ELA Curriculum Map (2017-2018)

Unit/Sugg ested Pacing	Essential Questions	Enduring Understanding	Anchor Standard	Progress Indicators	Learning Targets	Assessment Formative and Summative	Cross Curricular Connections	21st Century Connections
	What do good readers do? Am I clear about what I just read? How do I know?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	POWER STANDARD-RL.8.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text	I can identify and analyze the central idea/theme in text, whether it's stated explicitly or whether I have to infer to figure it out. I can connect the central idea/theme to my life and use it for "imaginative rehearsal" for something I've experienced or might experience in the future.			
Unit 1A Launching Reader's Workshop (2 weeks) Historical & Social Awareness (Historical Fiction & Historical Non-Fiction	Author's choice: Why does it matter? What makes a story a "great" story?		R4	POWER STANDARD RL.8.4- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative.		Formative Through a variety of classroom activities including but not limited to classroom observations, the utilization of assessments	6.2.8.A.3.a Compare and contrast the methods Formative Through a variety of	9.1.8.D.2 Demonstrate the ability to understand inferences. 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that

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

				impact critical thinking and
				problem-solving
				skills

What makes	Producing clear	NJSLSA.W3.	W.7.3-	Engage the reader	Baseline- Grammar	Baseline-	6.2.8.A.3.a
writing	ideas as a writer		Write narratives	with a story book		Grammar	Compare and
"clear"?	involves	NJSLSA.W4.	to develop real		Baseline-		contrast the
	selecting		or imagined	Introduce a narrator	On-Demand	Baseline-	methods
What makes	appropriate style	NJSLSA.W5.	experiences or	and/or characters		On-Demand	Formative
a difference?	and structure for		events using				1 omavive
	an audience and	NJSLSA.W7.	effective	Establish a point of			Through a variety
Final	is strengthened	NIGI GA WIO	technique,	view and			of classroom
Product:	through revision	NJSLSA.W9.	relevant	background story			activities including
What does it	and technology.	NICI CA WIO	descriptive	0			but not limited to
task?		NJSLSA.W10.	details, and well-structured	Organize an event sequence that			classroom
			event sequences.	unfolds naturally			
			event sequences.	and logically			observations, the
			W.7.3a-	and logically			utilization of (i.e.,
				Use narrative			autocratic rule,
			Engage and	techniques			philosophies, and
			orient the reader	effectively to			bureaucratic
			by establishing a	develop			structures;
			context and point of view and	experiences, events,			communication and
			introducing a	and/or characters			transportation
			narrator and/or				systems) used by
			characters;	Transition from one			the rulers of Rome,
			organize an	idea to the next by			China, and India to
			event sequence	using appropriate words and phrases			control and unify
			that unfolds	words and phrases			their expanding
			naturally and	Use figurative			empires.
			logically.	language to aid in			
			W.7.3b-	description			6.2.8.A.3.b
				1			Compare and
			Use narrative	Describe ideas by			contrast the rights
			techniques, such	using sensory and			and
			as dialogue,	specific language			responsibilities of
			pacing, and description, to				free men, women,
			develop	Write a conclusion			slaves, and
			experiences,	that brings the story			foreigners in the
			experiences,	events to a			Total guest in the
Reading	glit-red; Reading	information-purp	le; Writing-green:	 S&L-orange Langua	ge-blue Page 3 o	f 94	
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	events, and/or	meaningful close		political,	
	characters.			economic, and	
	W.7.3c-	Clearly convey a		social structures of	
	W./.3C-	conflict and a		classical	
	Use a variety of	resolution to the		civilizations.	
	transition words,	conflict		CIVIIIZULIOIIS.	
	phrases, and				
	clauses to	Identify defining			
	convey sequence	characteristics of			
	and signal shifts	different genres of			
	from one time	writing			
	frame or setting				
	to another.	Unpack the writing			
	W.7.3d-	prompt			
	Use precise				
	words and	Write for a specific			
	phrases, relevant	purpose and			
	descriptive	audience			
	details, and				
	sensory language	Select an			
	to capture the	appropriate text			
	action and	structure or format			
	convey	for the task			
	experiences and	Tor the tusk			
	events.	Use language that is			
	W.7.3e-	precise and			
	Provide a	*			
	conclusion that	powerful to create			
	follows from and	voice in writing			
	reflects on the				
	narrated	Create a tone that is			
	experiences or	appropriate for			
	events.	one's audience			
	W.7.4-	D 1 11			
	*****	Revise and edit			

I	I	1	 •	1
Produce clear	intentionally to			
and coherent	improve writing.			
writing in which				
the development,	Generate ideas to			
organization,	develop topic			
voice and style	develop topic			
are appropriate				
to task, purpose,	Revise writing with			
and audience.	a partner or			
(Grade-specific	self-editing			
expectations for	checklists			
writing types are				
defined in	View writing from			
standards 1–3	the vantage point of			
above.)	the audience in			
W.7.5-	order to determine			
With some	the effectiveness of			
guidance and	their words,			
support from	organization, etc.			
peers and adults,				
develop and	Engage in short			
strengthen	research projects to			
writing as	answer a			
needed by	self-selected or			
planning,				
revising, editing,	teacher-assigned			
rewriting, or	questions			
trying a new				
approach,	Develop research			
focusing on how	questions			
well purpose and	-			
audience have	Determine			
been addressed.	keywords or topics			
W.7.7-	_			
	for each question			
Conduct short				

				1
	research projects	Search for		
	to answer a	informational		
	question,	sources in an effort		
	drawing on	to answer the		
	several sources	question		
	and generating	question		
	additional			
	related, focused	Compose follow-up		
	questions for	research questions		
	further research	based on the initial		
	and	search		
	investigation.			
		Explain quotations		
	W.7.9-			
	Draw evidence	used as support to		
	from literary or	enhance meaning		
	informational			
	texts to support	Research and		
	analysis,	synthesize		
	reflection, and	information from		
	research.	several sources		
	W.5.0			
	W.7.9a-	Conduct research		
	Apply grade 7			
	Reading	and synthesize		
	standards to	multiple sources of		
	literature (e.g.,	information		
	"Compare and			
	contrast a	Practice writing in a		
	fictional	myriad of situations		
	portrayal of a	(journals, dialogues,		
	time, place, or	creative tasks, etc.)		
	character and a	cicative tasks, etc.)		
	historical			
	account of the	Reflect on and be		
	same period as a	able to explain		
	means of	decisions made		
	ineans of	while crafting a		

	understanding	piece of writing		
	how authors of			
	fiction use or	Produce written		
	alter history").	reflections		
	W.7.10- Write routinely over extended time frames (time for research, reflection, metacognition/se lf correction, and revision) and shorter time	Write for a variety of audiences and purposes on an array of cross-curricular topics		
	frames (a single			
	sitting or a day			
	or two) for a range of			
	discipline-specifi			
	c tasks,			
	purposes, and			
	audiences.			

