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: 2016

CONTENT AREA / STANDARD

STRAND

NJSLSA. Anchor Standards: Reading

R.	
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STANDARD		
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide a objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole an to the development of the ideas.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structur (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.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.
CONTENT STATEMENT	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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

NJ.L.7. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New Jersey Student Learning Standards

Language Arts
Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD

STRAND

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NJSLSA. Anchor Standards: Reading R.

Key Ideas and Details

ONTENT	NJSLSA.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

STATEMENT R2. and ideas.

CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STATEMENT R3.

CONTENT NJSLSA. Anchor Standards: Reading AREA / R. STANDARD

CONTENT NJSLSA. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT NJSLSA. 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 NJSLSA. Anchor Standards: Reading R.

Range of Reading and Level of Text Complexity

CONTENT NJSLSA. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT NJSLSA. Anchor Standards: Writing AREA / W.
STANDARD

Text Types and Purposes

CONTENT NJSLSA. 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 NJSLSA. Anchor Standards: Writing AREA / W. STANDARD

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
STRAND CONTENT STATEMENT	NJSLSA. SL1.	
CONTENT	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
CONTENT STATEMENT CONTENT AREA /	SL1.	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 CONTENT AREA / STANDARD	SL1.	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. Anchor Standards: Speaking and Listening Presentation of Knowledge and Ideas
CONTENT STATEMENT CONTENT AREA / STANDARD STRAND CONTENT	SL1. NJSLSA. SL.	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. Anchor Standards: Speaking and Listening Presentation of Knowledge and Ideas 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 STATEMENT CONTENT AREA / STANDARD STRAND CONTENT STATEMENT CONTENT	NJSLSA. SL. NJSLSA. SL4. NJSLSA. SL6.	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. Anchor Standards: Speaking and Listening Presentation of Knowledge and Ideas 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
CONTENT STATEMENT CONTENT AREA / STANDARD STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA /	NJSLSA. SL. NJSLSA. SL4. NJSLSA. SL6.	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. Anchor Standards: Speaking and Listening Presentation of Knowledge and Ideas 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes

CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.7.9.B.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

CONTENT
AREA /
STANDARD

NJ.W.7. Progress Indicators for Writing

STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.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.
CONTENT STATEMENT	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade 7 - Adopted: 2016

CONTENT
AREA /
STANDARD

NJSLSA.	Anchor	Standards:	Reading
R.			

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language

STATEMENT I.3. by meaning or style, and to comprehend more fully when reading or listening. NJSLSAL Anchor Standards: Language Vocabulary Acquisition and Use CONTENT NASLSA. Determine or clarify the meaning of unknown and multiple-meaning worlds and phrases by using correct claes. analyzing meaningful world parts, and consulting general and specialized reference materials, as appropriate. CONTENT NJSLSA. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CONTENT REAL Progress Indicators for Reading Literature STRAND Key Ideas and Details Key Ideas and Details Key Ideas and Details CONTENT SIATEMENT RI.7.1. Clie several pieces of lexibal evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. CONTENT SIATEMENT RI.7.2. Determine a theme or cereiral idea of a text and analyze its development over the course of the text; provide an objective summary of the text. CONTENT SIATEMENT RI.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). STRAND Craft and Structure CONTENT SIATEMENT RI.7.4. Progress Indicators for Reading Literature STRAND Craft and Structure RI.7.5. Analyze how an author develops and conteasts the points of view of different characters or narrators in a text. STATEMENT RI.7.6. Analyze how an author develops and conteasts the points of view of different characters or narrators in a text. STATEMENT RI.7.1. Progress Indicators for Reading Literature STATEMENT RI.7.2. Progress Indicators for Reading Literature STATEMENT RI.7.3. Analyze how an author develops and conteasts the points of view of different characters or narrators in a text. STATEMENT RI.7.1. Progre			
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AREA / STANDARD		RL.7.10.	
STRAND Text Types and Purposes	CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
	STRAND		Text Types and Purposes

CONTENT STATEMENT	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.7.3.A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CUMULATIVE PROGRESS INDICATOR	W.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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 / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.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.
CONTENT STATEMENT	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.

