LMS ELA 7 Unit 2

Content Area: **ELA** Course(s): Time Period: **MP2** Length: Status: **Published**

Unit Overview

Reading Genre Focus: Informational

Theme: Upheaval

Anchor Text: Informational Articles: CommonLit paired texts - Global Warming

Explainer: How scientists know Earth is warming

(Informational Text)

Maldives Builds Barriers to Global Warming

(Informational Text)

Explainer: Global warming and the greenhouse effect

(Informational Text)

Smog, Smog, Go Away... Don't Come Back Another Day

(Informational Text)

Will We 'Fix' The Weather? Yes. Should We Fix The Weather? Hmmm

(Informational Text)

Writing Genre Focus: Informative/Explanatory

Informational Writing Resources

Pacing Guide: <u>Unit 2</u>

Reading Pre-assessment:<u>Unit 2</u>

Writing Pre-assessment: Informative/Explanatory Pre-assessment

Benchmark:<u>Unit 2</u>

2024-2025 MP2 Benchmark Writing Exemplars

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.7.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition- support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
ELA.RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
ELA.RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
ELA.W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
ELA.W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.II.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.
ELA.SL.PI.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA.SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Weekly Structure

Day One		Day Two		Day ⁻	Three	Day F	C	
Reading	g Focus	Reading	g Focus	Reading Focus		Writing Focus		W
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activ
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do N
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writi Mini-Le
Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction/ Individual Conferences	30 minutes	Small G Instruc Indivic Confere
Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closu

*Note: If a week is shortened, adjust this schedule to keep the 3:2 ratio (3 days of reading focus and 2 days of writing focus

Rationale

The theme of this unit centers on Upheaval. Students will engage with informational articles from districtapproved materials to explore the theme and gain an understanding of the causes and effects of significant changes. They will examine how individuals and communities respond to and recover from disruptions, recognizing upheaval's profound impact on societies and individuals, necessitating adaptation and resilience. Throughout the unit, students will draw connections and parallels among the various texts studied.

Student mastery will be evaluated through a benchmark test assessing their ability to analyze the structures of informational texts, cite textual evidence, draw conclusions, and analyze central ideas. The unit will also assess students' proficiency in informative/explanatory writing, emphasizing their capability to explore topics thoroughly and effectively communicate ideas. Additionally, students will participate in discussions and collaborative activities to demonstrate their understanding of upheaval's role in impacting societies and individuals. These activities will foster critical thinking, reading, writing, and communication skills essential for their academic growth and personal development.

Enduring Understandings Overarching Understanding

Upheaval can cause big changes in societies and individuals, requiring people to adapt and be resilient.

Content Specific	Skills Specific
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- Learning about upheaval through informational texts helps us understand why significant changes happen and how people and communities deal with and recover from these disruptions.
- Times of social and political upheaval in developing countries have both positive and negative effects on the people living there.
- Geography can affect the chances of upheavals related to science or the environment, like the Dust Bowl or tsunamis.
- Using informative and explanatory writing techniques helps us clearly communicate complex ideas, improving our ability to analyze, combine, and present information.
- Good readers understand how a text is structured or built to help them make meaning.
- Good readers can notice when an author uses specific words to create emotions.
- Good readers read multiple texts to fully understand a topic.

Essential Questions Overarching Understanding

What is upheaval?

How does upheaval affect societies and individuals, and what are the long-term effects of these disruptions?

Content Specific	Skills Specific
 What can we learn from historical and modern examples of upheaval? What major social and political upheavals have occurred in our country's history? What environmental upheavals have influenced geography and the movement of people in our country and around the world? How do people and communities respond to and recover from upheaval? 	 How can we use informative and explanatory writing to understand a topic effectively? What strategies can we use to analyze and combine information from different texts? How can we clearly and accurately present information to explain the causes and effects of a topic? How can I identify and track cause and effect relationships in what I read?

Key Resources

CommonLit paired texts: Global Warming 🌌

Explainer: How scientists know Earth is warming

(Informational Text)

Maldives Builds Barriers to Global Warming

(Informational Text)

Explainer: Global warming and the greenhouse effect (Informational Text)

Smog, Smog, Go Away... Don't Come Back Another Day

(Informational Text)

Will We 'Fix' The Weather? Yes. Should We Fix The Weather? Hmmm

(Informational Text)

It is symbol indicates text that can be used for climate change instruction

Informational texts from district-approved resources.

