurricular activities for
		NJSLS RI7.8		evidence to support a				use in a career.
			RI7.2- Determine two or	claim			8.1.8.E.1 Effectively use a	
		NJSLS RI7.9	more central	Use evidence from			variety of search	
		NJSLS RI7.10	ideas in a text and analyze their	the text to make and check predictions as			tools and filters in professional	
			development over	you read			public databases	
			the course of the text; provide an	Gather evidence			to find information to	
			objective	from the text to			solve a real world	
			summary of the text	support inferences or explicit meaning			problem.	
							8.1.8.F.1 Explore	
			RI7.3- Analyze the	Probe a segment of text in order to			a local issue, by using digital tools	
			interactions	study and evaluate			to collect and	
			between individuals,	its multiple, deeper, and varied meanings			analyze data to identify a	
			events, and ideas				solution and	
			in a text (e.g., how ideas	Combine text information and prior			make an informed	
			influence	knowledge (personal			decision.	
			individuals or events, or how	experience and/or previous reading) to				
			individuals influence ideas or	create new				
<i>p</i>	1.5							
Reading lit-	ed; Reading	ntormation-purpl	e; Writing-green;	S&L-orange Language	e-blue Page 42	2 of 94		

T T				
	events).	form of inferences		
	RI7.4-	Defends the tout for		
		Refer to the text for		
	Determine the	support when		
	meaning of	analyzing and drawing		
	words and	inferences		
	phrases as they	e 1 : 1 · .		
	are used in a text,	Explain how two or		
	including	more central ideas in		
	figurative,	a nonfiction piece		
	connotative, and	develop over the		
	technical	course of the text,		
	meanings;	including the		
	analyze the	relationship between		
	impact of a	people, ideas, and		
	specific word	events		
	choice on			
	meaning and	Identify and use		
	tone.	knowledge of common		
		graphic features		
	RI7.5-	(charts, maps,		
	Analyze the	diagrams, captions,		
	structure an	illustrations) to help		
	author uses to	determine two or		
	organize a text,	more central idea of		
	including how	a text		
	the major			
	sections	Summarize the text		
	contribute to the	objectively, capturing		
	whole and to the	the main ideas		
	development of			
	the ideas.	Distinguish between		
		essential and		
	RI7.6-	nonessential details		
	Determine an	of a text to create		
	author's point of	an objective summary		
	view or purpose	of the text		
	in a text and			
	analyze how the	Understand how		

	ı		1	
	author	interactions between		
	distinguishes his	individuals, events, and		
	or her position	ideas in a text		
l f	from that of			
	others.	Demonstrate the		
		ability to determine		
l l	RI7.8-	the meaning of words		
Г	Trace and	and phrases as they		
e	evaluate the	are used in a text		
a	argument and	(e.g., figurative,		
S	specific claims in	connotative,		
	a text, assessing	technical)		
	whether the	•		
r	reasoning is	Analyze the impact		
	sound and the	of specific word		
e	evidence is	choice on meaning		
r	elevant and	and/or tone		
S	sufficient to			
S	support the	Evaluate the		
	claims.	effectiveness of the		
		author's word choice		
l l	RI7.9-	or sound device		
	Analyze and			
r	reflect on (e.g.	Describe the		
l p	oractical	structure used to		
k	knowledge,	organize a nonfiction		
l h	nistorical/cultural	text texts		
c	context, and			
l b	oackground	Explain how text		
k	knowledge) how	structure impacts		
t	wo or more	overall meaning of		
a	authors writing	text		
a	about the same			
t	copic shape their	Identify how the		
	presentations of	differing form or		
	key information	structure of a text		
	by emphasizing	contributes to its		
	different	meaning		
e	evidence or			

	advancing	Analyze how parts of		
	different	a text contribute to		
	interpretations of	meaning		
	facts.			
		Explain why the		
	RI7.10-	author chose a		
	By the end of the	specific form or		
	year read and	structure		
	comprehend			
	literary	Analyze the impact		
	nonfiction at	of the form or		
	grade level	structure on the		
	text-complexity	reader (how would		
	or above, with	the text be		
	scaffolding as	different if the form		
	needed.	changed?)		
		Evaluate the		
		effectiveness of the		
		chosen form or		
		structure		
		Siructure		
		6 1 1 11		
		Explain the		
		techniques the		
		author uses to		
		distinguish his/her		
		point of view from		
		others		
		Evaluate the		
		effectiveness of the		
		techniques the		
		author uses to		
		distinguish his/her		
		point of view from		
		others		
		Evaluate claims in an		
		argument.		
l		ar guilletti.		

ELA Curriculum Map

What makes writing "clear"? What makes a difference? What makes writing "clear" by SLS SL7.1 NJSLS SL7.2 WJSLS SL7.3 and shope their ideas a difference? What makes writing "clear ideas as a writer whoves a difference? What makes a difference?
What makes writing clear ideas "clear"? What makes a difference? What makes a difference? What makes a propriate NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. Read required texts prior to discussions Read required texts prior to discussions Read required texts prior to discussions Prepare for and participate effectively in a range of conversations NJSLS SL7.2 NJSLS SL7.3 NJSLS SL7.3 NJSLS SL7.3 A varied level of text complexity. Read required texts prior to discussions Prepare for discussions A varied level of text complexity. Read required texts prior to discussions NJSLS SL7.2 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. Read required texts prior to discussions A varied level of text complexity. NJSLS SL7.1 Prepare for discussions A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. Read required texts prior to discussions A varied level of text complexity. NJSLS SL7.1 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 A varied level of text complexity. NJSLS SL7.1 NJSLS SL7
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What makes writing clear ideas "clear"? What makes a difference? What makes a difference? What makes a propriate NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 SL7.1- Prepare for and participate effectively in a range of conversations Read required texts prior to discussions Prepare for and participate effectively in a range of conversations NJSLS SL7.1 NJSLS SL7.2 NJSLS SL7.3 Read required texts prior to discussions Prepare for discussions All NJSLS SL7.1 Prepare for discussions Read required texts prior to discussions Evaluate communication problem using digital tools. All NJSLS SL7.1 NJSLS SL7.3 NJSLS SL7.3 NJSLS SL7.3
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What makes a difference? Involves selecting appropriate appropriate NJSLS SL7.3 Prepare for discussions and leadership
appropriate appropriate conversations digital tools. and leadership
Final style and NTSLS SL74 and Use previous skills that can
Produce: Structure for structu
What does it an audience NJSLS SL7.6 with diverse discussions about a Synthesize and through
task? and is partners, topic publish school, home,
strengthened building on information about work, and
through others' ideas Engage in a local or global extracurricular
revision and technology. and expressing conversations about technology. and expressing conversations about technology. activities for use in a career.
technology. their own grade-appropriate use in a career. clearly and topics and texts 8.1.8.D.4
persuasively.
Participate in a credibility and
SL7.2- variety of rich, accuracy of
Integrate and structured digital content.
evaluate conversations
information 8.1.8.E.1
presented in diverse media Define and identify Effectively use a variety of search
and formats, including group and tools and filters

Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

including	individual roles		in professional	
visually,			public databases	
quantitatively,	Model appropriate		to find	
and orally.	behavior during		information to	
	discussions		solve a real world	
SL7.3-	4.55455767.5		problem.	
Evaluate a	Craft and respond to		proore	
speaker's point			8.1.8.F.1 Explore	
of view,	based on the topic or		a local issue, by	
reasoning, and	text, elaborating		using digital tools	
use of	when necessary		to collect and	
evidence and	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		analyze data to	
rhetoric.	Reflect on and		identify a	
Theronic.	paraphrase what was		solution and	
SL7.4-	discussed		make an	
Present	Summarize the ideas		informed	
information,	expressed		decision.	
findings, and	'			
supporting	Analyze main ideas			
evidence such	and supporting			
that listeners	details			
can follow the				
line of	Understand the			
reasoning and	speaker's argument			
the	and claims, as well as			
organization,	the reasoning of the			
development,	argument.			
and style are				
appropriate to	Present information			
task, purpose,	using sound, detailed,			
and audience.	and relevant evidence			
	in a coherent manner.			
SL7.6-				
Adapt speech	Build arguments to			
to a variety of	prepare for			
contexts and	persuasive speeches			
communicative	on topics of interest			
tasks,	or address the class			
demonstrating	on a			