CONTENT	
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STANDARD	

NJ.L.7. Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT	NJ.L.7.	Progress Indicators for Language

AREA / STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.C.	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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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**

NJ.L.7. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

New Jersey Student Learning Standards Language Arts

Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STATEMENT

W9.

 $\ensuremath{\mathsf{NJSLSA}}.$ Anchor Standards: Reading R.

STANDARD		
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT	NJSLSA.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT
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CONTENT

STATEMENT

RL.7.2.

objective summary of the text.

NJSLSA. Anchor Standards: Writing

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W.			

STANDARD		
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	_Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standardo, Languago
	•	_Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
STRAND CONTENT STATEMENT	NJSLSA. L4.	Vocabulary Acquisition and Use
CONTENT		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT CONTENT	NJSLSA. L6.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
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CONTENT STATEMENT	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT STATEMENT	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	RL.7.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	W.7.3. W.7.3.A.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.
CUMULATIVE PROGRESS		descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	W.7.3.A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	W.7.3.A. W.7.3.B.	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD	W.7.3.A. W.7.3.B.	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Progress Indicators for Writing
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT	W.7.3.A. W.7.3.B.	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Progress Indicators for Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task,

STRAND

Conventions of Standard English

NJ.W.7. Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language

CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / ST ANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.C.	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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Jersey Student Learning Standards Language Arts

Grade 7 - Adopted: 2016

CONTENT
AREA /
STANDARD

NJSLSA. Anchor Standards: Reading

R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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 / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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 /	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STANDARD		
STANDARD		Presentation of Knowledge and Ideas
	NJSLSA. SL4.	
STRAND CONTENT		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
ST RAND CONTENT STATEMENT CONTENT	SL4. NJSLSA. SL6.	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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA /	SL4. NJSLSA. SL6.	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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STANDARD	NJSLSA. SL6. NJSLSA.L	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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standards: Language
ST RAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / ST ANDARD ST RAND CONTENT	NJSLSA. NJSLSA.L NJSLSA.L NJSLSA.L	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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standards: Language Conventions of Standard English
ST RAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / ST ANDARD ST RAND CONTENT STATEMENT CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT	NJSLSA. SL6. NJSLSA.L NJSLSA.L NJSLSA.L L1.	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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standards: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STAND CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT	NJSLSA. SL6. NJSLSA.L NJSLSA.L NJSLSA.L L1.	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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standards: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	. Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide a objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole an to the development of the ideas.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structur (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, a multimedia).

CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.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.
CONTENT STATEMENT	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.

CONTENT
AREA /
STANDARD

NJ.L.7. Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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

NJ.L.7. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

New Jersey Student Learning Standards Language Arts

Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading R.

STRAND Craft and Structure

CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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

STRAND

Craft and Structure

 $\ensuremath{\mathsf{NJSLSA}}.$ Anchor Standards: Speaking and Listening SL.

STANDARD	OL.	
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	. Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text

CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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.

plagiarism and following a standard format for citation.

CONTENT
AREA /
STANDARD

NJ.W.7. Progress Indicators for Writing

STRAND		Range of Writing
CONTENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80
		New Jersey Student Learning Standards Language Arts
		Grade 7 - Adopted: 2016
CONTENT AREA /	NJSLSA. R.	Anchor Standards: Reading

CONTENT AREA / STANDARD

R.

STRAND		Key Ideas and Details
CONTENT	NJSLSA.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
STATEMENT	R2.	and ideas.

CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT
AREA /
STANDARD

NJSLSA. Anchor Standards: Writing W.

STRAND		Range of Writing
CONTENT	NJSLSA.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STATEMENT	W10.	single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA /

NJSLSA. Anchor Standards: Speaking and Listening

SL. **STANDARD**

5	STRAND		Comprehension and Collaboration
	CONTENT STATEMENT	NJSLSA. SL1.	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** NJSLSA.L Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT	NJSLSA.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT	NJSLSA.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STATEMENT	L3.	for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD

NJ.RI.7. Progress Indicators Informational Text

STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English

CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

STRAND

NJSLSA. Anchor Standards: Reading R.