What makes	Comprehension	NJSLSA.SL1.	SL.7.1-	Read required texts			SCI.	
collaboration	is enhanced		Engage	prior to discussions			8.5.1.8.D.1 -	
meaningful?	through a	NJSLSA.SL2.	effectively in a	Duamana fan			[Cumulative	
Making	collaborative		range of	Prepare for discussions			Progress	
meaning	process of	NJSLSA.SL3.	collaborative	discussions			Indicator] -	
from a	sharing and		discussions	Use previous			Engage in	
variety of	evaluating ideas.	NJSLSA.SL4.	(one-on-one, in	knowledge to			multiple forms of	
sources:			groups, and	expand discussions			discussion in order	
What will		NJSLSA.SL6.	teacher-led) with	about a topic			to process,	
help?			diverse partners	Engage in			make sense of,	
			on grade 7	conversations about			and learn from	
			topics, texts, and	grade-appropriate			others' ideas,	
			issues, building	topics and texts			observations,	
			on others' ideas	-			and experiences	
			and expressing	Participate in a				
			their own clearly.	variety of rich,				
			SL.7.1a-	structured				
			SL./.1a-	conversations				
			Come to	Define and identify				
			discussions	rules for				
			prepared, having	discussions,				
			read or	including group and				
			researched	individual roles				
			material under	M. 1.1				
			study; explicitly	Model appropriate behavior during				
			draw on that	discussions				
			preparation by	discussions				
			referring to	Craft and respond				
			evidence on the	to specific questions				
			topic, text, or	based on the topic				
			issue to probe and reflect on	or text, elaborating				
			ideas under	when necessary				
			discussion.	Reflect on and				
			discussion.	paraphrase what				
			SL.7.1b-	was discussed				
			Follow rules for	Summarize the				
Reading	lit-red: Reading	information-purp	le: Writing-green:	 S&L-orange Langua	ge-blue Page 8 c	f 94		
Teading	The roa, reducing	miorination purp	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Con Grange, Langua				

Analyze the main ideas and supporting details presented

	1				
			erse media		
			ormats		
		(e.g.,	visually,		
		quanti	itatively,		
		orally) and		
		explai	in how the		
		ideas	clarify a		
		tonia	text, or		
		issue i	text, or		
		study.			
		SL.7.3	3_		
		Deline	eate a		
		speak	er's		
			nent and		
			ñe claims,		
			ating the		
		sound	ness of the		
			ning and		
		the anal	levance		
		and su	ıfficiency		
		of the	evidence.		
		SL.7.4	4_		
		Preser	nt claims		
		and fi	ndings,		
			asizing		
		salien	t points in		
		a focu	rsed		
			ent manner		
		with p	pertinent		
			ptions,		
			details, and		
		examp	ples; use		
		approj	priate eye		
		contac	ct, adequate		
		volum	ne, and		
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		clear pronunciation. SL.7.6-					
		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.					
words and	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	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				
la non h h non e	arify the caning of known and ultiple-meanin words and rases by using ntext clues, alyzing caningful ord parts, and nsulting neral and ecialized ference aterials, as	arify the eaning of known and ultiple-meanin words and rases by using ntext clues, alyzing eaningful ord parts, and insulting neral and ecialized ference aterials, as	pronunciation. SL.7.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Determine or urify the caning of known and altiple-meanin words and rases by using ntext clues, alyzing caningful ord parts, and insulting neral and ecialized ference atterials, as propriate. 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-	pronunciation. SL.7.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.L1. L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L5. NJSLSA.L6. NJSLSA.L6. NJSLSA.L6. Explain the function of phrases and clauses in sentence in writing or writing or speaking. Recognize and correct misplaced and dangling modifiers. 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.	pronunciation. SL.7.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Demonstrate command of the conventions of NJSLSA.L2. Rhown and altiple-meanin words and rases by using next clues, alzying eaningful and parts, and insulting neral and ecialized of cerence atterials, as propriate. Demonstrate command of the conventions of NJSLSA.L3. Standard English grammar and clauses in sentences when reading comment and clauses in sentences when reading and conventions of NJSLSA.L5. NJSLSA.L5. NJSLSA.L6. Recognize and correct misplaced and dangling modifiers. L.7.1a- Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1b- Use a comma to separate adjectives in a series.	pronunciation. SL.7.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.L1. L.7.1 Demonstrate command of the conventions of standard English grammar and variety use phrases and clauses in sentences within a sentence in writing or speaking. NJSLSA.L3. NJSLSA.L4. U.7.1 Demonstrate command of the conventions of standard English grammar and variety use phrases and clauses within a sentence in writing or speaking. NJSLSA.L5. NJSLSA.L6. Sealing of the conventions of standard English grammar and variety use phrases and clauses within a sentence in writing or speaking. Recognize and correct misplaced and dangling modifiers. Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1b- L.7.1b- Use a comma to separate adjectives in a series.	pronunciation. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.L1. L.7.1 Demonstrate Demonstrate Command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. NJSLSA.L3. NJSLSA.L4. NJSLSA.L5. NJSLSA.L5. NJSLSA.L6. NJSLSA.L6. L.7.1a- Explain the function of phrases and clauses in sentences within a sentence in writing or speaking. Recognize and correct misplaced and dangling modifiers. L.7.1a- Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1b- L.7.1b- Use a comma to separate adjectives in a series.

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simple,	rules and patterns to		
compound,	spell words		
complex, and	correctly.		
compound-comp			
lex sentences to	Select precise		
signal differing	language		
relationships			
among ideas.	Revise writing for		
	wordiness and		
L.7.1c-	redundancies		
Place phrases			
and clauses	Define and identify		
within a	figures of speech		
sentence,			
recognizing and	Determine the		
correcting	meaning of and		
misplaced and	purpose of figures		
dangling	of speech in context		
modifiers.			
1.72	Identify the		
L.7.2-	relationship of		
Demonstrate	words		
command of the			
conventions of	Clarify words by		
standard English	using the		
capitalization,	relationship		
punctuation, and	between them		
spelling when			
writing.	Discern the		
1.720	difference in		
L.7.2a-	meaning between		
Use a comma to	closely related		
separate	words		
coordinate			
adjectives (e.g.,	Understand and		
It was a	apply		
fascinating,	conversational,		
	academic, and		

	enjoyable movie but not He wore an old[,] green shirt). L.7.2b- Spell correctly. L.7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3a- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L.7.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5Aa-	domain specific vocabulary Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.				
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Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			
L.7.5b-			
Use the relationship between particular words (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-appropriat e general			

academic and		
domain-specific		
words and		
phrases; gather		
vocabulary		
knowledge when		
considering a		
word or phrase		
important to		
comprehension		
or expression.		

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Essential Questions	Enduring Understanding s	New Jersey Student Learning Standards	Standard	Learning Targets	ASI/ PRO	ADV	Inter- disciplinary Connections	21st Century Connections
		on Books PRO: 6	weeks ASI: 6 weeks					
		Т	T .	T		-		
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.RL2 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	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	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	
			summary of the text. RL.7.3-	inferences or explicit meaning. Read and analyze a			professional public databases to	

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

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Analyze how	variety of literary genres	find
particular	and informational texts.	information to
elements of a		solve a real
story or drama	Probe a segment of text	world
interact (e.g.,	in order to study and	problem.
how setting		
shapes the	evaluate its multiple,	8.2.8.D.4
characters or	deeper, and varied	Research and
plot).	meanings.	publish the
		steps for using
RL.7.4-	Combine text	and
KL./.4-	information and prior	maintaining a
Interpret words	knowledge (personal	product or
and phrases as	experience and/or	system and
they are used in a	previous reading) to	incorporate
text, including	create new information	diagrams or
determining	in the form of	images
technical,		throughout to
connotative, and	inferences.	enhance user
figurative		comprehension
meanings, and	Refer to the text for	
analyze how	support when analyzing	
specific word	and drawing inferences.	
choices shape meaning or tone.		
incaring of tone.	Provide a statement of a	
RL.7.5-	theme(s) or a central	
Analyze the	idea(s) of a fictional text,	
structure of texts,	based on textual	
including how	evidence	
specific		
specific sentences,	Explain the theme or	
paragraphs, and	central idea of a fictional	
larger portions of		
the text (e.g., a	piece using key details	
section, chapter,	as evidence, including	
scene, or stanza)	details from the	
Society of State 2)	beginning, middle, and	

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

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	1-4-41	1 641 4	T		
		end of the text.			
	ther and the				
W		Analyze the			
R		development of the			
of pu th sty	f view or urpose shapes ne content and tyle of a text.	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.			
cc cc an te in an	omplex literary and informational exts adependently and proficiently with scaffolding s needed.	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.			
		Demonstrate the ability			
		to determine the			
		meaning of words and			
		_			
		phrases as they are used			
		in a text (e.g., figurative,			