Ted Talks:

- The Danger of a Single Story
- Learn how to Do Anything in 20 hours

CommonLit:

• Adolescence is Challenging

Additional instructional resources:

- o <u>Comprehension microskills</u>
- <u>Tier I instructional practices</u>
- o Engagement toolkit

Lexia Aspire Resources:

- <u>Word Recognition</u> phonemic awareness, decoding, fluency
- Language Comprehension vocabulary, morphology, academic language, syntax
- <u>Writing & reading comprehension</u> background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Mo nth	We eks	Standard s	Suggested Learning Targets	Mini-Lesson Skills	Sugges ted Activiti es	Resources	Assessment
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		effectively in a range of collaborativ e 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. RL.CI.7.2. Determine a theme in a literary text	SWBAT identify the central idea	Reading Mini- lessons:		Research Simulation Graphic	
Dece mber	1-2	literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.CI.7.2. Determine a central idea in an information	of an information al text. SWBAT analyze details that convey the central idea of an information al text. SWBAT distinguish between central ideas from a text and personal opinions.	 Identify central idea in both <u>article 1</u> and <u>article 2</u> Analyzing details that convey the central idea Distinguishi ng Between Central Ideas from the text and Personal Opinions Writing Mini- lessons: Introduce the unit's Research 	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Choose from this list of CommonLit articles about Global Warming: Explainer: <u>How</u> scientists know Earth is warming (Information al Text) <u>Maldives</u> Builds Barriers to Global	Suggested Formative Reading Assessments

al text a		Simulation	Warming	
explain it is convey through particul	how SWBAT deconstruct ed a research simulation	Research Simulation Graphic Organizer	(Information al Text)	
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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.					
	SWBAT	Pooding Mini	Instructi	Dagaarah	Suggested
RL.CI.7.2.	SWDAI	Reading Mini-	Instructi	Research	Suggested

Determine a	construct a	lessons:	onal	Simulation	Formative Reading
theme in a	concise		Worksho	Graphic	Assessments
literary text	summary of	• Writing a	<u>p Model</u>	Organizer	
(e.g.,	a text that	clear and	Suggeste		
stories,	accurately	objective	<u>d</u>		
plays or	reflects the	summary	Activitie		
poetry) and	central idea		<u>s/Groups</u>		
explain how	and	 Comparing 			
it is	supporting	Individuals		Choose from	
conveyed	details	or Events in		this list of	
through	without	Information		CommonLit	
particular	personal	al Texts		articles	
details;	opinions.	(e.g.,		about Global	
provide a	1	similar, just		Warming:	
summary of		like)			
the text				Explainer:	
distinct	SWBAT	Contrasting		How	
from	analyze how	Ideas to		scientists	
personal	the author	Clarify		know Earth	
opinions or	uses	Distinctions		<u>is warming</u>	
judgments.	comparisons	(e.g.,			
judginents.	to show	however,		(Information	
	relationship	on the other		al Text)	
	s between	hand)			
RI.CI.7.2.	individuals	inunu)			
Determine a	or events	Writing Mini-		MIT	
central idea	within an	lessons:		Maldives	
in an	information			Builds	
information	al text.	• Synthesize		Barriers to	
al text and	di text.	similarities		Global	
explain how		and		Warming	
it is		differences			
conveyed	SWBAT	in two		(Information	
	explain how	articles		al Text)	
through	the author	articity			
particular	uses	Model body			
details;	contrasts to	paragraph 1		Evelsive	
provide a	distinguish	paragraph 1		Explainer:	
summary of	between two			Global	
the text	ideas or			warming	
distinct	events in an			and the	
from	information			greenhouse	
personal				effect	
opinions or	al text.				
judgments.				(Information	
				al Text)	
	SWBAT				
	synthesize				
RL.IT.7.3.	similarities			Smar	
Analyze	and			Smog,	
how	differences			Smog, Go	
particular				Away	
elements of	in two			Don't Come	

a text	articles on		Back	
interact	the same		Another Day	
			<u>r momer Day</u>	
including	topic.		(Information	
how			(Information	
particular			al Text)	
lines of				
dialogue or	SWBAT			
incidents in	draft the			
	first body		<u>Will We</u>	
a story or	paragraph of		'Fix' The	
drama			Weather?	
propel the	their			
action,	Research		Yes. Should	
reveal	Simulation		We Fix The	
aspects of a	essay.		Weather?	
	5		Hmmm	
character, or				
provoke a			(Information	
decision.			al Text)	
			al l'ext)	
			-	
RI.IT.7.3.				
Analyze				
how				
particular				
elements of				
a text				
interact				
including				
how a text				
makes				
connections				
and				
distinctions				
among				
individuals,				
events, and				
ideas (e.g.,				
through				
comparisons				
, analogies,				
or				
categories).				
W.IW.7.2.				
Write				
informative/				
explanatory				
texts				
(including				
the narration				