Craft and Structure

CONTENT	NJSLSA.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
STATEMENT	R4.	meanings, and analyze how specific word choices shape meaning or tone.

CONTENT NJSLSA. Anchor Standards: Reading AREA / R. STANDARD

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD

W.

NJSLSA. Anchor Standards: Writing

Text Types and Purposes

CONTENT NJSLSA. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately statement w2. through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing

CONTENT STATEMENT

NJSLSA. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT

NJSLSA. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W5.

CONTENT NJSLSA. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W6.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing W.

STRAND Range of Writing

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.I	_Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	_Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes

CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.7.	Progress Indicators for Language
AREA /	NJ.L.7.	Progress Indicators for Language Knowledge of Language
AREA / STANDARD	NJ.L.7.	
AREA / STANDARD STRAND CONTENT	II.	Knowledge of Language
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	L.7.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and
AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	L.7.3. L.7.3.A.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD	L.7.3. L.7.3.A.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Progress Indicators for Language
AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT	L.7.3.A. NJ.L.7.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Progress Indicators for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CONTENT
AREA /
STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New Jersey Student Learning Standards Language Arts

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CONTENT AREA / STANDARD

STRAND

CONTENT

NJSLSA. Anchor Standards: Reading R.

Key Ideas and Details

NJSLSA. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

STATEMENT R2. and ideas.

CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

STATEMENT

STATEMENT

R3.

R.

R4.

NJSLSA. Anchor Standards: Reading

CONTENT NJSLSA. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

CONTENT NJSLSA. Anchor Standards: Reading AREA / R. STANDARD

Range of Reading and Level of Text Complexity

CONTENT NJSLSA. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as STATEMENT R10. needed.

CONTENT NJSLSA. Anchor Standards: Writing AREA / W. STANDARD

Text Types and Purposes

CONTENT NJSLSA. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately startement w2. through the effective selection, organization, and analysis of content.

CONTENT NJSLSA. Anchor Standards: Writing AREA / W. STANDARD

STRAND Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	- Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	- Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT
AREA /
STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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

NJ.L.7. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading

R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		
		Craft and Structure
CONTENT	NJSLSA. R4.	
	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

CONTENT AREA / STANDARD

R.

STRAND	Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. R9.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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

STRAND

Craft and Structure

 $\ensuremath{\mathsf{NJSLSA}}.$ Anchor Standards: Speaking and Listening SL.

STANDARD	OL.	
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	. Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text

CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT	RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Possarch to Build and Prosent Knowledge

Research to Build and Present Knowledge

STRAND

CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CONTENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT
AREA /
STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R9.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	. Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	. Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use