	1			,
		connotative, technical).		
		Analyze the impact of		
		specific word choice on		
		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.		
		Evaluate the		
		effectiveness of the		
		author's word choice or sound device.		
		sound device.		
		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.	
	Situation	
	Analyze the impact of	
	the form or structure on	
	the reader (how would	
	the text be different if	
	the form changed?)	
	the form changed:)	
	Evaluate the	
	effectiveness of the	
	chosen form or 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.	
	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	1.00201110.	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 text structures (e.g.,	concepts, and				
			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					
			useful to aiding	Include formatting (e.g.,				
			comprehension.	headings), graphics (e.g.,				
			Tompromotom.	charts, tables), and				
			W.7.2.b-	multimedia when useful				
			Develop the topic	to aiding				
			with relevant facts,	comprehension.				
			definitions,					
			concrete details, quotations, or other	Include relevant				
			information and	supporting facts,				
	l		miormation and			1	1	

examples.	information, and details
W.7.2.c- Use appropriate transitions to creat cohesion and	Transition between ideas using appropriate words and phrases
clarify the relationships amore ideas and concepts	Select precise language and domain-specific vocabulary
W.7.2.d- Use precise language and domain-specific	Consistently use an appropriate style
vocabulary to inform about or explain the topic.	Create language that is appropriate to one's audience and follows a
W.7.2.e- Establish and	formal tone
maintain a formal style/academic style, approach, ar	hring the text to a close
form.	Identify defining characteristics of
W.7.2.f- Provide a concluding	different genres of writing
statement or section that follows from and supports the information or	
explanation presented.	Write for a specific purpose and audience
	Select an appropriate

W.7.4-	text structure or format
VV. / .4-	for the task.
Produce cl	ear and of the task.
coherent v	
in which the	
developme	
organization	on, create voice in writing.
voice and	
are approp	riate to Create a tone that is
task, purpo	ose, appropriate for one's
and audier	ice.
(Grade-spo	ecific
expectatio	
writing typ	
defined in	intentionally to improve
standards	1–3 writing.
above.)	
W.7.5. Wit	th some Generate ideas to
guidance a	
support fro	
peers and	
develop ar	
strengthen	checklists.
writing as	
by plannin	g,
revising, e	diting, View writing from the
rewriting,	or vantage point of the
trying a ne	
approach,	determine the
focusing o	
well purpo	
audience h	
been addre	essed. Practice writing in a
W.7.9. Dra	
evidence f	rom (journals, dialogues,
literary or	creative tasks, etc.)
informatio	nal

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			texts to support analysis, reflection, and research. 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.	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.			
What makes a presentation	Presentation of knowledge and ideas is	NJSLSA.SL1. NJSLSA.SL2	SL.7.1- Engage effectively in a	Read required texts prior to discussions		SCI. 8.5.1.8.D.1 - [Cumulative	
"great"? "What I say versus "how	enhanced through appropriate	NJSLSA.SL3	range of collaborative discussions	Prepare for discussions		Progress Indicator] - Engage in	
I say it", does it	organization and style for	NJSLSA.SL6	(one-on-one, in groups, and	Use previous knowledge to expand discussions		multiple forms of	
really matter?	an audience via the use of		teacher-led) with diverse partners	about a topic		discussion in order to	
	visual displays,		on grade 7 topics, texts, and issues,	Engage in conversations about grade-appropriate		process, make sense of	
	technology,		building on	topics and texts		and learn from	

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

and	others' ideas and			others' ideas,	
appropriate use	expressing their	Participate in a variety of		observations,	
of language.	own clearly.	rich, structured		and	
	SL.7.1a-	conversations.		experiences	
	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the	Define and identify rules for discussions, including group and individual roles. Model appropriate behavior during discussions Craft and respond to			
	topic, text, or issue to probe and reflect on ideas under discussion.	specific questions based on the topic or text, elaborating when necessary			
	SL.7.1b-	Reflect on and			
	Follow rules for collegial discussions, track progress toward specific goals and	paraphrase what was discussed Summarize the ideas expressed			
	deadlines, and define individual roles as needed. SL.7.1c-	Orally present information, using appropriate speech, in a variety of situations			
	Pose questions that elicit elaboration and respond to	Recognize and consider the audience			

with relevant observations and ideas that bring the discussion back on topic as needed. and lat correspond appropriate	et on the use of age and revise as	
Delineate a speaker's argument and specific claims, evaluating the soundness of the		

		1	T	1	 T	
			reasoning and the			
			relevance and			
			sufficiency of the			
			evidence.			
			SL.7.6-			
			Adapt speech to a			
			variety of contexts			
			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	Explain the function		
what can I	the structure	NJSLS A.L3.	standard English	of phrases and clauses		
do to figure	and context of		grammar and	1		
it out? How	language to	NJSLS A.L4.	usage when	in general.		
do I use	acquire,		writing or	Explain the function		
what I know	clarify, and		speaking.	of phrases and clauses		
to figure out	appropriately			in specific sentences.		
what I don't	use		AL7.1a-	•		
know?	vocabulary.			Apply common rules		
			Explain the	and patterns to spell		
How does	Effective		function of	words correctly.		
the situation	readers,		phrases and	Select precise		
affect	writers, and		clauses in general	-		
meaning?	listeners use		and their function	language.		
incaming.	knowledge of		in specific	Revise writing for		
How does	language to		sentences.	wordiness and		
an author's	make		AL7.1b-	redundancies.		
choice	appropriate		AL/.10-			
impact an	choices when		Choose among	Use a combination of		
audience?	presenting		simple,	context clues,		
audience?			compound,	structural clues, and		
	information					

and to clarify	complex, and	the word's position in
meaning when	compound-compl	a sentence to
reading or	ex sentences to	determine the meaning
listening.	signal differing	of unknown words or
	relationships	phrases.
	among ideas.	Use dictionaries,
	AL7.1c-	glossaries, and/or
	Place phrases and clauses within a sentence, recognizing and correcting misplaced and	thesauruses to find the pronunciation of a word. Use dictionaries, glossaries, and/or thesauruses to
	dangling	determine the actual
	modifiers.	meaning of a word or
	AL7.2-	its part of speech.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. AL7.2a-	Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses. Consult reference materials that are both printed and digital.
	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green	

1		T	
shirt).			
AL7.2b-			
Spell correctly.			
7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
AL7.3a-			
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.			

		1
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-		
AL/.40-		
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).		

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/Argun	nent 6 Weeks						
Unit III: Nonfice Author's Choice:How do you develop an argumentative essay? What factors in an argumentative essay help make your claim reliable?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understandin g.	NJSLS W7.1a NJSLS W7.1a NJSLS W7.1b NJSLS W7.1c NJSLS W7.1d NJSLS W7.1e NJSLS W7.1e NJSLS W7.5 NJSLS W7.7 NJSLS W7.7 NJSLS W7.8 NJSLS W7.9 NJSLS W7.10	W7.1- Write arguments to support claims with clear reasons and relevant evidence. W7.1a- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W7.1b- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and	Write arguments to support claims Support arguments with clear reasons and relevant evidence Introduce claim(s) Write a clear thesis statement Address opposing claims Organize the reasons and evidence logically. Choose appropriate reasoning and evidence to support claims Evaluate sources for accuracy and reliability Demonstrate an understanding of the topic or text	Argument On-Demand	Argument On-Demand	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 a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event 8.1.8.D.4 Assess the credibility and accuracy of	9.2.8.B.3 Evaluate communication , collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
			demonstrating an understanding of the topic or text.	Use transitional words and phrases			digital content. 8.1.8.E.1	
			W7.1c-	Use transitions to clarify			Effectively use a variety of search	

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T.T	4 1.2 11	4 1 1 (*14
Use words,	the relationships among	tools and filters
phrases, and	claim(s), counterclaims,	in professional
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,		solution and
and form.	Identify the defining	make an
	elements of this specific	informed
W7.1e-	writing genre.	decision.
Provide a		
concluding	Explore topics from their	
statement or	content area classes.	
section that		
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	

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W7	
	elop and to aiding to aiding
	gthen comprehension.
	ng as needed
	anning, Include relevant
	ing, editing, supporting facts,
	ting, or information, and details.
	g a new
appr	
	using appropriate words
W7.0	
	rechnology,
	ding the Select precise language
	net, to and domain-specific
	uce and vocabulary.
	sh writing
	ink to and Consistently use an
	ources as appropriate style.
	as to interact
	collaborate Create language that is
	others, appropriate to one's
	ding linking audience and follows a
to an	d citing formal tone.
source	
	Write a conclusion to
W7.	
	luct short as
	as more Identify defining
susta	
	rch projects, different genres of
	ing an writing.
	ry-based
	rch process, Unpack the writing
	d on focused prompt.
	tions,
	onstrating Write for a specific
	rstanding of purpose and audience.
the s	ubject under

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

i	investigation.	Select an appropriate		
	J	text structure or format		
	W7.8-	for the task.		
	Gather relevant			
i	information from	Use language that is		
r	multiple print and	precise and powerful to		
	digital sources,	create voice in writing.		
	assess the			
C	credibility and	Create a tone that is		
a	accuracy of each	appropriate for one's		
s	source, and	audience.		
i	integrate the			
i	information while	Revise and edit		
a	avoiding	intentionally to improve		
l I	olagiarism.	writing.		
	W7.9-	Generate ideas to		
	Draw evidence	develop a topic.		
	from literary or			
i	informational	Revise writing with a		
	texts to support	partner or self-editing		
	analysis,	checklists.		
	reflection, and			
r	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		
S	support the	others.		