of historical			
events,			
scientific			
procedures/			
experiments			
, or			
technical			
processes)			
to examine			
a topic and			
convey			
ideas,			
concepts,			
and			
information			
through the			
selection,			
organization			
, and			
analysis of			
relevant			
content.			
W.WP.7.4.			
With some			
guidance			
and support			
from peers			
and adults,			
develop and			
strengthen			
writing as			
needed by			
planning;			
flexibly			
making			
editing and			
revision			
choices and			
sustaining			
effort to			
complete			
complex			
writing			
tasks; and			
focusing on			
how well			
purpose and			
audience			

have been			
addressed.			
W.RW.7.7.			
Write			
routinely			
over			
extended			
time frames			
(time for			
research,			
reflection,			
metacogniti			
on/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.			
SL.PE.7.1.			
Engage			
effectively			
in a range of			
collaborativ			
e			
discussions			
(one-on-			
one, in			
groups, and			
teacher-led)			
with diverse			
partners on			
grade 7			
topics, texts,			
and issues,			
building on			
ounding on			

3	 others' ideas and expressing their own clearly. L.SS.7.1. Demonstrat e command of the system and structure of the English language when writing or speaking. RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause- effect, proposition- support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information. 	SWBAT information al text to integrate key information. SWBAT identify an author's position on a topic using supporting evidence SWBAT construct their body paragraphs by using information al elaboration techniques.	Reading Mini- lessons: • Using text structure to gather information (e.g., cause- effect, problem- solution) • Utilizing genre features to integrate information (e.g., graphics, captions, headings, index) • Identifying an author's position on a topic using supporting evidence Writing Mini- lessons: • Elaboration techniques in information al writing (ie. including information such as examples, details, dates, and	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic OrganizerResearch Simulation Graphic OrganizerChoose from this list of CommonLit articles about Global Warming:Explainer: How scientists know Earth is warmingInformation al Text)Maldives Builds Barriers to Global WarmingMaldives Builds Barriers to Global warming and the greenhouse effect	Suggested Formative Reading Assessments
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	quotes)	(Information	
RI.PP.7.5.	quotes)		
Determine	• Using	al Text)	
how an	• Using Transitions		
author	for		
		Smog,	
conveys or	Cohesion in	<u>Smog,</u> Smog, Go	
develops	Writing		
perspective		Away	
or purpose		Don't Come	
in a text		Back	
through		Another Day	
distinguishi		(Information	
ng their		(Information	
position		al Text)	
from that of			
others using			
evidence.		Will We	
		'Fix' The	
		Weather?	
W.IW.7.2.		Yes. Should	
Write		We Fix The	
informative/		Weather?	
explanatory		Hmmm	
texts		(Information	
(including		(Information	
the narration		al Text)	
of historical			
events,			
scientific			
procedures/			
experiments			
, or			
technical			
processes)			
to examine			
a topic and			
convey			
ideas,			
concepts,			
and			
information			
through the			
selection,			
organization			
, and			
analysis of			
relevant			
content.			
content.			

		1	
W.WP.7.4.			
With some			
guidance			
and support			
from peers			
and adults,			
develop and			
strengthen			
writing as			
needed by			
planning;			
flexibly			
making			
editing and			
revision			
choices and			
sustaining			
effort to			
complete			
complex			
writing			
tasks; and			
focusing on			
how well			
purpose and			
audience			
have been			
addressed.			
W.RW.7.7.			
Write			
routinely			
over			
extended			
time frames			
(time for			
research,			
reflection,			
metacogniti			
on/self-			
correction,			
and			
revision)			
revision) and shorter			
revision)			
revision) and shorter time frames			
revision) and shorter			

for a range of	
of	
discipline-	
specific	
tasks,	
purposes,	
and	
audiences.	
SL.PE.7.1.	
Engage	
effectively	
in a range of	
collaborativ	
e	
discussions	
(one-on-	
one, in	
groups, and	
teacher-led)	
with diverse	
partners on	
grade 7	
topics, texts,	
and issues,	
building on	
others' ideas	
and	
expressing	
their own	
clearly.	
SL.PI.7.4.	
Present	
claims and	
findings,	
emphasizing	
salient	
points in a	
focused,	
coherent	
manner with	
pertinent	
descriptions,	
facts,	
details, and	
examples;	
use	