CONTENT NJ.R.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text objective summary of the text. CONTENT RI.2. Determine two or more central ideas in a text and analyze their development over the course of the text. CONTENT RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals influence ideas or events). CONTENT STANDARD RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text explicitly as well as inferences drawn from the text. CONTENT RI.2. Determine two or more central ideas in a text and analyze their development over the course of the text, objective summary of the text. CONTENT RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals ST ANDARD CONTENT NJ.RI.7. Progress Indicators Informational Text CONTENT RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative texthicial meanings; analyze the impact of a specific word choice on meaning and tone. CONTENT RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the to the development of the ideas. CONTENT RI.7.5. Analyze the structure an author uses to organize a text including how the major sections contribute to the to the development of the ideas. CONTENT RI.7.9. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) incore authors writing about the same topic shape their presentations of key information by emphasizing devidence or advancing different interpretations of facts. CONTENT RI.7.9. Progress Indicators for Writing TEXAND Text Types and Purposes			
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STRAND Key Ideas and Details CONTENT STATEMENT RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text explicitly as well as inferences drawn from the text. CONTENT STATEMENT RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text objective summary of the text. CONTENT STATEMENT RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals, events, or how individuals influence ideas or events). CONTENT STANDARD CONTENT RI.7.4. Progress indicators Informational Text STANDARD CONTENT STATEMENT RI.7.5. Analyze the structure an author uses to organize a text, including figurative, connotative technical meanings; analyze the impact of a specific word choice on meaning and tone. CONTENT STATEMENT RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the the development of the ideas. CONTENT STANDARD Integration of Knowledge and Ideas CONTENT RI.7.9. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) is more authors writing about the same topic shape their presentations of key information by emphasizing devidence or advancing different interpretations of facts. CONTENT NJ.W.7. Progress Indicators for Writing STRAND Text Types and Purposes CONTENT Wi.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and info			Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text explicitly as well as inferences drawn from the text. CONTENT RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text objective summary of the text. CONTENT RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals influence ideas or events). NJ.RI.7. Progress Indicators Informational Text STANDARD Craft and Structure CONTENT RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative technical meanings; analyze the impact of a specific word choice on meaning and tone. CONTENT RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the to the development of the ideas. CONTENT NJ.RI.7. Progress Indicators Informational Text CONTENT NJ.RI.7. Progress Indicators Informational Text TRAND Integration of Knowledge and Ideas CONTENT RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) is more authors writing about the same topic shape their presentations of key information by emphasizing devidence or advancing different interpretations of facts. CONTENT NJ.W.7. Progress Indicators for Writing Text Types and Purposes CONTENT W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and info	REA/	NJ.RI.7.	Progress Indicators Informational Text
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AREA / STANDARD STRAND Text Types and Purposes CONTENT W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and info		RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and info	REA /	NJ.W.7.	Progress Indicators for Writing
CONTENT STATEMENT W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and info	TRAND		Text Types and Purposes
		W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	ROGRESS	W.7.2.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).

CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT
AREA /
STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Jersey Student Learning Standards Language Arts

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD

R.

NJSLSA. Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

STRAND

NJSLSA. Anchor Standards: Reading

Integration of Knowledge and Ideas

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STANDARD		
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R.	Anchor Standards: Reading

CONTENT STATEMENT	NJSLSA. R9.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	. Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	. Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT	
AREA /	
STANDARD	

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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

NJ.L.7. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 13 Page 141-148

New Jersey Student Learning Standards Language Arts Grade 7 - Adopted: 2016

CONTENT AREA / **STANDARD** NJSLSA. Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA.	Anchor Standards: Writing

CONTENT AREA / **STANDARD**

CONTENT AREA /	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND		Production and Distribution of Writing
STANDARD		

AREA / STANDARD

STRAND	Research to Build and Present Knowledge

CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		gatiening vocabulary knowledge when encoding an disknown term important to completension of expression.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
AREA /	NJ.W.7.	
AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STANDARD STRAND CONTENT		Progress Indicators for Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	W.7.2.	Progress Indicators for Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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
AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	W.7.2. W.7.2.A.	Progress Indicators for Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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).
AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	W.7.2.A. W.7.2.B.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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). Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT
AREA /
STANDARD

NJ.W.7. Progress Indicators for Writing

STRAND		Production and Distribution of Writing
		3
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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.
		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
STATEMENT CONTENT AREA /		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		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. Progress Indicators for Speaking and Listening
CONTENT AREA / STANDARD STRAND CONTENT	NJ.SL.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. Progress Indicators for Speaking and Listening Comprehension and Collaboration 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 AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	NJ.SL.7. SL.7.1. SL.7.1.C.	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. Progress Indicators for Speaking and Listening Comprehension and Collaboration 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. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
CONTENT AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	NJ.SL.7. SL.7.1. SL.7.1.C.	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. Progress Indicators for Speaking and Listening Comprehension and Collaboration 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. 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.

CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New Jersey Student Learning Standards Language Arts Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing

W.

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA. Anchor Standards: Writing W.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing

W.

STRAND Research to Build and Present Knowledge

CONTENT NJSLSA. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing W.

Range of Writing

CONTENT NJSLSA. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a STATEMENT W10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

CONTENT NJSLSA. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L2.

CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT NJ.W.7. Progress Indicators for Writing AREA / STANDARD

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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

NJ.SL.7. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT
AREA /
STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT
AREA /
STANDARD

STRAND

NJSLSA. Anchor Standards: Writing W.