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		claims.			
			Use technological		
		W7.10-	resources to enhance		
		Write routinely	writing.		
		over extended			
		time frames (time	Follow appropriate		
		for research,	typing format and		
		reflection,	conventions.		
		metacognition/sel			
		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.		
		and audiences.			
			Seek out authentic		
			publishing opportunities.		
			Engage in short research		
			projects to answer		
			self-selected or		
			teacher-assigned		
			questions.		
			Develop research		
			questions.		
			D. Garanton Inc.		
			Determine keywords or		
			topics for each question.		
			Search for informational		
			sources in an effort to		
			answer the question.		
			answer the question.		
I	l		1		

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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.	
Sources of information.	
TT 1.	
Use search terms	
effectively.	
Write a clear thesis	
statement.	
Draw evidence from	
texts to support thesis.	
texts to support thesis.	
A 4b 41b 114c	
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,	
ato) to gite direct and	
etc) to cite direct and	
indirect quotations.	

T1 (10 1	0	
Identify examples		
plagiarism in writin	g.	
Paraphrase source		
information to avoi		
plagiarism in writin	ıg.	
Incorporate ideas fi	rom	
literary or informat		
texts to support wri		
texts to support will	ting.	
Deconstruct and re	Plact	
upon textual evider		
upon textual evider		
Identify evidence the	not.	
	ıaı	
supports claims in		
literary analysis.		
T 11		
Logically connect		
evidence to claims	ın	
writing.		
Select direct and in		
quotations that rela		
the topic as evidence	ee.	
Cite in-text direct a	nd	
indirect quotations		
appropriately.		
Explain quotations	used	
as support to enhan		
meaning.		
Recognize and iden	tify	
multiple organization		
models.		
models.		

	Apply a specific organizational strategy		
	to a writing.		

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in	nfluence ideas or	and drawing inferences
	vents).	
	,	Explain how two or
R	217.4-	more central ideas in a
D	Determine the	nonfiction piece develop
m	neaning of	over the course of the
	vords and	text, including the
pl	hrases as they	relationship between
ar	re used in a text,	people, ideas, and events
in	ncluding	
fi	igurative,	Identify and use
co	onnotative, and	knowledge of common
	echnical	graphic features (charts,
m	neanings;	maps, diagrams,
	nalyze the	captions, illustrations) to
	mpact of a	help determine two or
	pecific word	more central ideas of a
	hoice on	text
m	neaning and	
to	one.	Summarize the text
		objectively, capturing the
	217.5-	main ideas entre de la constant de l
	analyze the	
	tructure an	Distinguish between
	uthor uses to	essential and
	rganize a text,	nonessential details of a
	ncluding how	text to create an
	ne major	objective summary of
	ections	the text
	ontribute to the	
	whole and to the	Understand how
	evelopment of	interactions between
th	ne ideas.	individuals, events, and
		ideas in a text
	217.6-	
	Determine an	Demonstrate the ability
	uthor's point of	to determine the
Vi	iew or purpose	meaning of words and

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

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	in a text and	phrases as they are used		
	analyze how the	in a text (e.g., figurative,		
	author	connotative, technical)		
	distinguishes his	connotative, technical)		
	_	A 1 d :		
	or her position	Analyze the impact of		
	from that of	specific word choice on		
	others.	meaning and/or tone		
	RI7.8-	Evaluate the		
	Trace and	effectiveness of the		
	evaluate the	author's word choice or		
	argument and	sound device		
	specific claims in			
	a text, assessing	Describe the structure		
	whether the	used to organize a		
	reasoning is	nonfiction text		
	sound and the			
	evidence is	Explain how text		
	relevant and	structure impacts overall		
	sufficient to	meaning of text		
	support the			
	claims.	Identify how the		
		differing form or		
	RI7.9-	structure of a text		
	Analyze and	contributes to its		
	reflect on (e.g.	meaning		
	practical	g		
	knowledge,	Analyze how parts of a		
	historical/cultural	text contribute to		
	context, and	meaning		
	background	meaning		
	knowledge) how	Explain why the author		
	two or more	chose a specific form or		
	authors writing	structure		
	about the same	Stractare		
	topic shape their	Analyze the impact of		
	presentations of	the form or structure on		
	key information	the reader (how would		
	key imormation	the reader (now would		

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					T		
			by emphasizing	the text be different if			
			different	the form changed?)			
			evidence or				
			advancing	Evaluate the			
			different	effectiveness of the			
			interpretations of	chosen form or structure			
			facts.	chosen form of structure			
			lacts.	Explain the techniques			
			RI7.10-	the author uses to			
			By the end of the	distinguish his/her point			
			year read and	of view from others			
			comprehend				
			literary	Evaluate the			
			nonfiction at	effectiveness of the			
			grade level	techniques the author			
			text-complexity	uses to distinguish			
			or above, with	his/her point of view			
			scaffolding as	from others			
			needed.				
				Evaluate claims in an			
				argument.			
				8			
				Support Claims.			
				Tarp Tari			
				Find how 2 or more			
				authors write about the			
				same topics and shape			
				their ideas.			
				then ideas.			
				Evaluate different tree			
				Evaluate different types			
				of evidence and facts.			
				D = 1 = 1 = 1			
				Read and comprehend a			
				varied level of text			
				complexity.			
What makes	Producing	NJSLS SL7.1	SL7.1-	Read required texts prior		8.1.8.A.1	
writing	clear ideas	1.0200027.11	Prepare for and	to discussions		Demonstrate	9.2.8.B.3
"clear"?	as a writer		participate			knowledge of a	Evaluate

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What makes a	involves	NJSLS SL7.2	effectively in a	Prepare for discussions	real world	communication
difference?	selecting	NJSLS SL/.2	range of		problem using	, collaboration,
	appropriate	NJSLS SL7.3	conversations and	Use previous knowledge	digital tools.	and leadership
Final	style and	NJSLS SL/.5	collaborations	to expand discussions		skills that can
Produce:	structure for	NJSLS SL7.4	with diverse	about a topic	8.1.8.B.1	be developed
What does it	an audience	NJSLS SL/.4	partners, building		Synthesize and	through
task?	and is	NJSLS SL7.6	on others' ideas	Engage in conversations	publish	school, home,
	strengthened	NJSLS SL/.0	and expressing	about grade-appropriate	information about	work, and
	through		their own clearly	topics and texts	a local or global	extracurricular
	revision and		and persuasively.		issue or event	activities for
	technology.			Participate in a variety		use in a career.
			SL7.2-	of rich, structured	8.1.8.D.4	
			Integrate and	conversations	Assess the	
			evaluate		credibility and	
			information	Define and identify rules	accuracy of	
			presented in	for discussions,	digital content.	
			diverse media	including group and		
			and formats,	individual roles	8.1.8.E.1	
			including		Effectively use a	
			visually,	Model appropriate	variety of search	
			quantitatively,	behavior during	tools and filters	
			and orally.	discussions	in professional	
					public databases	
			SL7.3-	Craft and respond to	to find	
			Evaluate a	specific questions based	information to	
			speaker's point of	on the topic or text,	solve a real world	
			view, reasoning,	elaborating when	problem.	
			and use of	necessary		
			evidence and		8.1.8.F.1 Explore	
			rhetoric.	Reflect on and	a local issue, by	
				paraphrase what was	using digital tools	
			SL7.4-	discussed	to collect and	
			Present	Summarize the ideas	analyze data to	
			information,	expressed	identify a	
			findings, and		solution and	
			supporting	Analyze main ideas and	make an	
			evidence such	supporting details	informed	
			that listeners can		decision.	