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			command of	teacher-assigned			
			formal English	topic			
			when indicated				
				Llas prostices that			
			or appropriate.	Use practices that			
				engage the audience			
				(ie: eye contact,			
				volume,			
				pronunciation)			
				promanerarion			
				Condition in the continue			
				Emphasize important			
				points with different			
				pitch or volume			
				Elaborate on a point			
				that listeners may			
				need more			
				explanation to			
				understand			
				Orally present			
				information, using			
				appropriate speech,			
				in a variety of			
				situations			
				Recognize and			
				consider the			
				audience			
				dudience			
				Determine if the			
				topic and language			
				style correspond			
				appropriately			
				Reflect on the use of			
				language and revise			
				as needed			
Why do the	Effective	NJSLS L.7.1	L.7.1-	Identify phrases and		8.1.8.A.1	
rules of	communicati	11000 0./.1	Demonstrate	clauses in sentences		Demonstrate	9.2.8.B.3

ELA Curriculum Map

language	on of ideas		command of the	when reading.	knowledge of a	Evaluate
matter?	when		conventions of	when reading.	real world	communication
Communicati	speaking or	NJSLS L.7.1b	standard English	Accurately use phrases	problem using	, collaboration,
ng clearly:	writing relies		grammar and	and clauses within a	digital tools.	and leadership
What does it	on the	NJSLS L.7.1c	usage when	sentence in writing.	digital tools.	skills that can
take?			writing or	sentence in writing.	8.1.8.A.5	be developed
take?	appropriate	NJSLS L.7.2		D 4 4		1
	use of the		speaking.	Recognize and correct	Create a database	through
	conventions	NJSLS L.7.2a	T 77 11	misplaced and dangling	query, sort and	school,
	of language.		L.7.1b-	modifiers	create a report	homework, and
		NJSLS L.7.2b	Choose among	71 .:0	and describe the	extracurricular
			simple,	Identify a series of	process, and	activities for
		NJSLS L.7.3	compound,	adjectives in writing.	explain the report	use in a career.
			complex, and		results	
		NJSLS L.7.4	compound-compl	Use a comma to separate		
			ex sentences to	adjectives in a series.	8.1.8.B.1	
		NJSLS L.7.5	signal differing		Synthesize and	
		110020 2.7.0	relationships	Apply common rules	publish	
		NJSLS L.7.6-	among ideas.	and patterns to spell	information about	
		1435E5 E.7.0		words correctly	a local or global	
			L.7.1c-		issue or event	
			Place phrases and	Select precise language.		
			clauses within a		8.1.8.D.4	
			sentence,	Revise writing for	Assess the	
			recognizing and	wordiness and	credibility and	
			correcting	redundancies.	accuracy of	
			misplaced and		digital content.	
			dangling	Use a combination of		
			modifiers.	context clues, structural	8.1.8.E.1	
				clues, and the word's	Effectively use a	
			L.7.2-	position in a sentence to	variety of search	
			Demonstrate	determine the meaning	tools and filters	
			command of the	of unknown words or	in professional	
			conventions of	phrases.	public databases	
			standard English	P4000.	to find	
			capitalization,	Use dictionaries,	information to	
			punctuation, and	glossaries, and/or	solve a real world	
			spelling when	thesauruses to find the	problem.	
			writing.	pronunciation of a word.	proofein.	
			witting.	pronunciation of a word.	0 1 0 E 1 Employe	
					8.1.8.F.1 Explore	

Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

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	L.7.2a-	Use dictionaries,		a local issue, by	
	Use a comma to	glossaries, and/or		using digital tools	
	separate	thesauruses to determine		to collect and	
	coordinate	the actual meaning of a		analyze data to	
	adjectives (e.g., It	word or its part of		identify a	
	was a fascinating,	speech.		solution and	
	enjoyable movie			make an	
	but not. He wore	Verify the inferred		informed	
	an old[,] green	meaning of a word is the		decision.	
	shirt).	actual meaning by using			
	,	dictionaries, glossaries,			
	L.7.2b-	and/or thesauruses.			
	Spell correctly.				
	~p *** ********************************	Consult reference			
	L.7.3-	materials that are both			
	Use knowledge	printed and digital			
	of language and	printed and argum			
	its conventions	Define and identify			
	when writing,	figures of speech.			
	speaking,	figures of specen.			
	reading, or	Determine the meaning			
	listening.	of and purpose of figures			
	listelling.	of speech in context.			
	L.7.4-	or specen in context.			
	Determine or	Identify the relationship			
	clarify the	of words			
	meaning of	Clarify words by using			
	unknown and	the relationship between			
	multiple-meaning	them.			
	words and	them.			
	phrases based on	Discern the difference in			
	grade 7 reading	meaning between closely			
	and content,	related words			
	choosing flexibly	TIndoneton describer			
	from a range of	Understand and apply			
	strategies.	conversational,			
	T 77.5	academic, and domain			
	L.7.5-	specific vocabulary.			
	Demonstrate				

			understanding of figurative language, word relationships, and nuances in word meanings. L.7.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or apprecasion.	Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form				
			expression.					
Essential Questions	Enduring Understandi ngs	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	<u>ADV</u>	Interdisciplinary Connections	21st Century Connections
Unit IV: Poetry	4 weeks ASI &	PRO						

What do good readers do? Am I clear about what I just read?	Effective readers use a variety of strategies to make sense of key ideas and details	NJSLS R.7.4 NJSLS R.7.5 NJSLS R.7.7	R.7.4- Determine the meaning of words and phrases as they are used in a text, including	Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)	Multiple Choice	Multiple Choice	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.	
How do I know?	presented in text.		figurative language and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Analyze the impact of specific word choice on meaning and/or tone Explain poetic devices used in text Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular			8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and	
			R.7.5- Analyze how a drama's or poem's form of structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyze why the author used a specific word choice or sound device Analyze the impact of a word choice or sound device or sound device on the reader			publish information about a local or global issue or event 8.1.8.D.4 Assess the credibility and	
Reading lit-r	ed; Reading i	information-purpl	R.7.7- Compare and contrast a written story, drama, or poem to its audio, filmed, or staged, or multimedia version, e; Writing-green;	Evaluate the effectiveness of the author's word choice or sound device Determine keywords or S&L-orange Language	e-blue Page 5 .	2 of 94	accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters	

	analyzing the effects of techniques unique to each medium (lighting, sound, color, or camera focus and angles in a film.) Engage the reader Organize an event sequence that unfolds naturally and logically Use narrative techniques effectively to develop experiences, events, and/or character Use figurative language to aid in description Describe ideas by using sensory and specific language Practice writing Poetry Reflect on and be able to explain decisions made while crafting a piece of writing Produce written reflections		in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
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		Write for a variety of		
		audiences and purposes		
		on an array of		
		cross-curricular topics		
		Read required texts prior		
		to discussions		
		Prepare for discussions		
		Use previous knowledge		
		to expand discussions		
		about a topic		
		Engage in conversations		
		about grade-appropriate		
		topics and texts		
		topics and texts		
		Participate in a variety of		
		rich, structured		
		conversations		
		•		
		Define and identify rules		
		for discussions,		
		including group and		
		individual roles		
		Model appropriate		
		behavior during		
		discussions		
		discussions		
		Craft and respond to		
		specific questions based		
		on the topic or text,		
		elaborating when		
	l	1		

				necessary Reflect on and paraphrase what was discussed Summarize the ideas expressed Select precise language Revise writing for wordiness and redundancies			
What makes writing clear? What makes a difference? Final product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLS W.7.3.D NJSLS W.7.3.E NJSLS W.7.10	W.7.3d- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.7.3e- Provide a conclusion that follows from and reflects on the narrated experiences or events.	Clearly convey a conflict and a resolution to the conflict Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) Reflect on and be able to explain decisions made while crafting a piece of writing Produce written reflections Write for a variety of audiences and purposes on an array of cross-curricular topics	On-Demand Narrative Vignette	On-Demand Narrative Vignette	

