

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

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. 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.

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

STRAND		Production and Distribution of Writing
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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.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 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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Key Ideas and Details
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal academic style, approach, and form.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND	Production and Distribution of Writing
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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.)
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND	Research to Build and Present Knowledge
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND	Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND	Comprehension and Collaboration
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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.
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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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.
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CONTENT STATEMENT	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

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

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND	Vocabulary Acquisition and Use
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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 2: WRITING FROM NOTES Week 2 Page 19-32

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

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

STRAND	Key Ideas and Details
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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
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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. Anchor Standards: Reading R.**

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

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

STRAND	Text Types and Purposes
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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. Anchor Standards: Writing W.**

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

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

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

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

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

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	NJLSLA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSLA.L Anchor Standards: Language	
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSLA. 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	NJLSLA.L Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJLSLA. 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	NJLSLA. 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
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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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.
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CONTENT STATEMENT	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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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.

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. 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 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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. 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	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.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.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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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.
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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
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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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.
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CONTENT STATEMENT	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
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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 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 **NJLSA. Anchor Standards: Reading**
R.

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

CONTENT STATEMENT NJLSA. 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 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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. 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 STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND	Range of Writing
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Speaking and Listening**
SL.

STRAND	Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND	Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND	Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND	Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.7. Progress Indicators for Reading Literature**

STRAND	Key Ideas and Details
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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.
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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.
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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 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 / 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.
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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.
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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
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE
PROGRESS
INDICATOR

L.7.2.B. Spell correctly.

CONTENT AREA / STANDARD

NJ.L.7. Progress Indicators for Language

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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
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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. 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. Anchor Standards: Reading**
R.

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. 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.

CONTENT AREA / STANDARD **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. 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.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

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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Key Ideas and Details
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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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 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
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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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.
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CONTENT STATEMENT	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
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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
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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 R.**

STRAND		Key Ideas and Details
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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
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CONTENT STATEMENT	NJLSA. 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	NJLSA. 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	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. 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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. 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	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. 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. Anchor Standards: Speaking and Listening**
SL.

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Key Ideas and Details
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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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
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
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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 / STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
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CUMULATIVE
PROGRESS
INDICATOR

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
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
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Speaking and Listening**
SL.

STRAND	Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND	Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND	Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND	Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND	Key Ideas and Details
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE
PROGRESS
INDICATOR

L.7.2.B. Spell correctly.

CONTENT AREA / STANDARD

NJ.L.7. Progress Indicators for Language

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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
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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.

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.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.****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.
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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.
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CONTENT AREA / STANDARD **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.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.****STRAND** **Range of Writing**

CONTENT STATEMENT	NJLSA. 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	NJLSA.L Anchor Standards: Language	
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language	
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. 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	NJLSA.L Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJLSA. 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	NJLSA. 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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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
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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 5: WRITING FROM PICTURES Week 9 Page 93-100

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

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

STRAND		Key Ideas and Details
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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
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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. Anchor Standards: Reading R.**

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

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

STRAND		Text Types and Purposes
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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. Anchor Standards: Writing W.**

STRAND		Production and Distribution of Writing
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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 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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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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).
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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 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

**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. 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. Anchor Standards: Reading 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 / 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 inquiry-based 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. Anchor Standards: Speaking and Listening**
SL.

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Key Ideas and Details
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.

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. 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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. 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.

CONTENT AREA / STANDARD **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. 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 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 / 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.7.1.	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
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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.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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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 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

**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. 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. Anchor Standards: Reading R.**

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJLSA. 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	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. 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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJLSA. 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	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. 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 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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Integration of Knowledge and Ideas
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.7.1.A.	Explain the function of phrases and clauses in general and their function in specific sentences.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR	L.7.2.B.	Spell correctly.
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

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

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

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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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.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.

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
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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.

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

STRAND		Text Types and Purposes
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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. 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 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 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.

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.7.8.	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
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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
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR L.7.2.B. Spell correctly.

CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.

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. 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. 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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. 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		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
L.

STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
L.

STRAND		Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
L.