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C. 11 41 . 11	II 1 4 1d 1- 2
follow the line of	Understand the speaker's
reasoning and the	argument and claims, as
organization,	well as the reasoning of
development, and	the argument.
style are	
appropriate to	Present information
task, purpose,	using sound, detailed,
and audience.	and relevant evidence in
and addresses.	a coherent manner.
SL7.6-	a concrete manner.
Adapt speech to a	Build arguments to
variety of	prepare for persuasive
contexts and	speeches on topics of
communicative	interest or address the
tasks,	class on a
demonstrating	teacher-assigned topic
command of	
formal English	Use practices that
when indicated or	engage the audience (ie:
appropriate.	eye contact, volume,
	pronunciation)
	Emphasize important
	points with different
	pitch or volume
	pron or votalite
	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

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

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

ELA Curriculum Map (2017-2018)

T T		T		
		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		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.		
			8.1.8.F.1 Explore	
	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.			
		Consult reference		
	L.7.3-	materials that are both		
	Use knowledge	printed and digital		
	of language and			
	its conventions	Define and identify		
	when writing,	figures of speech.		
	speaking,			
	reading, or	Determine the meaning		
	listening.	of and purpose of figures		
		of speech in context.		
	L.7.4-			
	Determine or	Identify the relationship		
	clarify the	of words		
	meaning of	Clarify words by using		

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Enduring	New Jersey	схргеззгон.			21st Century
		phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.5- 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 expression.	Discern the difference in meaning between closely related words Understand and apply conversational, academic, and domain specific vocabulary. Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form		
		unknown and multiple-meaning words and	the relationship between them.		

Unit IV: Poetry 4 weeks ASI & PRO		

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.	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 figurative language and connotative	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	Multiple Choice	Multiple Choice	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.5	
			meanings;	specific word choice on meaning and/or tone			Create a database query, sort and	
			analyze the impact of rhymes	Explain poetic devices			create a report	
			and other	used in text			and describe the	
			repetitions of sounds (e.g.,	Analyze the impact of			process, and	
			alliteration) on a	poetic sound devices			explain the report	
			specific verse or	(rhyme scheme,			results	
			stanza of a poem or section of a	alliteration, consonance,			8.1.8.B.1	
			story or drama.	etc) on a particular			Synthesize and	
			D 7 5	section of a text			publish	
			R.7.5- Analyze how a	Analyze why the author			information about	
			drama's or	used a specific word			a local or global	
			poem's form of	choice or sound device			issue or event	
			structure (e.g., soliloquy, sonnet)				8.1.8.D.4	
			contributes to its	Analyze the impact of a			8.1.8.D.4 Assess the	
			meaning.	word choice or sound			credibility and	
			D 7 7	device on the reader			accuracy of	
			R.7.7- Compare and	Evaluate the			digital content.	
			contrast a written	effectiveness of the			8	
			story, drama, or	author's word choice or			8.1.8.E.1	
			poem to its audio,	sound device			Effectively use a	
			filmed, or staged, or multimedia	Determine keywords or			variety of search	
Reading lit-	ed; Reading	information-purpl	e; Writing-green;	S&L-orange Language	e-blue Page 50	of 94		

ELA Curriculum Map (2017-2018)

medi (ligh color	Read Poems to notice specific, comparative thinking, hyperbole, rhyme, rhythm, simile, metaphor, camera d angles Read Poems to notice specific, comparative thinking, hyperbole, rhyme, rhythm, simile, metaphor, onomatopoeia, etc	tools and filters 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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Reading lit-red; Reading information-purple; Writing-green; S&L-orange; Language-blue

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		1	
	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		
	topies and texts		
	Participate in a variety of		
	rich, structured		
	conversations		
	Define and identify rules		
	for discussions,		
	including group and		
	individual roles		
	10.11		
	Model appropriate		
	behavior during		
	discussions		
	Craft and respond to		
	specific questions based		
1			

								1
				on the topic or text,				
				elaborating when				
				necessary				
				Reflect on and				
				paraphrase what was				
				discussed				
				Summarize the ideas				
				expressed				
				скрі своса				
				Select precise language				
				Revise writing for				
				wordiness and				
				redundancies				
What makes	Producing	NJSLS W.7.3.D	W.7.3d-	Clearly convey a conflict	On-Demand	On-Demand		
writing clear?	clear ideas		Use precise	and a resolution to the	Narrative	Narrative		
What makes a	as a writer	NJSLS W.7.3.E	words and	conflict	Vignette	Vignette		
difference?	involves	NIIGI G 1115 10	phrases, relevant					
Final product:	selecting	NJSLS W.7.10	descriptive	Practice writing in a				
What does it take?	appropriate style and		details, and sensory language	myriad of situations				
take:	structure for		to capture the	(journals, dialogues,				
	an audience		action and	creative tasks, etc.)				
	and is		convey	Reflect on and be able to				
	strengthened		experiences and	explain decisions made				
	through		events.	while crafting a piece of				
	revision and			writing				
	technology.		W.7.3e-	5				
			Provide a conclusion that	Produce written				
			follows from and	reflections				
			reflects on the	Write for a variety of				
I	1			What a few a requester of	l	i e	1	1

ELA Curriculum Map (2017-2018)

			experiences or events. 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-specific tasks, purposes, and audiences.	audiences and purposes on an array of cross-curricular topics		
What makes collaboration meaningful? Making	Comprehens ion is enhanced through a	NJSLS SL.7.1 NJSLS SL.7.1.C	SL. 7.1- Engage effectively in a range of	Read required texts prior to discussions Prepare for discussions		
meaning from a variety of sources. What will help?	collaborative process of sharing and evaluating ideas.	llaborative ocess of ocess of NJSLS SL.7.1.D collaborative discussions on one, in groups, or	Use previous knowledge to expand discussions about a topic			
			diverse partners on grade 7 topics, texts, and issues, building on	Engage in conversations about grade-appropriate topics and texts		
			others' ideas and expressing their own clearly.	Participate in a variety of rich, structured conversations		
			SL. 7.1.c- Pose questions that elicit	Define and identify rules for discussions,		

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

elaboration and respond to	including group and		
others' questions	individual roles		
and comments with relevant	Model appropriate		
observations and	behavior during discussions		
ideas that bring	discussions		
the discussion back on topic as	Craft and respond to		
needed.	specific questions based on the topic or text,		
SL.7.1.d-	elaborating when		
Acknowledge	necessary		
new information	Reflect on and		
expressed by others and, when	paraphrase what was		
warranted,	discussed		
modify their own views.	Summarize the ideas		
views.	expressed		
SL. 7.3-			
Use knowledge			
of language and			
its conventions			
when writing,			
speaking, reading, or			
listening.			
nstelling.			
SL. 7.3.a-			
Choose language			
that expresses			
ideas precisely			
and concisely,			
recognizing and			
eliminating			
wordiness and			
redundancy.			