			W.7.10-			
			Write routinely			
			over extended			
			time frames (time			
			for research,			
			reflection, and			
			revision) and			
			shorter time			
			frames (a single			
			sitting or a day or			
			two) for a range			
			of			
			discipline-specifi			
			c tasks, purposes,			
			and audiences.			
What makes	Comprehens	NJSLS SL.7.1	SL. 7.1-			
collaboration	ion is	NJOES SE.7.1	Engage	Read required texts prior		
meaningful?	enhanced	NJSLS SL.7.1.C	effectively in a	to discussions		
Making	through a	1435E5 5E.7.1.C	range of			
meaning from	collaborative	NJSLS SL.7.1.D	collaborative	Prepare for discussions		
a variety of	process of	1430E0 0E.7.1.D	discussions			
sources. What	sharing and	NJSLS SL. 7.3	(one-on-one, in	Use previous knowledge		
will help?	evaluating	1,0020 02. 7.0	groups, or	to expand discussions		
	ideas.	NJSLS SL. 7.3A	teacher-led) with	about a topic		
			diverse partners			
			on grade 7 topics,	Engage in conversations		
			texts, and issues,	about grade-appropriate		
			building on	topics and texts		
			others' ideas and	Participate in a variety of		
			expressing their	rich, structured		
			own clearly.	conversations		
				CONVERSATIONS		
			SL. 7.1.c-	Define and identify rules		
			Pose questions	for discussions,		
			that elicit	including group and		
			elaboration and	individual roles		
			respond to	martiadul 10100		
			others' questions	Model appropriate		
			and comments	пточог арргоричес		

			with relevant observations and ideas that bring the discussion back on topic as	behavior during discussions Craft and respond to		
			needed. SL.7.1.d- Acknowledge new information expressed by others and, when warranted, modify their own	specific questions based on the topic or text, elaborating when necessary Reflect on and paraphrase what was discussed Summarize the ideas		
			views. SL. 7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.	expressed		
			SL. 7.3.a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
Effective readers and writers use knowledge of the structure	Determine or clarify the meaning of unknown and	NJSLS L.7.3 NJSLS L.7.3a	L.7.3- Use knowledge of language and its conventions when writing,	Select precise language Revise writing for wordiness and		

and context of	multiple-me	speaking,	redundancies		
language to	aning words	reading, or	redundancies		
acquire,	and phrases	listening.			
clarify, and	by using				
appropriately	context	L.7.3a-			
use	clues,	Choose language			
vocabulary,	analyzing	that expresses			
	meaningful	ideas precisely			
	word parts,	and concisely,			
	and	recognizing and			
	consulting	eliminating			
	general and	wordiness and			
	specialized	redundancy.			
	reference				
	materials, as				
	appropriate.				

Essential Questions	Enduring Understandings	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	ADV	Inter- disciplinary Connections	21st Century Connections
Unit V: Myste	ery and Informati	onal Books Pro & A	ASI 4 weeks					
What do good readers do? Am I clear about what I just read? How do I know? In what ways does creative choice impact an audience?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. To gain keener insight into the integration of knowledge	NJSLS RL.7.1 NJSLS RL.7.2 NJSLS RL 7.3 NJSLS RL 7.6	RL.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2- Determine a theme or central idea of a	Make personal connections, connections to other texts, and/or global connections, when relevant Gather evidence from the text to support inferences or explicit meaning Read and analyze a variety of literary genres and	Multiple Choice	Multiple Choice	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solvi ng skills

and ideas,	text and analyze	informational texts
effective	its development	
readers	over the course of	Probe a segment of
analyze and	the text; provide	text in order to study
evaluate	an objective	and evaluate its
content,		multiple, deeper, and
reasoning,	RL.7.3-	varied meanings
and claims in	Analyze how	
diverse	particular elements	Combine text
formats	of a story or drama	information and prior
	interact (e.g., how	knowledge (personal
	setting shapes the	experience and/or
	characters or plot).	previous reading) to
	summary of the	create new information
	text	in the form of
		inferences
	RL.7.6-	
	Analyze how an	Refer to the text for
	author develops	support when
	and contrasts the	analyzing and drawing
	points of view of	inferences
	different	
	characters or	Provide a statement of
	narrators in a text.	a theme(s) or a central
		idea(s) of a fictional
		text, based on textual
		evidence
		Explain the theme or
		central idea of a
		fictional piece using
		key details as
		evidence, including
		details from the
		beginning, middle, and
		end of the text
		Analyze the
		development of the

theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text Analyze the impact specific story elements have on the text Relate the changes in setting or plot and vice versa (changes in setting or plot and vice versa (changes in setting affects character or plot, change in setting affects character or plot, change in in plot affects character and setting)		1	1	,		
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Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects			specific story elements			
character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects			have on the text			
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setting or plot and vice versa (change in setting affects character or plot, change in plot affects			Relate the change in			
setting or plot and vice versa (change in setting affects character or plot, change in plot affects			character to changes in			
versa (change in setting affects character or plot, change in plot affects						
setting affects character or plot, change in plot affects						
character or plot, change in plot affects						
change in plot affects						

		Analyze how the plot and setting affect the		
		actions/choices of the characters		
		Explain why the author chose to have		
		elements of a story interact in a specific		
		way		
		Analyze the impact of the relationship		
		between characters,		
		setting, and plot on the		
		reader		
		Evaluate the author's		
		effectiveness in		
		determining the interactions between		
		character, setting, and		
		plot		
		Identify the viewpoints		
		of characters in a text		
		Compare and contrast		
		the characters'		
		points-of-view		
		Trace how the author		
		created and conveyed		
		the similar and/or dissimilar characters		
		dissimilar characters		
		Analyze the impact of		
		the author's point of		
		view		

				choices on the reader			
				Evaluate the effectiveness of the author's point of view choices			
Author's choice: Why does it matter? What makes a story a "great" story? In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R4. NJSLSA.R5. NJSLSA.R7. NJSLSA.R9 NJSLSA.R10.	RI.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3- Analyze the interest of textual evidence of the text.	Paraphrase evidence from text. Correctly cite evidence. Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim. Use evidence from the text to make and check predictions as you read. Make personal connections, connections to other texts, and/or global connections, when relevant. Gather evidence from the text to support		SS 6.2.8.D.4.b Analyze how religion both unified and divided people	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solvi ng skills 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
	1		interactions	the text to support			

between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of	Refer to the text for support when analyzing and drawing inferences. Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the

RI.7.7-	events.
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery	events. Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text Summarize the text
of a speech affects the	objectively, capturing
impact of the words).	the main ideas.
RI.7.9-	Distinguish between essential and
Analyze and	nonessential details of
reflect on (e.g. practical knowledge,	a text to create an objective summary of the text.
historical/cultur al context, and background knowledge) how two or more authors writing about the same	Use a note taking structure to track key individuals, events, and/or ideas in informational texts.
topic shape their presentations of key information by emphasizing different evidence or advancing different	Explain the relationships between individuals, events, and ideas in a text. Analyze why the
interpretations of facts.	author chose to describe the

