

# Main Criteria: Structure and Style for Students

## Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 7

### Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

## New Jersey Student Learning Standards

Language Arts

Grade 7 - Adopted: 2023

CONTENT  
AREA /  
STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT  
AREA /  
STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, 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.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT  
STATEMENT

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT  
AREA /  
STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT  
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

**CONTENT AREA / STANDARD****Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	<b>Reading Domain</b>	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.7.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

# New Jersey Student Learning Standards

## Language Arts

Grade 7 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

##### STRAND

#### Language: System and structure, effective use, and vocabulary

##### CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

##### CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

##### STRAND

#### Reading: Text complexity and the growth of comprehension

##### CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, 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.

##### CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### CONTENT STATEMENT

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

##### STRAND

#### Writing: Text types, responding to reading, and research

##### CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

### CONTENT AREA / STANDARD

#### Speaking and Listening Anchor Statements

##### STRAND

#### Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.SS.7.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	<b>Reading Domain</b>	

STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT AREA / STANDARD**      **Speaking and Listening Domain**

STRAND	SL.PE.7.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**CONTENT AREA / STANDARD**      **Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts****Grade 7 - Adopted: 2023****CONTENT AREA / STANDARD****Language Domain Anchor Statements****STRAND****Language: System and structure, effective use, and vocabulary****CONTENT STATEMENT**

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT STATEMENT**

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT AREA / STANDARD****Reading Domain Anchor Statements****STRAND****Reading: Text complexity and the growth of comprehension****CONTENT STATEMENT**

(CR) Close Reading of Text: By the end of grade 12, 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.

**CONTENT STATEMENT**

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT STATEMENT**

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STATEMENT**

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT AREA / STANDARD****Writing Domain Anchor Statements****STRAND****Writing: Text types, responding to reading, and research****CONTENT STATEMENT**

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT STATEMENT**

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

**CONTENT STATEMENT**

(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT AREA / STANDARD****Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CONTENT AREA / STANDARD****Language Domain**

STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
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CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.

**CONTENT AREA / STANDARD****Language Domain**

STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT AREA / STANDARD****Language Domain**

STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	D.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STRAND	RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STATEMENT	E.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	

STRAND	SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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**CONTENT AREA / STANDARD** **Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52**

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**CONTENT AREA / STANDARD** **Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT AREA / STANDARD** **Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
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CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT AREA / STANDARD** **Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>	
STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.SS.7.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>

CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	D.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STRAND	RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STATEMENT	E.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.7.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60**

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

STRAND	<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT AREA / STANDARD**

**Reading Domain Anchor Statements**

STRAND	<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

#### UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

### New Jersey Student Learning Standards

#### Language Arts

**Grade 7 - Adopted: 2023**

CONTENT AREA / STANDARD	<b>Language Domain Anchor Statements</b>
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT AREA / STANDARD**

STRAND	<b>Writing Domain Anchor Statements</b>
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

**CONTENT AREA / STANDARD**

STRAND	<b>Speaking and Listening Anchor Statements</b>
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT AREA / STANDARD**

STRAND	L.SS.7.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.

CONTENT AREA / STANDARD		Language Domain
STRAND	STANDARD	DESCRIPTION
	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.7.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80</b>		
<b>New Jersey Student Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 7 - Adopted: 2023</b>		
CONTENT AREA / STANDARD	<b>Language Domain Anchor Statements</b>	
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>	

STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	<b>Writing Domain Anchor Statements</b>	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	
CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.

CONTENT AREA / STANDARD		Language Domain
STRAND	STANDARD	DESCRIPTION
	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.7.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92</b>		
<b>New Jersey Student Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 7 - Adopted: 2023</b>		
CONTENT AREA / STANDARD	<b>Language Domain Anchor Statements</b>	
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>	

STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD		Reading Domain
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**New Jersey Student Learning Standards****Language Arts****Grade 7 - Adopted: 2023****CONTENT AREA / STANDARD****Language Domain Anchor Statements****STRAND****Language: System and structure, effective use, and vocabulary****CONTENT STATEMENT**

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT STATEMENT**

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT AREA / STANDARD****Reading Domain Anchor Statements****STRAND****Reading: Text complexity and the growth of comprehension****CONTENT STATEMENT**

(CR) Close Reading of Text: By the end of grade 12, 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.

**CONTENT STATEMENT**

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT STATEMENT**

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT AREA / STANDARD****Writing Domain Anchor Statements****STRAND****Writing: Text types, responding to reading, and research****CONTENT STATEMENT**

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STATEMENT**

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT STATEMENT**

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

**CONTENT AREA / STANDARD****Language Domain**

<b>STRAND</b>	<b>L.SS.7.1.</b>	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

## UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

### New Jersey Student Learning Standards

#### Language Arts

Grade 7 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CONTENT STATEMENT	(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CONTENT AREA / STANDARD	<b>Writing Domain Anchor Statements</b>	
STRAND	<b>Writing: Text types, responding to reading, and research</b>	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	
CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>	
STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>

<b>STRAND</b>	<b>W.IW.7.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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<b>CONTENT STATEMENT</b>	<b>A.</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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<b>CONTENT STATEMENT</b>	<b>B.</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**CONTENT AREA / STANDARD**      **Writing Domain**

<b>STRAND</b>	<b>W.NW.7.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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<b>CONTENT STATEMENT</b>	<b>D.</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT AREA / STANDARD**      **Writing Domain**

<b>STRAND</b>	<b>W.WR.7.5.</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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<b>STRAND</b>	<b>W.SE.7.6.</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**CONTENT AREA / STANDARD**      **Speaking and Listening Domain**

<b>STRAND</b>	<b>SL.PE.7.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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<b>CONTENT STATEMENT</b>	<b>B.</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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**UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134**

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**CONTENT AREA / STANDARD**      **Language Domain Anchor Statements**

<b>STRAND</b>	<b>Language: System and structure, effective use, and vocabulary</b>
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<b>CONTENT STATEMENT</b>	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>	<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>	<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>	<b>Speaking and Listening: Flexible communication and collaboration</b>

**CONTENT STATEMENT** (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT AREA / STANDARD** **Language Domain**

<b>STRAND</b>	L.SS.7.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
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**CONTENT STATEMENT** A. Explain the function of phrases and clauses in general and their function in specific sentences.