AREA / STANDARD		
STRAND	Range of Writing	
CONTENT STATEMENT	JSLSA. 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 / ST ANDARD	JSLSA.L Anchor Standards: Language	
STRAND	Conventions of Standard English	
CONTENT STATEMENT	NJSLSA. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when wri 2.	ting.
CONTENT AREA / STANDARD	JSLSA.L Anchor Standards: Language	
STRAND	Knowledge of Language	
CONTENT STATEMENT	NJSLSA. Apply knowledge of language to understand how language functions in different contexts, to make effective choi for meaning or style, and to comprehend more fully when reading or listening.	ces
CONTENT AREA / STANDARD	JSLSA.L Anchor Standards: Language	
STRAND	Vocabulary Acquisition and Use	
CONTENT STATEMENT	USLSA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CONTENT STATEMENT	NJSLSA. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence i gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	n
CONTENT AREA / STANDARD	J.RL.7. Progress Indicators for Reading Literature	
STRAND	Key Ideas and Details	
CONTENT STATEMENT	RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	3
CONTENT STATEMENT	RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
CONTENT AREA / ST ANDARD	J.RL.7. Progress Indicators for Reading Literature	

Craft and Structure

CONTENT	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT STATEMENT	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	RL.7.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.7.3.A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CUMULATIVE PROGRESS INDICATOR	W.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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

STRAND

Vocabulary Acquisition and Use

NJ.W.7. Progress Indicators for Writing

STANDARD		
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	N11.7	Progress Indicators for Language
CONTENT AREA / STANDARD	NJ.L.7.	Trogress maloutors for Language

CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180
		New Jersey Student Learning Standards
		Language Arts Grade 7 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA.	Anchor Standards: Reading
AREA /	R.	
STANDARD		

STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND		Range of Writing
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
STRAND		Research to Build and Present Knowledge
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND		Production and Distribution of Writing
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND		Text Types and Purposes
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
STRAND		Range of Reading and Level of Text Complexity
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
CONTENT STATEMENT	NJSLSA. R9.	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 STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD	NJSLSA.I	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	_Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.7.2. W.7.2.A.	
CUMULATIVE PROGRESS		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
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	W.7.2.A. W.7.2.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). Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.A. W.7.2.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). Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	W.7.2.A. W.7.2.B. W.7.2.D.	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). Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style academic style, approach, and form.

CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CONTENT STATEMENT	W.7.8.	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 / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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 / ST ANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT		
STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.7.3.A.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CUMULATIVE PROGRESS		Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and
CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Progress Indicators for Language
CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT	L.7.3.A. NJ.L.7.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Progress Indicators for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CONTENT
AREA /
STANDARD

NJ.L.7. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use	
CONTENT L.7 STATEMENT	7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gath vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

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New Jersey Student Learning Standards Language Arts

Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading R.

STANDARD		
STRAND	Key Ideas and Details	
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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 /

NJSLSA. Anchor Standards: Reading R.

STRAND Integration of Knowledge and Id

STRAND		Integration of Knowledge and Ideas			
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
CONTENT STATEMENT	NJSLSA. R9.	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

R.

NJSLSA. Anchor Standards: Reading

STRAND

Range of Reading and Level of Text Complexity

CONTENT

NJSLSA. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT
AREA /
STANDARD

STRAND		Text Types and Purposes					
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing					
STRAND		Production and Distribution of Writing					
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing					
STRAND		Research to Build and Present Knowledge					
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.					
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.					
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing					
STRAND		Range of Writing					
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening					
STRAND		Comprehension and Collaboration					
CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.					