T	RI.7.10-	interaction between		
	DV IIIE EIIU OI	ideas, individuals, and		
	the year read	events in a particular		
	and comprehend	way.		
	literary			
	nonfiction at	Analyze the impact of		
	grade level	the interaction		
	text-complexity	between ideas,		
	or above, with	individuals, and events		
	scaffolding as	on the reader.		
r	needed.	on the reader.		
		A malarma da a		
		Analyze the effectiveness of the		
		interaction between		
		ideas, individuals, and		
		events in		
		communicating the		
		author's central idea.		
		author 5 contrar raca.		
		Demonstrate the		
		ability to determine the		
		meaning of words and		
		phrases as they are		
		used in a text (e.g.,		
		figurative, connotative,		
		technical)		
		Analyze the impact of		
		specific word choice		
		on meaning and/or		
		tone.		
		tone.		
		Analyze why the		
		author used a specific		
		word choice or sound		

	device.		
	Analyze the impact of		
	a word choice or		
	sound device on the		
	reader.		
	P 1 4 4		
	Evaluate the effectiveness of the		
	author's word choice		
	or sound device.		
	Describe the form and		
	structure of a drama or		
	poem.		
	Describe the structure		
	used to organize a		
	nonfiction text.		
	Explain how text		
	structure impacts		
	overall meaning of		
	text.		
	T1 (C) 1		
	Identify how the		
	differing form or structure of a text		
	contributes to its		
	meaning.		
	Analyze how parts of a		
	text contribute to		
	meaning.		
	Explain why the		

<u> </u>				
		author chose a specific		
		form or structure.		
		Analyze the impact of		
		the form or structure		
		on the reader (how		
		would the text be		
		different if the form		
		changed?)		
		Evaluate the		
		effectiveness of the		
		chosen form or		
		structure.		
		Analyze how content		
		differs depending on		
		the medium in which it		
		is presented.		
		apes when presented in		
		3.00		
		Identify techniques		
		present in each format		
		subject.		
		Reflect upon how the		
		Explain how content shifts/transforms/re-sh apes when presented in written, audio, video or multimedia formats Identify techniques present in each format Compare / contrast two or more formats' portrayal of the same		

			T		
		techniques within all			
		mediums utilized			
		affect and/or			
		shape/color the			
		particular segment of			
		text.			
		Track key individuals,			
		events, and/or ideas in			
		informational texts			
		from two or more			
		authors.			
		Investigate how one			
		topic may be presented			
		in different ways.			
		in different ways.			
		Compare and contrast			
		two or more authors'			
		presentations of key			
		information.			
		Analyze the			
		importance of the			
		different information			
		each author			
		emphasized and			
		excluded.			
		Analyze how the			
		authors use the same			
		information, but			
		produce different texts			
		because of			
		interpretation			

				Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text. Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view		
What do	Writing should be	NJSLSA.W2.	W.7.2- Write informative/	Focus writing on thoroughly describing		9.1.8.A.1 Develop
good writers do?	purposely	NJSLSA.W4.	explanatory texts	or explaining a topic.		strategies to
do:	focused,	11352571. 114.	to examine a topic	or explaining a topic.		reinforce
What's my	detailed,	NJSLSA.W5.	and convey ideas,	Identify the defining		positive
purpose and	organized,		concepts, and	elements of this		attitudes and
how do I	and	NJSLSA.W7.	information	specific writing genre.		productive
develop it?	sequenced in		through the			behaviors that
What do	a way that	NJSLSA.W8.	selection,	Explore topics from		impact critical
good	clearly		organization, and	their content area		thinking and
researchers	communicate	NJSLSA.W10.	analysis of	classes.		problem-solvi
do?	s the ideas to		relevant content.			ng skills
	the reader.			Introduce a topic		
What's the			W.7.2a-	clearly, previewing		9.1.8.F.1
problem	Effective		Introduce a topic	what is to follow.		Demonstrate
with "Cut	research		clearly,			how
and Paste?"	presents an		previewing what is	Organize ideas,		productivity

answer to a	to follow; organize	concepts, and		and
question,	ideas, concepts,	information into		accountability
demonstrates	and information,	broader categories		contribute to
understanding	using text	using strategies such		realizing
of the inquiry,	structures (e.g.,	as definition,		individual or
and properly	definition,	classification,		group work
cites	classification,	comparison/contrast,		goals within
information	comparison/contra	and cause/effect.		or outside the
from multiple	st, cause/effect,			classroom
sources.	etc.) and text	Include formatting		
	features (e.g.,	(e.g., headings),		
	headings,	graphics (e.g., charts,		
	graphics, and	tables), and		
	multimedia).	multimedia when		
		useful to aiding		
	W.7.2b-	comprehension.		
	Develop the topic			
	with relevant facts,	Include relevant		
	definitions,	supporting facts,		
	concrete details,	information, and		
	quotations, or	details.		
	other information			
	and examples.	Transition between		
		ideas using appropriate		
	W.7.2c-	words and phrases.		
	Use appropriate			
	transitions to	Select precise		
	create cohesion	language and		
	and clarify the	domain-specific		
	relationships	vocabulary.		
	among ideas and	Consistently use an		
	concepts.	appropriate style.		
	W.7.2d-	Create language that is		
	Use precise	appropriate to one's		
	language and	audience and follows a		
	domain-specific	formal tone.		
	vocabulary to			
	inform about or	Write a conclusion to		

	explain the topic.	bring the text to a		
		close.		
	W.7.2e			
	Establish and	Identify defining		
	maintain a formal	characteristics of		
	academic style,	different genres of		
	approach, and	writing.		
	form.			
		Unpack the writing		
	W.7.2f-	prompt.		
	Provide a			
	concluding	Write for a specific		
	statement or	purpose and audience.		
	section that			
	follows from and	Select an appropriate		
	supports the	text structure or format		
	information or	for the task.		
	explanation			
	presented.	Use language that is		
	F	precise and powerful		
	W.7.4-	to create voice in		
	Produce clear and	writing.		
	coherent writing in			
		Create a tone that is		
		Revise and edit		
	W.7.5-			
		F		
		Revise writing with a		
	_			
		View writing from the		
	which the development, organization, voice and style are appropriate to task, purpose, and audience. W.7.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by	Create a tone that is appropriate for one's audience. Revise and edit intentionally to improve writing. Generate ideas to develop topic. Revise writing with a partner or self-editing checklists. View writing from the vantage point of the		

	ulannina nasiais-	andiana in andanta		
	planning, revising,	audience in order to		
	editing, rewriting,	determine the		
	or trying a new	effectiveness of their		
	approach, focusing	words, organization,		
	on how well	etc.		
	purpose and			
	audience have	Engage in short		
	been addressed.	research projects to		
		answer self-selected or		
	W.7.7-	teacher-assigned		
		questions.		
	Conduct short	1		
	research projects	Develop research		
	to answer a	questions.		
	question,	1		
	drawing on	Determine keywords		
	several sources	or topics for each		
	and generating	question		
	additional	Search for		
	related, focused	informational sources		
	questions for	in an effort to answer		
	further research			
	and	the question.		
	investigation.	G		
		Compose follow-up		
	W.7.8-	research questions		
	Gather relevant	based on the initial		
	information from	search.		
	multiple print and			
	digital sources,	Explain quotations		
	using search terms	used as support to		
	effectively; assess	enhance meaning.		
	the credibility and			
	accuracy of each	Research and		
	source; and quote	synthesize information		
	or paraphrase the	from several sources.		
	data and			
	conclusions of	Conduct research and		
	others while	synthesize multiple		
	avoiding	sources of information.		
 1	avoluling	22 VVO OI MITOITIMETOII.		