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.7. Progress Indicators for Reading Literature**

STRAND		Key Ideas and Details
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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.
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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).
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CONTENT AREA / STANDARD **NJ.RL.7. Progress Indicators for Reading Literature**

STRAND		Craft and Structure
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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.7.3.	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
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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
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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
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR L.7.2.B. Spell correctly.

CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND	Vocabulary Acquisition and Use
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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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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. Anchor Standards: Reading R.**

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

STRAND	Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND	Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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CONTENT STATEMENT	NJLSA. 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	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. 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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJLSA. 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	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. 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. Anchor Standards: Speaking and Listening SL.	
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.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).
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Integration of Knowledge and Ideas
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	SL.7.1.D.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR L.7.2.B. Spell correctly.

CONTENT AREA / STANDARD NJ.L.7. **Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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 17 Page 181-186

**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. 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. Anchor Standards: Reading R.**

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 **NJSLSA. Anchor Standards: Reading R.**

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. 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.

CONTENT AREA / STANDARD **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 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.**

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. Anchor Standards: Speaking and Listening SL.**

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
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CONTENT STATEMENT	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.7. Progress Indicators for Reading Literature**

STRAND	Craft and Structure
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND	Key Ideas and Details
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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.
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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.
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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).
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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.
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 STATEMENT	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.

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. 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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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 / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Production and Distribution of Writing
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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.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	NJLSA. 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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Key Ideas and Details
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Integration of Knowledge and Ideas
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
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CUMULATIVE PROGRESS INDICATOR	W.7.1.A.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
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CUMULATIVE PROGRESS INDICATOR	W.7.1.B.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
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CUMULATIVE PROGRESS INDICATOR	W.7.1.C.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
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CUMULATIVE PROGRESS INDICATOR	W.7.1.E.	Provide a concluding statement or section that follows from and supports the argument presented.
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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.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.7. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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
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CONTENT STATEMENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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CONTENT STATEMENT	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR L.7.2.B. Spell correctly.

CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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 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.
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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.
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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. 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 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.**

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.
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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.
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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.
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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 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.
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND	Vocabulary Acquisition and Use
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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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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. Anchor Standards: Reading
R.**

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

STRAND	Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading
R.**

STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing
W.**

STRAND		Text Types and Purposes
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

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

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
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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.
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CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Knowledge of Language
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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 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 / 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.
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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).
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND	Vocabulary Acquisition and Use
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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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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. Anchor Standards: Reading
R.**

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

STRAND	Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading
R.**

STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing
W.**

STRAND		Text Types and Purposes
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

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

STRAND		Research to Build and Present Knowledge
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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.
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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.
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CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Knowledge of Language
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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 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 / 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.
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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).
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND	Vocabulary Acquisition and Use
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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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UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258
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**New Jersey Student Learning Standards
Language Arts
Grade 7 - Adopted: 2016**

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

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

STRAND	Craft and Structure
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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.
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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.
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CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

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

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. 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 STATEMENT NJSLSA. W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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. Anchor Standards: Speaking and Listening SL.**

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	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language	
STRAND	Knowledge of Language	
CONTENT STATEMENT	NJLSA. 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	NJLSA.L Anchor Standards: Language	
STRAND	Vocabulary Acquisition and Use	
CONTENT STATEMENT	NJLSA. 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	NJLSA. 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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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 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.
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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.
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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.
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.L.7. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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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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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. Anchor Standards: Reading R.**

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

STRAND		Craft and Structure
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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.
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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.
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CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Text Types and Purposes
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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.
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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.
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CONTENT AREA / STANDARD **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 STATEMENT NJSLSA. W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.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	NJLSLA. 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.
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CONTENT AREA / STANDARD **NJ.RL.7. Progress Indicators for Reading Literature**

STRAND		Key Ideas and Details
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.RL.7. Progress Indicators for Reading Literature**

STRAND		Craft and Structure
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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.
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CONTENT STATEMENT	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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CONTENT AREA / STANDARD **NJ.RL.7. Progress Indicators for Reading Literature**

STRAND		Range of Reading and Level of Text Complexity
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.7.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Range of Writing
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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: 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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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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.
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CONTENT AREA / STANDARD **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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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.
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CONTENT AREA / STANDARD **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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).
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CUMULATIVE PROGRESS INDICATOR	W.7.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.
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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 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		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.