Effective	Determine or	NJSLS L.7.3	L.7.3-	Select precise language		
readers and	clarify the		Use knowledge	Select precise language		
writers use	meaning of	NJSLS L.7.3a	of language and	Revise writing for		
knowledge of	unknown		its conventions	wordiness and		
the structure	and		when writing,	redundancies		
and context of	multiple-me		speaking,	redundancies		
language to	aning words		reading, or			
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 Information	onal Books Pro & A	ASI 4 weeks					
What do	Effective	NJSLS RL.7.1	RL.7.1-	Make personal	Multiple Choice	Multiple Choice	8.1.8.A.1	9.1.8.A.1
good	readers use a		Cite several pieces	connections,	_		Demonstrate	Develop
readers do?	variety of	NJSLS RL.7.2	of textual evidence	connections to other			knowledge of a	strategies to
Am I clear	strategies to		and make relevant	texts, and/or global			real world	reinforce
about what I	make sense of	NJSLS RL 7.3	connections to	connections, when			problem using	positive
just read?	key ideas and		support analysis of	relevant			digital tools.	attitudes and
How do I	details	NJSLS RL 7.6	what the text says				Select and use	productive
know?	presented in		explicitly as well	Gather evidence from			applications	behaviors that
	text.		as inferences	the text to support			effectively and	impact critical

ELA Curriculum Map (2017-2018)

In what		drawn from the	inferences or explicit	productively.	thinking and
ways does	To gain	text.	meaning		problem-solvi
creative	keener insight				ng skills
choice	into the	RL.7.2-	Read and analyze a		
impact an	integration of	Determine a theme	variety of literary		
audience?	knowledge	or central idea of a	genres and		
	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		

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	evidence, including	
	details from the	
	beginning, middle, and	
	end of the text	
	cha of the text	
	Analyze the	
	development of the	
	theme or central idea	
	over the course of the	
	fictional text,	
	including the	
	relationship between	
	phonostore setting = 11	
	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	
	have on the text	
	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	
	character and setting)	
	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	
	points of free	

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	I	T		1		ı	· · · · · · · · · · · · · · · · · · ·
				Trace how the author created and conveyed the similar and/or 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	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.		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-solving skills 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or

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

over the course	Make personal		group work
of the text;	connections,		goals within
provide an	connections to other		or outside the
objective	texts, and/or global		classroom
summary of the	connections, when		
text.	relevant.		
RI.7.3-	reievant.		
K1.7.5-			
Analyze the	Gather evidence from		
interactions	the text to support		
between	inferences or explicit		
individuals,	meaning.		
events, and			
ideas in a text	Read and analyze a		
(e.g., how ideas	variety of		
influence	informational texts.		
individuals or	informational texts.		
events, or how			
individuals	Probe a segment of		
influence ideas	text in order to study		
or events).	and evaluate its		
RI.7.4-	multiple, deeper, and		
Determine the	varied meanings.		
meaning of words			
and phrases as	Combine text		
they are used in a	information and prior		
text, including	knowledge (personal		
figurative,	experience and/or		
connotative, and	-		
technical	previous reading) to		
meanings; analyze	create new information		
the impact of a	in the form of		
specific word	inferences.		
choice on meaning			
and tone.	Refer to the text for		
	support when		
RI.7.5. Analyze	analyzing and drawing		

the structure an infere	nces.		
author uses to			
organize a text, Expla	in how two or		
	central ideas in a		
41	etion piece		
sections	op over the		
contribute to the	e of the text,		
whole and to the			
de veropinent of	ing the		
	onship between		
R1 // /-	e, ideas, and		
event	5.		
Compare and			
contrast a text to Identify	fy and use		
an audio, video, know	edge of common		
or multimedia yersion of the graph	ic features		
text, analyzing (chart	s, maps,		
text, analyzing	ms, captions,		
- Cach incarant b	ations) to help		
	nine two or more		
	l idea of a text		
	narize the text		
CC 4 41	ively, capturing		
impost of the			
words).	ain ideas.		
DI 70			
	guish between ial and		
Analyze and	sential details of		
reflect on (e.g.	to create an		
practical	ive summary of		
knowledge,			
historical/cultur	XI.		
al context, and	note taking		
background	_		
knowledge) now	are to track key		
two or more indivi	duals, events,		

41	and/or ideas in		
authors writing			
about the same	informational texts.		
topic shape their			
presentations of	Explain the		
key information	relationships between		
by emphasizing	_		
different	individuals, events,		
evidence or	and ideas in a text.		
advancing			
different	Analyze why the		
interpretations	author chose to		
of facts.	describe the		
	interaction between		
RI.7.10-			
By the end of	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.		
needed.			
	Analyze the		
	effectiveness of the		
	interaction between		
	ideas, individuals, and		
	events in		
	communicating the		
	author's central idea.		
	D		
	Demonstrate the		
	ability to determine		
	the meaning of words		
	and phrases as they are		
	Finance as may are		

1		1			
			used in a text (e.g.,		
			figurative,		
			connotative, technical)		
			Analyze the impact of		
			specific word choice		
			on 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.		
			Evaluate the		
			effectiveness of the		
			author's word choice		
			or sound device.		
			D 71 4 0 4		
			Describe the form and		
			structure of a drama or		
			poem.		
			Describe the structure		
			used to organize a		
			nonfiction text.		
			nonnenon text.		
			Evaloin how toyt		
			Explain how text		
			structure impacts		

1	1	_		T	 	
			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?)			
			changed:)			
			English de alle			
			Evaluate the effectiveness of the			
			chosen form or			
			structure.			
			Structure.			
			Analyze how content			
			differs depending on			
			the medium in which it			
			is presented.			
			Evaloin how contact			
			Explain how content			

 	, , , , , , , , , , , , , , , , , , , 	· · · · · · · · · · · · · · · · · · ·	1	 	
		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			
		subject.			
		,			
		Reflect upon how the			
		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.			
		T			
		Investigate how one			
		topic may be presented			
		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	

ELA Curriculum Map (2017-2018)

				for promoting their		
				view		
What do	Writing	NJSLSA.W2.	W.7.2-	Focus writing on		9.1.8.A.1
good	should be		Write informative/	thoroughly describing		Develop
writers do?	purposely	NJSLSA.W4.	explanatory texts	or explaining a topic.		strategies to
	focused,		to examine 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			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,		

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

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concrete details,	information, and		
quotations, or	details.		
other information	details.		
and examples.	Transition between		
and examples.	ideas using appropriate		
W.7.2c-	words and phrases.		
Use appropriate	words and pinases.		
transitions to	Select precise		
create cohesion			
	language and		
and clarify the	domain-specific		
relationships	vocabulary.		
among ideas and	Consistently use an		
concepts.	appropriate style.		
W721	C		
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			

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	magamtad	Use laways as that is
	presented.	Use language that is
	W 7 4	precise and powerful
	W.7.4-	to create voice in
	Produce clear and	writing.
	coherent writing in	
	which the	Create a tone that is
	development,	appropriate for one's
	organization, voice	audience.
	and style are	
	appropriate to	Revise and edit
	task, purpose, and	intentionally to
	audience.	improve writing.
	XX.7. 5	Generate ideas to
	W.7.5-	develop topic.
	With some	
	guidance and	Revise writing with a
	support from peers	partner or self-editing
	and adults,	checklists.
	develop and	
	strengthen writing	View writing from the
	as needed by	vantage point of the
	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
	W.7.7	answer self-selected or
	W.7.7-	teacher-assigned
	Conduct short	questions.
	research projects	Develop research
	to answer a	questions.
	question,	questions.
	drawing on	Determine keywords
	several sources	or topics for each
		of which for each