plagiarism and following a standard format for citation. W.7.10- Write routinely over extended time frames (time frames (time for research, reflection, metacognition/s correction, and revision) and shorter time frames (a single sitting or a day two) for a range discipline-specitasks, purposes, and audiences.	Write a clear thesis statement. Draw evidence from texts to support thesis. Assess the credibility and accuracy of each source. Select direct and indirect quotations that relate to the topic as evidence. e of of fific Follow published
NJSLS SL 7.1 SL.7.1- Engage effective in a range of	Read required texts prior to discussions.
NJSLS SL 7.1b collaborative discussions (one-on-one, in	Prepare for discussions.
NJSLS SL 7.1c groups, and teacher-led) with	Use previous

NJSLS SL 7.1d	diverse partners on	discussions about a		
	grade 7 topics,	topic.		
NJSLS SL 7.3	texts, and issues,			
	building on others'	Engage in		
NJSLS SL 7.4	ideas and	conversations about		
	expressing their	grade-appropriate		
NJSLS SL 7.5	own clearly.	topics and texts.		
NJSLS SL 7.6	SL.7.1.A-	Participate in a variety		
	Come to	of rich, structured		
	discussions	conversations.		
	prepared, having			
	read or researched	Define and identify		
	material under	rules for discussions,		
	study; explicitly	including group and		
	draw on that	individual roles.		
	preparation by			
	referring to	Model appropriate		
	evidence on the	behavior during		
	topic, text, or issue	discussions.		
	to probe and			
	reflect on ideas	Craft and respond to		
	under discussion.	specific questions		
		based on the topic or		
	SL.7.1.B-	text, elaborating when		
	Follow rules for	necessary.		
	collegial			
	discussions, track	Reflect on and		
	progress toward	paraphrase what was		
	specific goals and	discussed.		
	deadlines, and	0 : 4 :1		
	define individual	Summarize the ideas		
	roles as needed.	expressed.		
	SL.7.1.C-	Determine the		
	Pose questions	speaker's argument		
	that elicit	and claims.		
	elaboration and	and Claims.		
	respond to others'	Evaluate whether the		
	respond to others	Evaluate whether the		

•		
	questions and	speaker's reasoning is
	comments with	rational and legitimate.
	relevant	
	observations and	Evaluate whether there
	ideas that bring the	is enough evidence to
	discussion back on	support the claims.
	topic as needed.	
		Present information
	SL.7.1.D-	using sound, detailed,
	Acknowledge new	and relevant evidence
	information	in a coherent manner.
	expressed by	
	others and, when	Build arguments to
	warranted, modify	prepare for persuasive
	their own views.	speeches on topics of
		interest or address the
	SL.7.3-	class on a
	Delineate a	teacher-assigned topic.
	speaker's argument	
	and specific	Use practices that
	claims, evaluating	engage the audience
	the soundness of	(ie: eye contact,
	the reasoning and	volume,
	relevance and	pronunciation)
	sufficiency of the	
	evidence.	Emphasize important
		points with different
	SL.7.4-	pitch or volume.
	Present claims and	
	findings,	Elaborate on a point
	emphasizing	that listeners may need
	salient points in a	more explanation to
	focused, coherent	understand.
	manner with	
	pertinent	Use multimedia and
	descriptions, facts,	visual displays to
	details, and	enhance work.
	examples; use	
	appropriate eye	Identify the various

	tact, adequate	types of multimedia		
volu	ume, and clear	(text, audio, still		
pror	nunciation.	images, animation, and		
		video) and visual		
SL.	7.5-	displays (posters,		
Incl	ude	props)		
mul	timedia	1 1 /		
	nponents and	Find meaningful ways		
	ial displays in	to include these tools		
	sentations to	in presentations.		
	ify claims and	P		
	lings and	Identify where to		
	ohasize salient	incorporate		
poir		multimedia and visual		
pon	165.	displays, as well as		
SL.	7.6-	implement specific		
	apt speech to a	video clips to enhance		
	ety of contexts	audience interest and		
	tasks,	learning.		
	nonstrating	icarining.		
	nmand of	Use multimedia to		
	nal English	help make claims and		
	en indicated or	findings clear and to		
		emphasize important		
арри	ropriate.			
		points for the audience.		
		audience.		
		Determine out on this		
		Determine when it is		
		appropriate to use		
		informal language		
		versus formal English.		
		0 11		
		Orally present		
		information, using		
		appropriate speech, in		
		a variety of situations.		
		D 1		
		Recognize and		
		consider the audience.		

ELA Curriculum Map

	1						
				Determine if the topic and language style correspond appropriately. Reflect on the use of language and revise as needed.			
Why do the rules of language matter? Communica ting clearly: What does it take?	Effective communicati on of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLS L7.1 NJSLS L7.2 NJSLS L7.3 NJSLS L7.6	L7.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . L7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Identify phrases and clauses in sentences in reading Explain the function of phrases and clauses in general Explain the function of phrases and clauses in specific sentence Apply common rules and patterns to spell words correctly Select precise language Revise writing for wordiness and redundancies Understand and apply conversational, academic, and domain specific vocabulary		8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solvi ng skills 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
			L7.6-	Interpret unknown			

Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

		Acquire and use	words and their			
		accurately	meanings, using			
		grade-appropriate	context clues,			
		general academic	understanding Greek			
		and	and Latin roots, and			
		domain-specific	applying grammatical			
		words and	knowledge of function			
		phrases; gather	and form			
		vocabulary				
		knowledge when				
		considering a				
		word or phrase				
		important to				
		comprehension or				
		expression.				

ELA Curriculum Map

Essential Questions	Enduring Understandin gs	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	ADV	Interdisciplinar y Connections	21st Century Connections
Unit VI: Pe	rsuasive/ Non- F	iction 3 Weeks						
How do	Analyzing	NJSLS W7.1	W7.1-	Write arguments to			8.1.8.A.1	9.2.8.B.3
you	texts for		Write arguments	support claims			Demonstrate	Evaluate
develop a	structure,	NJSLS W7.1a	to support claims				knowledge of a	communication,
persuasiv	purpose, and		with clear reasons	Support arguments with			real world	collaboration,
e essay?	viewpoint	NJSLS W7.1b	and relevant	clear reasons and			problem using	and leadership
What	allows an		evidence.	relevant evidence			digital tools.	skills that can be
factors in	effective	NJSLS W7.1c						developed
a	reader to gain		W7.1a-	Introduce claim(s)			8.1.8.A.5	through
persuasiv	insight and	NJSLS W7.1d	Introduce				Create a	school, home,
e essay	strengthen		claim(s),	Write a clear thesis			database query,	work, and
help make	understandin	NJSLS W7.1e	acknowledge	statement			sort and create	extracurricular
your	g.		alternate or				a report and	activities for use
claim		NJSLS W7.2	opposing claims,	Address opposing			describe the	in a career.
reliable?			and organize the	claims			process, and	
How to		NJSLS W7.3a	reasons and				explain the	
develop a			evidence logically.	Organize the reasons			report results	
plan for a		NJSLS W7.4		and evidence logically.				
persuasiv			W7.1b-				8.1.8.B.1	
e essay?		NJSLS W7.5	Support claim(s)	Choose appropriate			Synthesize and	
			with logical	reasoning and evidence			publish	
		NJSLS W7.7	reasoning and	to support claims			information	
			relevant evidence,				about a local or	
		NJSLS W7.8	using accurate,	Evaluate sources for			global issue or	
			credible sources	accuracy and reliability			event	
		NJSLS W7.9	and demonstrating					
			an understanding	Demonstrate an			8.1.8.D.4	
		NJSLS W7.10	of the topic or	understanding of the			Assess the	
			text.	topic or text			credibility and	
							accuracy of	
			W7.1c-	Use transitional words			digital content.	
			Use words,	and phrases				
			phrases, and				8.1.8.E.1	
			clauses to create	Use transitions to clarify			Effectively use	
			cohesion and	the relationships among			a variety of	
			clarify the	claim(s), counterclaims,			search tools	

Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

relationships	reasons, and evidence		and filters in	
among claim(s),			professional	
reasons, and	Choose a consistent		public	
evidence.	style, approach, and		databases to	
	form for the task		find	
W7.1d-			information to	
Establish and	Close the text with a		solve a real	
maintain a formal	conclusion		world problem.	
style/academic			1	
style, approach,	Focus writing on		8.1.8.F.1	
and form.	thoroughly describing or		Explore a local	
	explaining a topic.		issue, by using	
W7.1e-	5 F S F		digital tools to	
Provide a	Identify the defining		collect and	
concluding	elements of this specific		analyze data to	
statement or	writing genre.		identify a	
section that	with general		solution and	
follows from and	Explore topics from		make an	
supports the	their content area		informed	
argument	classes.		decision.	
presented.	Classes.		decision.	
presented.	Introduce a topic			
W7.2-	clearly, previewing what			
Write informative/	is to follow.			
explanatory texts	is to follow.			
to examine a topic	Organize ideas,			
and convey ideas,	concepts, and			
concepts, and	information into broader			
information	categories using			
through the	strategies such as			
selection,	definition, classification,			
organization, and	comparison/contrast,			
analysis of	and cause/effect			
relevant content.	and cause/effect			
Televant content.	Include formatting (e.g.,			
W7.3a-	headings), graphics			
Engage and orient	(e.g., charts, tables), and			
the reader by	multimedia when useful			
establishing a	to aiding			

context and point	comprehension.		
of view and			
introducing a	Include relevant		
narrator and/or	supporting facts,		
characters;	information, and details.		
organize an even	t l		
sequence that	Transition between		
unfolds naturally	ideas using appropriate		
and logically.	words and phrases.		
	-		
W7.4- Produce	Select precise language		
clear and coherer			
writing in which	vocabulary.		
the development,			
organization,	Consistently use an		
voice, and style	appropriate style.		
are appropriate to			
task, purpose, and			
audience.	appropriate to one's		
	audience and follows a		
W7.5- Develop	formal tone.		
and strengthen	Total William		
writing as needed	Write a conclusion to		
by planning,	bring the text to a close		
revising, editing,	oring the text to a cross		
rewriting, or	Use appropriate/		
trying a new	professional language to		
approach.	display content		
ирргоцен.	knowledge while		
W7.6-	providing point of view		
Use technology,	providing point of view		
including the	Identify defining		
Internet, to	characteristics of		
produce and	different genres of		
publish writing	writing.		
and link to and	witting.		
cite sources as	Unpack the writing		
well as to interac			
and collaborate	prompt.		
and conadorate			

1	1	1		1
	with others,	Write for a specific		
	including linking	purpose and audience.		
	to and citing			
	sources.	Select an appropriate		
		text structure or format		
	W7.7-	for the task.		
	Conduct short as	for the task.		
	well as more	Use language that is		
	sustained research	precise and powerful to		
	projects, utilizing	create voice in writing.		
	an inquiry-based			
	research process,	Create a tone that is		
	based on focused	appropriate for one's		
	questions,	audience.		
	demonstrating			
	understanding of	Revise and edit		
	the subject under	intentionally to improve		
	investigation.	writing.		
	<i>S </i>	8		
	NJSLS W7.8-	Generate ideas to		
	Gather relevant	develop topic.		
	information from	develop topie.		
	multiple print and	Revise writing with a		
	digital sources,	partner or self-editing		
	assess the	checklists.		
		checklists.		
	credibility and	77 11 0 1		
	accuracy of each	View writing from the		
	source, and	vantage point of the		
	integrate the	audience in order to		
	information while	determine the		
	avoiding	effectiveness of their		
	plagiarism.	words, organization, etc.		
	W7.9-	Use technology to		
	Draw evidence	produce and publish		
	from literary or	writing.		
	informational			
	texts to support	Creating links to and		
	analysis,	cite sources while		
	and you,	Site bourees willie		l l

reflection, and	interacting and		
research.	collaborating with		
	others.		
W7.9b-			
Trace and evaluate	Use technological		
the argument and	resources to enhance		
specific claims in	writing.		
a text, assessing			
whether the	Follow appropriate		
reasoning is sound	typing format and		
and the evidence	conventions.		
is relevant and	conventions.		
sufficient to	Use technology to		
support the	broaden research base.		
claims.	broaden research base.		
Claims.	Use evidence found		
W7.10-			
	online to support ideas.		
Write routinely	Ci		
over extended	Give and receive		
time frames (time	feedback using		
for research,	technology.		
reflection,			
metacognition/self	Seek out authentic		
correction, and	publishing		
revision) and	opportunities.		
shorter time			
frames (a single	Engage in short research		
sitting or a day or	projects to answer a		
two) for a range of	self-selected or		
discipline-specific	teacher-assigned		
tasks, purposes,	questions.		
and audiences.			
	Develop research		
	questions.		
	Determine keywords or		
	topics for each question.		
	•		
	Search for informational		

	sources in an effort to		
	answer the question.		
	Compose follow-up		
	research questions based		
	on the initial search.		
	Explain quotations used		
	as support to enhance		
	meaning.		
	meaning.		
	Research and synthesize		
	information from		
	several sources.		
	Conduct research and		
	synthesize multiple		
	sources of information.		
	Use search terms		
	effectively.		
	Write a clear thesis		
	statement.		
	Draw evidence from		
	texts to support thesis.		
	11		
	Assess the credibility		
	and accuracy of each		
	source.		
	300200.		
	Select direct and indirect		
	quotations that relate to		
	the topic as evidence.		
	the topic as evidence.		
	Follow published		
	guidelines (MLA, APA,		
	etc) to cite direct and		

	I		
	indirect quotations.		
	Identify examples of		
	plagiarism in writing.		
	Paraphrase source		
	information to avoid		
	plagiarism in writing.		
	Incorporate ideas from		
	literary or informational		
	texts to support writing.		
	Deconstruct and reflect		
	upon textual evidence.		
	upon textual evidence.		
	Identify evidence that		
	supports claims in		
	literary analysis.		
	Logically connect		
	evidence to claims in		
	writing.		
	Select direct and indirect quotations that relate to		
	the topic as evidence.		
	Cite in-text direct and		
	indirect quotations		
	appropriately.		
	Explain quotations used		
	as support to enhance		
	meaning.		
	D : 1:1 ::0		
	Recognize and identify multiple organizational		
	models.		
	1110 40 410.		