**CONTENT STATEMENT** C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**CONTENT STATEMENT** E. Recognize spelling conventions.

**CONTENT AREA / STANDARD** **Language Domain**

<b>STRAND</b>	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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**CONTENT STATEMENT** A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

**CONTENT STATEMENT** B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT AREA / STANDARD** **Language Domain**

<b>STRAND</b>	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
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**CONTENT STATEMENT** A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CONTENT STATEMENT** C. Analyze the impact of a specific word choice on meaning and tone.

**CONTENT STATEMENT** E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT AREA / STANDARD** **Reading Domain**

<b>STRAND</b>	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
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STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STATEMENT      A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

CONTENT STATEMENT      B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STATEMENT      D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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STRAND      W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CONTENT AREA / STANDARD**      **Speaking and Listening Domain**

STRAND	SL.PE.7.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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**UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140**

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>
<b>STRAND</b>	<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>	<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>	<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.SS.7.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.

CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## UNIT 7: INVENTIVE WRITING Week 13 Page 141-148

### New Jersey Student Learning Standards

#### Language Arts

**Grade 7 - Adopted: 2023**

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STATEMENT	E.	Recognize spelling conventions.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.7.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CONTENT STATEMENT	C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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**UNIT 7: INVENTIVE WRITING Week 14 Page 149-154**

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STATEMENT	E.	Recognize spelling conventions.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**UNIT 7: INVENTIVE WRITING Week 15 Page 155-163**

**New Jersey Student Learning Standards**

**Language Arts**

Grade 7 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STATEMENT	E.	Recognize spelling conventions.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STRAND	RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180

### New Jersey Student Learning Standards

#### Language Arts

**Grade 7 - Adopted: 2023**

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	

CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT AREA / STANDARD**

**Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	<b>Reading Domain</b>	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.7.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements
STRAND	Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements
STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.SS.7.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.

CONTENT STATEMENT	D.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
STRAND	L.VI.7.4.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
CONTENT STATEMENT	B.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196**

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT AREA / STANDARD	Writing Domain Anchor Statements
STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD	Language Domain	
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STATEMENT	E.	Recognize spelling conventions.
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CONTENT AREA / STANDARD	Language Domain	
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STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
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CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
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CONTENT AREA / STANDARD	Language Domain	
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STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
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CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT AREA / STANDARD	Reading Domain	
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STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
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STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
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STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
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STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
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CONTENT AREA / STANDARD		Writing Domain
STRAND	W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
CONTENT STATEMENT	A.	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CONTENT STATEMENT	B.	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CONTENT STATEMENT	C.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
CONTENT STATEMENT	E.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
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CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD		Reading Domain
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**New Jersey Student Learning Standards****Language Arts****Grade 7 - Adopted: 2023****CONTENT AREA / STANDARD****Language Domain Anchor Statements****STRAND****Language: System and structure, effective use, and vocabulary****CONTENT STATEMENT**

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT STATEMENT**

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT AREA / STANDARD****Reading Domain Anchor Statements****STRAND****Reading: Text complexity and the growth of comprehension****CONTENT STATEMENT**

(CR) Close Reading of Text: By the end of grade 12, 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.

**CONTENT STATEMENT**

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT STATEMENT**

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STATEMENT**

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT AREA / STANDARD****Writing Domain Anchor Statements****STRAND****Writing: Text types, responding to reading, and research****CONTENT STATEMENT**

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STATEMENT**

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

**CONTENT STATEMENT**

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.SS.7.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	<b>Reading Domain</b>	

STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258

### New Jersey Student Learning Standards

#### Language Arts

**Grade 7 - Adopted: 2023**

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

**STRAND**

**Language: System and structure, effective use, and vocabulary**

CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT AREA / STANDARD**

**Reading Domain Anchor Statements**

**STRAND**

**Reading: Text complexity and the growth of comprehension**

CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, 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.

CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STATEMENT

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT AREA / STANDARD**

**Writing Domain Anchor Statements**

**STRAND**

**Writing: Text types, responding to reading, and research**

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.SS.7.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CONTENT STATEMENT	E.	Recognize spelling conventions.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT AREA / STANDARD** **Language Domain**

STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.

CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258**

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements
STRAND	<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

**CONTENT AREA / STANDARD** **Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.	
CONTENT STATEMENT	A. Explain the function of phrases and clauses in general and their function in specific sentences.	
CONTENT STATEMENT	C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
CONTENT STATEMENT	E. Recognize spelling conventions.	
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
CONTENT STATEMENT	A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	
CONTENT STATEMENT	B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.	
CONTENT AREA / STANDARD	Language Domain	

<b>STRAND</b>	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.7.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STRAND	RL.PP.7.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

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

CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>	
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, 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.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT STATEMENT	(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CONTENT AREA / STANDARD	<b>Writing Domain Anchor Statements</b>	
STRAND	<b>Writing: Text types, responding to reading, and research</b>	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.SS.7.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STATEMENT	C.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

CONTENT STATEMENT	E.	Recognize spelling conventions.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	C.	Analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STRAND	RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STATEMENT	E.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

<b>STRAND</b>	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>	<b>Writing: Text types, responding to reading, and research</b>	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

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STRAND

W.RW.7.7

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.