			1
and generating	question		
additional	Search for		
related, focused	informational sources		
questions for	in an effort to answer		
further research	the question.		
and			
investigation.	Compose follow-up		
	research questions		
W.7.8-	based on the initial		
Gather relevant	search.		
information from	Search.		
multiple print and	Explain quotations		
digital sources,	used as support to		
using search terms	enhance meaning.		
effectively; assess	emiance meaning.		
the credibility and	Danasanah asad		
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		
plagiarism and	information.		
	Use search terms		
following a	effectively.		
standard format			
for citation.	Write a clear thesis		
777.7.40	statement.		
W.7.10-			
Write routinely	Draw evidence from		
over extended	texts to support thesis.		
time frames (time	texts to support mesis.		
for research,	Assess the credibility		
reflection,	and accuracy of each		
metacognition/self	_		
correction, and	source.		
revision) and	G 1 4 1 4 1		
shorter time	Select direct and		
Shorter time	indirect quotations that		

		frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	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.		
		SL.7.1- Engage effectively	Read required texts prior to discussions.		
IN IN		in a range of collaborative	Prepare for		
N		discussions (one-on-one, in	discussions.		
N	NJSLS SL 7.1c	groups, and teacher-led) with	Use previous knowledge to expand		
N		diverse partners on grade 7 topics,	discussions about a topic.		
N	NJSLS SL 7.3	texts, and issues, building on others'	Engage in		
N	NJSLS SL 7.4	ideas and expressing their	conversations about grade-appropriate		
N		own clearly.	topics and texts.		
N		SL.7.1.A- Come to discussions prepared, having read or researched material under	Participate in a variety of rich, structured conversations. Define and identify rules for discussions,		

study; explicitly	including group and		
draw on that	individual roles.		
preparation by	marviduai roies.		
1 1	M- 4-1		
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			
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			
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.	sapport me viumis.		
topic as needed.	Present information		
SL.7.1.D-	using sound, detailed,		
Acknowledge new	and relevant evidence		
information	in a coherent manner.		
expressed by	in a concient manner.		
others and, when	Duild arguments to		
others and, when	Build arguments to		

1 1 110	C .
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
contact, adequate	types of multimedia
volume, and clear	(text, audio, still
pronunciation.	images, animation, and
	video) and visual
SL.7.5-	displays (posters,
Include	props)
multimedia	
components and	Find meaningful ways
visual displays in	to include these tools
presentations to	in presentations.
clarify claims and	
findings and	Identify where to

The state of the s	Why do the	Effective	NJSLS L7.1	emphasize salient points. SL.7.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning. Use multimedia to help make claims and findings clear and to emphasize important points for the audience. Determine when it is appropriate to use informal language versus formal English. Orally present information, using appropriate speech, in a variety of situations. Recognize and consider the audience. Determine if the topic and language style correspond appropriately. Reflect on the use of language and revise as needed. Identify phrases and	8.1.8.A.1	9.1.8.A.1
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rules of	communicati		Demonstrate	clauses in sentences in		Demonstrate	Develop
language	on of ideas	NJSLS L7.2	command of the	reading		knowledge of a	strategies to
matter?	when		conventions of			real world	reinforce
Communica	speaking or	NJSLS L7.3	standard English	Explain the function of		problem using	positive
ting clearly:	writing relies		grammar and	phrases and clauses in		digital tools.	attitudes and
What does	on the	NJSLS L7.6	usage when	general		Select and use	productive
it take?	appropriate		writing or			applications	behaviors that
	use of the		speaking.	Explain the function of		effectively and	impact critical
	conventions			phrases and clauses in		productively	thinking and
	of language.		L7.2-	specific sentence			problem-solvi
			Demonstrate	1			ng skills
			command of the	Apply common rules			
			conventions of	and patterns to spell			9.1.8.F.1
			standard English	words correctly			Demonstrate
			capitalization,				how
			punctuation, and	Select precise			productivity
			spelling when	language			and
			writing.				accountability
				Revise writing for			contribute to
			L7.3-	wordiness and			realizing
			Use knowledge of	redundancies			individual or
			language and its				group work
			conventions when	Understand and apply			goals within
			writing, speaking,	conversational,			or outside the
			reading, or	academic, and domain			classroom
			listening.	specific vocabulary			
			L7.6-	Interpret unknown			
			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.	

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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						
Unit VI: Per How do you develop a persuasive essay? What factors in a persuasive essay help make your claim reliable? How to develop a plan for a persuasive essay?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understandin g.	NJSLS W7.1a NJSLS W7.1a NJSLS W7.1b NJSLS W7.1c NJSLS W7.1d NJSLS W7.1d NJSLS W7.1e NJSLS W7.2 NJSLS W7.3a NJSLS W7.4 NJSLS W7.5 NJSLS W7.7	W7.1- Write arguments to support claims with clear reasons and relevant evidence. W7.1a- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W7.1b- Support claim(s) with logical reasoning and	Write arguments to support claims Support arguments with clear reasons and relevant evidence Introduce claim(s) Write a clear thesis statement Address opposing claims Organize the reasons and evidence logically. Choose appropriate reasoning and evidence to support claims			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 a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
		NJSLS W7.8 NJSLS W7.9 NJSLS W7.10	relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W7.1c-Use words,	Evaluate sources for accuracy and reliability Demonstrate an understanding of the topic or text Use transitional words and phrases			about a local or global issue or event 8.1.8.D.4 Assess the credibility and accuracy of digital content.	
			phrases, and clauses to create	Use transitions to clarify			8.1.8.E.1 Effectively use	

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		1	
cohesion and	the relationships among		a variety of
clarify the	claim(s), counterclaims,		search tools
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			
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-			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			solution and
follows from and	Explore topics from		make an
supports the	their content area		informed
argument	classes.		decision.
presented.			
	Introduce a topic clearly,		
W7.2-	previewing what is to		
Write informative/	follow.		
explanatory texts			
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.			
	Include formatting (e.g.,		
W7.3a-	headings), graphics		

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

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	T	(1 4 4 . 1 . 1		
	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 event			
	sequence that	Transition between ideas		
	unfolds naturally	using appropriate words		
	and logically.	and phrases.		
	W7.4- Produce	Select precise language		
	clear and coherent	and domain-specific		
	writing in which	vocabulary.		
	the development,			
	organization,	Consistently use an		
	voice, and style	appropriate style.		
	are appropriate to			
	task, purpose, and	Create language that is		
	audience.	appropriate to one's		
		audience and follows a		
	W7.5- Develop	formal tone.		
	and strengthen			
	writing as needed	Write a conclusion to		
	by planning,	bring the text to a close		
	revising, editing,			
	rewriting, or	Use appropriate/		
	trying a new	professional language to		
	approach.	display content		
	1,1,1,1,1,1	knowledge while		
	W7.6-	providing point of view		
	Use technology,	proceeding point of view		
	including the	Identify defining		
	Internet, to	characteristics of		
	produce and	different genres of		
	publish writing	writing.		

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d 15-1-4 1	
and link to and	
cite sources as	Unpack the writing
well as to interact	prompt.
and collaborate	
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	
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.
NJSLS W7.8-	Generate ideas to
Gather relevant	develop topic.
information from	
multiple print and	Revise writing with a
digital sources,	partner or self-editing
assess the	checklists.
credibility and	
accuracy of each	View writing from the
source, and	vantage point of the
	audience in order to
information while	determine the
W7.9-	Use technology to
integrate the information while avoiding plagiarism.	audience in order to determine the effectiveness of their words, organization, etc.

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Т	Draw evidence	produce and publish		
	From literary or	writing.		
	nformational	Constant that are the		
	exts to support	Creating links to and		
	nalysis,	cite sources while		
	reflection, and	interacting and		
r	research.	collaborating with		
	01	others.		
	W7.9b-			
	Trace and evaluate	Use technological		
	he argument and	resources to enhance		
	specific claims in	writing.		
	text, assessing			
	whether the	Follow appropriate		
		typing format and		
		conventions.		
	s relevant and			
	sufficient to	Use technology to		
	support the	broaden research base.		
c	claims.			
		Use evidence found		
	W7.10-	online to support ideas.		
	Write routinely			
	over extended	Give and receive		
	ime frames (time	feedback using		
	for research,	technology.		
	reflection,			
		Seek out authentic		
	correction, and	publishing		
	revision) and	opportunities.		
	shorter time			
	rames (a single	Engage in short research		
	sitting or a day or	projects to answer a		
	wo) for a range of	self-selected or		
	discipline-specific	teacher-assigned		
	asks, purposes,	questions.		
a	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.		
		B 11 / 2		
		Explain quotations used as support to enhance		
		meaning.		
		Research and synthesize		
		information from several sources.		
		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.		
	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.		
	plagiarishi ili witting.		
	Incorporate ideas from		
	literary or informational		
	texts to support writing.		
	texts to support writing.		
	Deconstruct and reflect		
	upon textual evidence.		
	1		
	Identify evidence that		
	supports claims in		
	literary analysis.		
	Logically connect		
	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.		