ELA Curriculum Map

				Apply a specific organizational strategy to a writing.			
What do	Effective	NJSLS RI7.1	RI7.1- Cite several pieces	Paraphrase evidence from text		8.1.8.A.1	9.2.8.B.3
good readers	readers use a variety of	NJSLS RI7.2	of textual evidence and	Correctly cite evidence		Demonstrate knowledge of a	Evaluate communication,
do? Am I	strategies to make sense	NJSLS RI7.3	make relevant	Closely read the text		real world problem using	collaboration, and leadership
about what I	of key ideas and details	NJSLS RI7.4	support analysis of what the text says	(questioning, determining importance,		digital tools.	skills that can be developed
just read? How do I	presented in nonfiction	NJSLS RI7.5	explicitly as well as inferences	looking for patterns) to extract quality evidence		8.1.8.D.4 Assess the	through school, home,
know?	text.	NJSLS RI7.6	drawn from the text	to support a claim		credibility and accuracy of	work, and extracurricular
		NJSLS RI7.8	RI7.2-	Use evidence from the text to make and check		digital content.	activities for use in a career.
		NJSLS RI7.9	Determine two or more central ideas	predictions as you read		8.1.8.E.1 Effectively use	
		NJSLS RI7.10	in a text and analyze their	Gather evidence from the text to support		a variety of search tools	
			development over the course of the	inferences or explicit meaning		and filters in professional	
			text; provide an objective	Probe a segment of text		public databases to	
			summary of the	in order to study and		find information to	
			text .	evaluate its multiple, deeper, and varied		solve a real	
			RI7.3- Analyze the	meanings		world problem.	
			interactions between	Combine text information and prior		8.1.8.F.1 Explore a local	
			individuals, events, and ideas	knowledge (personal experience and/or		issue, by using digital tools to	
			in a text (e.g., how ideas influence	previous reading) to create new information		collect and	
			individuals or	in the form of inferences		analyze data to identify a	

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events, or how			solution and	
individuals	Refer to the text for		make an	
influence ideas or	support when analyzing		informed	
events).	and drawing inferences		decision.	
,				
RI7.4-	Explain how two or			
Determine the	more central ideas in a			
meaning of words	nonfiction piece develop			
and phrases as	over the course of the			
they are used in a	text, including the			
text, including	relationship between			
figurative,	people, ideas, and events			
connotative, and				
technical	Identify and use			
meanings; analyze	knowledge of common			
the impact of a	graphic features (charts,			
specific word	maps, diagrams,			
choice on meaning	captions, illustrations) to			
and tone.	help determine two or			
	more central idea of a			
RI7.5-	text			
Analyze the				
structure an author	Summarize the text			
uses to organize a	objectively, capturing			
text, including	the main ideas			
how the major				
sections contribute	Distinguish between			
to the whole and	essential and			
to the	nonessential details of a			
development of	text to create an			
the ideas.	objective summary of			
	the text			
RI7.6-				
Determine an	Understand how			
author's point of	interactions between			
view or purpose in	individuals, events, and			
a text and analyze	ideas in a text			
how the author				
distinguishes his	Demonstrate the ability			

	I .			
	or her position	to determine the		
	from that of	meaning of words and		
	others.	phrases as they are used		
		in a text (e.g., figurative,		
	RI7.8-	connotative, technical)		
	Trace and evaluate			
	the argument and	Analyze the impact of		
	specific claims in	specific word choice on		
	a text, assessing	meaning and/or tone		
	whether the			
	reasoning is sound	Evaluate the		
	and the evidence	effectiveness of the		
	is relevant and	author's word choice or		
	sufficient to	sound device		
	support the			
	claims.	Describe the structure		
		used to organize a		
	RI7.9-	nonfiction text texts		
	Analyze and			
	reflect on (e.g.	Explain how text		
	practical	structure impacts overall		
	knowledge,	meaning of text		
	historical/cultural			
	context, and	Identify how the		
	background	differing form or		
	knowledge) how	structure of a text		
	two or more	contributes to its		
	authors writing	meaning		
	about the same			
	topic shape their	Analyze how parts of a		
	presentations of	text contribute to		
	key information	meaning		
	by emphasizing			
	different evidence	Explain why the author		
	or advancing	chose a specific form or		
	different	structure		
	interpretations of	Structure		
	facts.	Analyze the impact of		
	inoto.	the form or structure on		
		are form of structure off		

			RI7.10-	the reader (how would			
			By the end of the	the text be different if			
			year read and	the form changed?)			
			comprehend	are remined and general			
			literary nonfiction	Evaluate the			
			at grade level	effectiveness of the			
			text-complexity or	chosen form or structure			
			above, with	chosen form of structure			
			scaffolding as	Explain the techniques			
			needed.	the author uses to			
			necucu.	distinguish his/her point			
				of view from others			
				or view from others			
				Evaluate the			
				effectiveness of the			
				techniques the author			
				uses to distinguish			
				his/her point of view			
				from others			
				Hom oners			
				Evaluate claims in an			
				argument.			
				urgument.			
				Support Claims.			
				Support Claims.			
				Find how 2 or more			
				authors write about the			
				same topics and shape			
				their ideas.			
				then ideas.			
				Evaluate different types			
				of evidence and facts.			
				or ovidence und nuclo.			
				Read and comprehend a			
				varied level of text			
				complexity.			
What	Producing		SL7.1-	Read required texts prior		8.1.8.A.1	
makes	clear ideas as	NJSLS SL7.1	Prepare for and	to discussions		Demonstrate	9.2.8.B.3
writing	a writer		participate	to discussions		knowledge of a	Evaluate
wiitiiig	a witter	1	participate	I	1	Kilowicage of a	Lvaraace

ELA Curriculum Map

"clear"?	involves		effectively in a	Prepare for discussions		real world	communication,
Cicai :	selecting	NJSLS SL7.2	range of	repare for discussions		problem using	collaboration,
What	appropriate		conversations and	Use previous knowledge		digital tools.	and leadership
makes a	style and	NJSLS SL7.3	collaborations	to expand discussions		digital tools.	skills that can be
difference	structure for		with diverse	about a topic		8.1.8.B.1	developed
?	an audience	NJSLS SL7.4	partners, building	about a topic		Synthesize and	±
1	and is			Engage in consumations		•	through
P:1		NJSLS SL7.6	on others' ideas	Engage in conversations		publish	school, home,
Final	strengthened		and expressing	about grade-appropriate		information	work, and
Produce:	through		their own clearly	topics and texts		about a local or	extracurricular
What	revision and		and persuasively.			global issue or	activities for use
does it	technology.			Participate in a variety		event	in a career.
task?			SL7.2-	of rich, structured			
			Integrate and	conversations		8.1.8.D.4	
			evaluate			Assess the	
			information	Define and identify rules		credibility and	
			presented in	for discussions,		accuracy of	
			diverse media and	including group and		digital content.	
			formats, including	individual roles			
			visually,			8.1.8.E.1	
			quantitatively, and	Model appropriate		Effectively use	
			orally.	behavior during		a variety of	
				discussions		search tools	
			SL7.3-			and filters in	
			Evaluate a	Craft and respond to		professional	
			speaker's point of	specific questions based		public	
			view, reasoning,	on the topic or text,		databases to	
			and use of	elaborating when		find	
			evidence and	necessary		information to	
			rhetoric.	3		solve a real	
				Reflect on and		world problem.	
			SL7.4-	paraphrase what was		r	
			Present	discussed		8.1.8.F.1	
			information,	Summarize the ideas		Explore a local	
			findings, and	expressed		issue, by using	
			supporting			digital tools to	
			evidence such that	Analyze main ideas and		collect and	
			listeners can	supporting details		analyze data to	
			follow the line of	supporting details		identify a	
				Understand the			
			reasoning and the	Understand the		solution and	

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organization,	speaker's argument and		make an	
development, and	claims, as well as the		informed	
style are	reasoning of the		decision.	
appropriate to	argument.			
task, purpose, and				
audience.	Present information			
	using sound, detailed,			
SL7.6-	and relevant evidence in			
Adapt speech to a	a coherent manner.			
variety of contexts				
and	Build arguments to			
communicative	prepare for persuasive			
tasks,	speeches on topics of			
demonstrating	interest or address the			
command of	class on a			
formal English	teacher-assigned topic			
when indicated or				
appropriate.	Use practices that			
	engage the audience (ie:			
	eye contact, volume,			
	pronunciation)			
	Emphasize important			
	points with different			
	pitch or volume			
	pitch of volume			
	Elaborate on a point that			
	listeners may need more			
	explanation to			
	understand			
	understand			
	Orally present			
	information, using			
	appropriate speech, in a			
	variety of situations			
	-			
	Recognize and consider			
	the audience			