CONTENT
AREA /
STANDARD

NJSLSA.L Anchor Standards: Language

STRAND		Conventions of Standard English						
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language						
STRAND		Knowledge of Language						
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	_Anchor Standards: Language						
STRAND		Vocabulary Acquisition and Use						
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.						
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature						
STRAND		Craft and Structure						
CONTENT	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.						
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text						
STRAND		Key Ideas and Details						
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.						
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.						
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).						
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text						

STRAND		Craft and Structure						
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.						
CONTENT STATEMENT	RI.7.5.	lyze the structure an author uses to organize a text, including how the major sections contribute to the whole and ne development of the ideas.						
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text						
STRAND		Integration of Knowledge and Ideas						
CONTENT STATEMENT	RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.						
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing						
STRAND		Text Types and Purposes						
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).						
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.						
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.						
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.						
CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.						
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing						
STRAND		Production and Distribution of Writing						
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						

CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.						
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.						
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing						
STRAND		Research to Build and Present Knowledge						
CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.						
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing						
STRAND		Range of Writing						
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening						
STRAND		Comprehension and Collaboration						
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.						
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language						
STRAND		Conventions of Standard English						
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.						
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language						
STRAND		Conventions of Standard English						
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						

CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.						
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language						
STRAND		Knowledge of Language						
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.						
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language						
STRAND		Vocabulary Acquisition and Use						
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.						
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.						
CUMULATIVE PROGRESS INDICATOR	L.7.4.C.	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.						
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language						
STRAND		Vocabulary Acquisition and Use						
CONTENT	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
CUMULATIVE PROGRESS INDICATOR	L.7.5.B.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.						
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language						
STRAND		Vocabulary Acquisition and Use						
CONTENT STATEMENT	L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.							
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New Jersey Student Learning Standards Language Arts

Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading

STANDARD		
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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 / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R9.	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 / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole a to the development of the ideas.
CONTENT AREA / ST ANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
CUMULATIVE PROGRESS INDICATOR	W.7.1.A.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically
CUMULATIVE	W.7.1.B.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrat

STATEMENT focused questions for further research and investigation. CONTENT STATEMENT W.7.8. 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 Range of Writing W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) STATEMENT W.7.10. 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			
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audiences.		W.7.10.	

CONTENT
AREA /
STANDARD

INDICATOR

NJ.SL.7. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS	L.7.4.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.

CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226
		New Jersey Student Learning Standards Language Arts Grade 7 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing W.

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing W.

Range of Writing

CONTENT NJSLSA. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a STATEMENT W10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT	NJSLSA.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT	L2.	

CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT	NJSLSA.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STATEMENT	L3.	for meaning or style, and to comprehend more fully when reading or listening.

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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

NJ.SL.7. Progress Indicators for Speaking and Listening

STRAND Comprehension and Collaboration SL7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. CONTENT AREA I STANDARD STRAND CONVENT CONVENT STATEMENT CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR NJ.L.7. Progress Indicators for Language CONTENT STANDARD CONVENT STANDARD CONVENT STANDARD NJ.L.7. Progress Indicators for Language CONTENT STANDARD CONVENT STANDARD CONVENT STANDARD CONVENT STATEMENT CONVENT STATEMENT CONVENT STATEMENT CUMULATIVE PROGRESS INDICATOR NJ.L.7. Progress Indicators for Language CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR NJ.L.7. Progress Indicators for Language CONTENT AREA I SPEID Correctly. CONTENT STANDARD STRAND CONTENT NJ.L.7. Progress Indicators for Language CONTENT AREA I STANDARD STRAND CONTENT STANDARD CONTENT NJ.L.7. Progress Indicators for Language CONTENT AREA I Use knowledge of language and its conventions when writing, speaking, reading, or listening. CUMULATIVE PROGRESS INDICATOR NJ.L.7. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. NJ.L.7. Progress Indicators for Language CONTENT AREA I NJ.L.7. Progress Indicators for Language	CONTENT STATEMENT CONTENT AREA / STANDARD CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT AREA / STANDARD CONTENT AREA / STANDARD	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Progress Indicators for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
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CONTENT STATEMENT L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CUMULATIVE PROGRESS INDICATOR L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CONTENT AREA /	AREA /	NJ.L.7.	Progress Indicators for Language
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STANDARD	AREA /	NJ.L.7.	Progress Indicators for Language
STRAND Vocabulary Acquisition and Use	STRAND		Vocabulary Acquisition and Use
CONTENT L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			

CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 227-234
		New Jersey Student Learning Standards
		Language Arts Grade 7 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

CTDAND		Tout Times and Dispesse
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	L Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes

CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing

CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258
		New Jersey Student Learning Standards
		Language Arts Grade 7 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

CTDAND		Tout Times and Dispesse
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	L Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes

CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing

CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258
		New Jersey Student Learning Standards Language Arts Grade 7 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity

NJSLSA. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

CONTENT

STATEMENT

R10. needed.