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	1	ı			ı		1
				Explain quotations used as support to enhance meaning. Recognize and identify multiple organizational models. 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 clear	strategies to make sense	NJSLS RI7.3	make relevant connections to	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			public	
			objective	Probe a segment of text		databases to	
			summary of the	in order to study and		find	
			text	evaluate its multiple,		information to	
				deeper, and varied		solve a real	

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RI7.3-	meanings		world problem.	
Analyze the			•	
interactions	Combine text		8.1.8.F.1	
between	information and prior		Explore a local	
individuals,	knowledge (personal		issue, by using	
events, and ideas	experience and/or		digital tools to	
in a text (e.g., how	previous reading) to		collect and	
ideas influence	create new information		analyze data to	
individuals or	in the form of inferences		identify a	
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			
775.5	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	District 111			
sections contribute	Distinguish between			
to the whole and	essential and			
to the	nonessential details of a			

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development of	text to create an		
the ideas.	objective summary of		
the ideas.	the text		
RI7.6-	the text		
Determine an	Understand how		
author's point of	interactions between		
view or purpose in	individuals, events, and		
	ideas in a text		
a text and analyze how the author	ideas iii a text		
	D		
distinguishes his	Demonstrate the ability to determine the		
or her position			
from that of	meaning of words and		
others.	phrases as they are used		
DIZ 0	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		
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		

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1				
about the same				
topic shape their	Analyze how parts of a			
presentations of	text contribute to			
key information	meaning			
by emphasizing	8			
different evidence	Explain why the author			
or advancing	chose a specific form or			
different	structure			
interpretations of				
facts.	Analyze the impact of			
	the form or structure on			
RI7.10-	the reader (how would			
By the end of the	the text be different if			
year read and	the form changed?)			
comprehend	8/			
literary nonfiction	Evaluate the			
at grade level	effectiveness of the			
	chosen form or structure			
text-complexity or	chosen form or structure			
above, with				
scaffolding as	Explain the techniques			
needed.	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.			
	Support Claims.			
	Find how 2 or more			
	authors write about the			
	and the world the	l	l	

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				same topics and shape			
				their ideas.			
				Evaluate different types			
				of evidence and facts.			
				Read and comprehend a			
				varied level of text			
				complexity.			
What	Producing	NICLO CL 7.1	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	MIGI C CL 7 2	participate			knowledge of a	Evaluate
"clear"?	involves	NJSLS SL7.2	effectively in a	Prepare for discussions		real world	communication,
	selecting	NII G GI 5 A	range of	1		problem using	collaboration,
What	appropriate	NJSLS SL7.3	conversations and	Use previous knowledge		digital tools.	and leadership
makes a	style and		collaborations	to expand discussions			skills that can be
difference	structure for	NJSLS SL7.4	with diverse	about a topic		8.1.8.B.1	developed
?	an audience		partners, building			Synthesize and	through
'	and is	NJSLS SL7.6	on others' ideas	Engage in conversations		publish	school, home,
Final	strengthened		and expressing	about grade-appropriate		information	work, and
Product:	through		their own clearly	topics and texts		about a local or	extracurricular
What	revision and		and persuasively.	topies and texts		global issue or	activities for use
does it	technology.		una persuasivery.	Participate in a variety		event	in a career.
task?	teemology.		SL7.2-	of rich, structured		CVCIII	in a carcer.
task:			Integrate and	conversations		8.1.8.D.4	
			evaluate	conversations		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		aignai comem.	
			visually,	marviduai ioies		8.1.8.E.1	
			quantitatively, and	Model appropriate		Effectively use	
			orally.	behavior during		a variety of	
			orally.	discussions		search tools	
			SL7.3-	uiscussiolis		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	

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and use of elal	aborating when	find
	ecessary	information to
rhetoric.	cocosur y	solve a real
	eflect on and	world problem.
	araphrase what was	world problem.
	iscussed	8.1.8.F.1
	ummarize the ideas	
		Explore a local
	xpressed	issue, by using
supporting	1 ' ' 1 1	digital tools to
	nalyze main ideas and	collect and
	apporting details	analyze data to
follow the line of		identify a
	Inderstand the	solution and
	peaker's argument and	make an
· · · · · · · · · · · · · · · · · ·	aims, as well as the	informed
	easoning of the	decision.
	rgument.	
task, purpose, and		
	resent information	
	sing sound, detailed,	
	nd relevant evidence in	
* *	coherent manner.	
variety of contexts		
	uild arguments to	
	repare for persuasive	
	peeches on topics of	
demonstrating into	aterest or address the	
command of class	ass on a	
formal English teach	eacher-assigned topic	
when indicated or	-	
appropriate. Use	se practices that	
	ngage the audience (ie:	
	, l	
Em	mphasize important	
	oints with different	
eye pro	ye contact, volume, ronunciation) mphasize important	
	itch or volume	

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

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					1	1		1
				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				
				Determine if the topic and language style correspond				
				appropriately				
				Reflect on the use of language and revise as needed				
Why do the rules	Effective communicati	NJSLS L.7.1	L.7.1- Demonstrate	Identify phrases and clauses in sentences			8.1.8.A.1 Demonstrate	9.2.8.B.3
of language	on of ideas when	NJSLS L.7.1b	command of the conventions of	when reading.			knowledge of a real world	Evaluate communication,
matter? Communi	speaking or writing relies	NJSLS L.7.1c	standard English grammar and	Accurately use phrases and clauses within a			problem using digital tools.	collaboration, and leadership
cating clearly:	on the appropriate	NJSLS L.7.2	usage when writing or	sentence in writing.			8.1.8.A.5	skills that can be developed
What does it	use of the conventions	NJSLS L.7.2a	speaking.	Recognize and correct misplaced and dangling			Create a database query,	through school, home,
take?	of language.	NJSLS L.7.2b	L.7.1b- Choose among	modifiers			sort and create a report and	work, and extracurricular
		NJSLS L.7.3	simple, compound,	Identify a series of adjectives in writing.			describe the process, and	activities for use in a career.
		NJSLS L.7.4	complex, and compound-comple	Use a comma to			explain the report results	in a career.

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	x sentences to	separate adjectives in a			
	signal differing	series.		8.1.8.B.1	
NJSLS L.	relationships			Synthesize and	
	amana idaas	Apply common rules		publish	
NJSLS L.	7.6- uniong racus:	and patterns to spell		information	
	L.7.1c-	words correctly		about a local or	
	Place phrases and	words correctly		global issue or	
	clauses within a	Select precise language.		event	
	sentence,	Select precise language.		CVCIII	
	recognizing and	Revise writing for		8.1.8.D.4	
	correcting	wordiness and		Assess the	
	misplaced and	redundancies.		credibility and	
		redundancies.		*	
	dangling modifiers.	Use a combination of		accuracy of	
	modifiers.			digital content.	
	1.72	context clues, structural		01051	
	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			
	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	

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				decision.	
	L.7.3-	Consult reference		GCOBIOII.	
	Use knowledge of	materials that are both			
	language and its	printed and digital			
	conventions when	printed and digital			
	writing, speaking,	Define and identify			
		Define and identify			
	reading, or	figures of speech.			
	listening.	D. d. and L. and L. and L.			
	T 7 4	Determine the meaning			
	L.7.4-	of and purpose of			
	Determine or	figures of speech in			
	clarify the	context.			
	meaning of	T1 20 4 1 1			
	unknown and	Identify the relationship			
	multiple-meaning	of words			
	words and phrases	Clarify words by using			
	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			
	L.7.5-	Understand and apply			
	Demonstrate	conversational,			
	understanding of	academic, and domain			
	figurative	specific vocabulary.			
	language, word	specific vocabalary.			
	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			
	grade-appropriate general academic	of function and form			
	and				

domain-specific
words and
phrases; gather
vocabulary
knowledge when
considering a
word or phrase
important to
comprehension or
expression.