ELA Curriculum Map

				Determine if the topic and language style correspond appropriately Reflect on the use of language and revise as needed			
Why do the rules of language matter? Communi cating clearly: What does it take?	Effective communicati on of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLS L.7.1b NJSLS L.7.1c NJSLS L.7.1c NJSLS L.7.2 NJSLS L.7.2a NJSLS L.7.2b	L.7.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1b-	Identify phrases and clauses in sentences when reading. Accurately use phrases and clauses within a sentence in writing. Recognize and correct misplaced and dangling modifiers		8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.5 Create a database query, sort and create	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and
		NJSLS L.7.20 NJSLS L.7.3 NJSLS L.7.4 NJSLS L.7.5 NJSLS L.7.6-	Choose among simple, compound, complex, and compound-comple x sentences to signal differing relationships among ideas. L.7.1c-	Identify a series of adjectives in writing. Use a comma to separate adjectives in a series. Apply common rules and patterns to spell words correctly		a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or	extracurricular activities for use in a career.
			Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Select precise language. Revise writing for wordiness and redundancies. Use a combination of context clues, structural		global issue or event 8.1.8.D.4 Assess the credibility and accuracy of digital content.	

Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

	_	1		1	
	L.7.2-	clues, and the word's		8.1.8.E.1	
	Demonstrate	position in a sentence to		Effectively use	
	command of the	determine the meaning		a variety of	
	conventions of	of unknown words or		search tools	
	standard English	phrases.		and filters in	
	capitalization,			professional	
	punctuation, and	Use dictionaries,		public	
	spelling when	glossaries, and/or		databases to	
	writing.	thesauruses to find the		find	
		pronunciation of a word.		information to	
	L.7.2a-			solve a real	
	Use a comma to	Use dictionaries,		world problem.	
	separate	glossaries, and/or		1	
	coordinate	thesauruses to determine		8.1.8.F.1	
	adjectives (e.g., It	the actual meaning of a		Explore a local	
	was a fascinating,	word or its part of		issue, by using	
	enjoyable movie	speech.		digital tools to	
	but not He wore			collect and	
	an old[,] green	Verify the inferred		analyze data to	
	shirt).	meaning of a word is the		identify a	
		actual meaning by using		solution and	
	L.7.2b-	dictionaries, glossaries,		make an	
	Spell correctly.	and/or thesauruses.		informed	
	Transfer in the second			decision.	
	L.7.3-	Consult reference			
	Use knowledge of	materials that are both			
	language and its	printed and digital			
	conventions when	France and angular			
	writing, speaking,	Define and identify			
	reading, or	figures of speech.			
	listening.				
	notening.	Determine the meaning			
	L.7.4-	of and purpose of			
	Determine or	figures of speech in			
	clarify the	context.			
	meaning of	Content.			
	unknown and	Identify the relationship			
	multiple-meaning	of words			
	words and phrases	Clarify words by using			
	words and pinases	Clarify words by using			

1 1 7 7	4 12 12 1		
based on grade 7	the relationship between		
reading and	them.		
content, choosing			
flexibly from a	Discern the difference in		
range of	meaning between		
strategies.	closely related words		
	The state of the s		
L.7.5-	Understand and apply		
Demonstrate	conversational,		
understanding of	academic, and domain		
figurative	specific vocabulary.		
language, word	er time to due dialy.		
relationships, and	Interpret unknown		
nuances in word	words and their		
meanings.	meanings, using context		
meanings.	clues, understanding		
L.7.6-			
	Greek and Latin roots,		
Acquire and use	and applying		
accurately	grammatical knowledge		
grade-appropriate	of function and form		
general academic			
and			
domain-specific			
words and			
phrases; gather			
vocabulary			
knowledge when			
considering a			
word or phrase			
important to			
comprehension or			
expression.			
expression.		l	

Hillsborough Township Public Schools 7th Grade Proficient/Advanced/ASI Literature

Unit 1-

Thank You Ma'am by Langston Hughes

 $\frac{http://staff.esuhsd.org/danielle/english\%20department\%20lvillage/rt/Short\%20Stories/Thank\%20Vou,\%20Ma'am.pdf}{}$

7th Grade by Gary Soto, Holt

Holt pg.34

"Raymond's

Run" http://www.syracusecityschools.com/tfiles/folder836/raymond's%20run%20text.pdf

My Grandmother's Hair by Cynthia Rylant's

 $\frac{https://docs.google.com/viewer?a=v\&pid=sites\&srcid=ZGVmYXVsdGRvbWFpbnxqZW5ueXNyZWZlcmVuY2VzfGd4OjRlM2I1MGUwZmNmYjFlZDQ}{}$

"Hunger" by Richard Wright's

http://www.humbleisd.net/cms/lib2/TX01001414/Centricity/ModuleInstance/17009/Hunger.pdf

From An American Childhood by Annie Dillard Holt page 122

The Outsiders by S. E. Hinton

Don't You Dare Read This Mrs. Dunphey, by Margaret Haddix

Unit 2

All Summer in a Day" by Ray Bradbury

"Dark They Were, and Golden-Eyed" by Ray Bradbury Holt page 462, Holt Adaptive Reader page 178 The Hunger Games Companion: The Unauthorized Guide to the Series by Lois H.Gresh

The Sorcerer's Companion: A Guide to the Magical World of Harry Potter by Allan Kronzek

"The Stolen Party" Liliana Heker:

http://www.sturgeonenglish.com/uploads/1/3/6/0/13602064/short story- the stolen party.pdf

"The Monsters Are Due on Maple Street" by Rod Serling **Holt page 140**

"There Will Come Soft Rains" by Ray

Bradbury http://schoolsites.schoolworld.com/schools/Cheltenham/webpages/cmanser/files/there %20will%20come%20soft%20rains%20(bradbury)1.pdf

"Harrison Bergeron" by Kurt Vonnegut http://www.tnellen.com/westside/harrison.pdf

The Cold Equations by Tom Godwin

Link: http://photos.state.gov/libraries/hochiminh/646441/vantt/The%20Cold%20Equations.pdf

Sound of Thunder by Ray

Bradbury http://teacherweb.com/ON/SacredHeartHighSchool/MrStriukas/A_Sound_of_Thunder_pdf

The Fun They Had by Isaac

Asimov http://transformingclassrooms.pbworks.com/f/thefuntheyhad.pdf

The Selection by Kiera Cass

The City of Ember by Jeanne DuPrau

Ender's Game by Orson Scott Card

Uglies by Scott Westerfeld

Gregor the Overlander by Suzanne Collins

Series of Unfortunate Events Book 1 by Lemony Snicket

Unit 3

The Noble Experiment" Holt page 832

"Dirk the Protector" Holt page 272

I Wanna Iguana Karen Kaufman Orloff http://wikis.ausd.net/w/mechanicallyinclined/uploads/mechanicallyinclined/I_Wanna_Iguana.pdf

Total Eclipse by Annie Dillard http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/12/total-eclipse_anniedillard.pdf

Unit 4

The Highwayman

Holt pg. 587 (IR pg.225)

The Charge of the Light Brigade

Holt pg. 582

Sarah Cynthia Sylvia Stout Will Not Take the Garbage Out

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A Minor Bird

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Under the Back Porch

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A Word Is Dead

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Cynthia in the Snow

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The Courage That My Mother Had

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The Names

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The Earth is a Living Thing

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Sleeping in the Forest

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Gold

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The World Is Not a Pleasant Place to Be

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Do Professional Athletes Get Paid Too Much?
Holt page 962

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