STRAND		Text Types and Purposes
	NICLOA	
STATEMENT	NJSLSA. W2.	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	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English

STRAND Knowledge of Language CONTENT STATEMENT NJSLSA. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or syle, and to comprehend more fully when reading or listening. CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Language STRAND Vocabulary Acquisition and Use CONTENT NJSLSA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CONTENT NJSLSA. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, wifing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CONTENT STATEMENT NJRL7. Progress Indicators for Reading Literature Key Ideas and Details Key Ideas and Details Key Ideas and Details CONTENT RL72. Citie several pieces of exitual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. CONTENT RL72. Determine a theme or central idea of a text and analyze its development over the course of the text, provide an objective summary of the text. CONTENT RL73. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). STRAND Craft and Structure CONTENT RL74. Determine the meaning of words and phrases as they are used in a text, including figurative and connocative meanings: analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or statement CONTENT RL74. Determine the meaning of words and phrases as they are used in a text, including figurative and connocative meanings: analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse o			
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AREA / STANDARD		RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
STRAND Range of Reading and Level of Text Complexity	CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
	STRAND		Range of Reading and Level of Text Complexity

CONTENT STATEMENT	RL.7.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.7.3.A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CUMULATIVE PROGRESS INDICATOR	W.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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 /	NJ.SL.7.	Progress Indicators for Speaking and Listening
STANDARD		
STANDARD		Comprehension and Collaboration
	SL.7.1.	Comprehension and Collaboration 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.
STRAND	SL.7.1. SL.7.1.A.	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 CUMULATIVE PROGRESS		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. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	SL.7.1.A.	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. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	SL.7.1.A. SL.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. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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.
CUMULATIVE PROGRESS INDICATOR	SL.7.1.A. SL.7.1.B. SL.7.1.C.	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. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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.
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	SL.7.1.A. SL.7.1.B. SL.7.1.C.	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. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272
		New Jersey Student Learning Standards Language Arts Grade 7 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	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	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	_Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	_Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	_ Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CONTENT STATEMENT	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT STATEMENT	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	RL.7.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.7.2.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).
CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.7.3.A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CUMULATIVE PROGRESS INDICATOR	W.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT AREA / ST ANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STATEMENT	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing

CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT AREA / ST ANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.7.4.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.
CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	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	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273
		New Jersey Student Learning Standards Language Arts Grade 7 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.7.	Progress Indicators Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
AREA /	NJ.W.7.	Text Types and Purposes
AREA / STANDARD	W.7.2.	
STANDARD STRAND CONTENT		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	W.7.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	W.7.2. W.7.2.A.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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).
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	W.7.2.A. W.7.2.B.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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). Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT AREA / STANDARD	NJ.W.7.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.7.8.	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	NJ.W.7.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.7.10.	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	NJ.SL.7.	Progress Indicators for Speaking and Listening
AREA / STANDARD		Trogress maloators for opeaking and Listening
AREA /		Comprehension and Collaboration
AREA / STANDARD	SL.7.2.	
ST RAND CONTENT		Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
STRAND CONTENT STATEMENT CONTENT AREA /	SL.7.2.	Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND STRAND CONTENT STATEMENT CONTENT AREA / STANDARD	SL.7.2.	Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Progress Indicators for Language
STRAND CONTENT STATEMENT CONTENT AREA / STANDARD STRAND CONTENT CONTENT	SL.7.2. NJ.L.7.	Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Progress Indicators for Language Knowledge of Language
AREA / STANDARD STRAND CONTENT STATEMENT CONTENT AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	SL.7.2. NJ.L.7. L.7.3.	Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Progress Indicators for Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and
STRAND CONTENT STATEMENT CONTENT AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA / CONTENT AREA /	SL.7.2. NJ.L.7. L.7.3.	Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Progress Indicators for Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.