	appropriate eye contact, adequate volume, and clear pronunciation n. L.SS.7.1. Demonstrat e command of the system and structure of the English language when writing or speaking. RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishi ng their position from that of others using evidence. RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including	SWBAT distinguish the author's perspective from that of others using supporting evidence. SWBAT compare how information about the same topic is presented in different mediums. SWBAT integrate information from multiple formats to develop a deeper understandi ng of a topic.	Reading Mini- lessons: Comparing multiple perspective s on a topic using supporting evidence Comparing information on a topic across different mediums (e.g., news article, infographic, video, etc.) Integrating information from multiple formats Writing Mini- lessons: Deliberate word choices Varying sentence structure	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic OrganizerResearch Simulation Graphic OrganizerChoose from this list of CommonLit articles about Global Warming:Explainer: How scientists know Earth is warmingExplainer: How scientists know Earth is warmingInformation al Text)Maldives Builds Barriers to Global WarmingInformation al Text)Explainer: Global warming and the greenhouse effect	Suggested Formative Reading Assessments
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integration	their reader.		(Information	
of			al Text)	
information from				
multiple				
formats and	SWBAT		Smog,	
sources to	revise their essay by		<u>Smog, Go</u> <u>Away</u>	
develop deeper	varying		Don't Come	
understandi	their		Back	
ng of the	sentence		Another Day	
concept,	structure to engage their		(Information	
topic or subject and	reader.		al Text)	
resolve				
conflicting				
information.			<u>Will We</u>	
			<u>'Fix' The</u>	
			Weather? Yes. Should	
W.IW.7.2. Write			We Fix The	
informative/			Weather?	
explanatory			Hmmm	
texts			(Information	
(including the narration			al Text)	
of historical				
events,			-	
scientific				
procedures/ experiments				
, or				
technical				
processes) to examine				
a topic and				
convey				
ideas,				
concepts, and				
information				
through the				
selection,				
organization, and				
analysis of				
relevant				
content.				

		1	
W.WP.7.4.			
With some			
guidance			
and support			
from peers			
and adults,			
develop and			
strengthen			
writing as			
needed by			
planning;			
flexibly			
making			
editing and			
revision			
choices and			
sustaining			
effort to			
complete			
complex			
writing			
tasks; and			
focusing on			
how well			
purpose and			
audience			
have been			
addressed.			
W.RW.7.7.			
Write			
routinely			
over			
extended			
time frames			
(time for			
research,			
reflection,			
metacogniti			
on/self-			
correction,			
and			
revision)			
revision) and shorter			
revision)			
revision) and shorter time frames			
revision) and shorter			

		for a range of discipline- specific tasks, purposes, and audiences. SL.PE.7.1. Engage effectively in a range of collaborativ e 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.					
Janu ary	1-2	L.SS.7.1. Demonstrat e command of the system and structure of the English language when writing or speaking. RI.CT.7.8. Analyze and reflect on (e.g.,	SWBAT identify key evidence emphasized by two authors writing about the same topic. SWBAT compare key evidence emphasized by two	Reading Mini- lessons: • Identify emphasized evidence (e.g., scientific data, personal stories or anecdotes, expert testimonies, statistics, visual aids, etc.)	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic Organizer Choose from this list of CommonLit articles about Global Warming: Explainer: How	Suggested Formative Reading Assessments

practical knowledge, historical/cu lturalauthors writing about the same topic context, and background how the knowledge) focus on how two or different more authors• Compare emphasized evidencescientists know Earth is warmingImage: Note that the same topic context, and background how the knowledge)• Analyze different interpretatio ns of the same facts(Information al Text)Image: Note that the same topic writing• Analyze different interpretatio ns of the same facts(Information al Text)Image: Note that the same topic authors• Analyze different ns of the atticks their (e.g., two social moring(Information Builds Barriers to Global WarmingImage: Note that the same topic shape their s of key• Writing Mini- lessons: analyze(Information al Text)
historical/cuabout the same topicevidenceis warminglturalsame topic
Itural context, and background how the knowledge) how two or more authorssame topic and explain how the different ns of the same facts(Information al Text)Maldives buildsfocus on different more authorsevidence asame facts (e.g., two articles on ng of the the effect of social media)Maldives Builds Barriers to Global WarmingImage: the state writing about the same topic shape their presentation s of keySWBAT analyzeWriting Mini- lessons: mal texts(Information al Text)
context, and background how the knowledge)and explain how the different interpretatio ns of the same facts• Analyze different al Text)how two or how two or different more authorsfocus on different evidence• Analyze different interpretatio ns of the same facts(Information al Text)writing information al texts about the same topic shape their presentation s of key• Analyze different interpretatio ns of the the effect of social media)• Maldives Builds Barriers to Global WarmingWriting Mini- lessons: analyze• Miting Mini- lessons:(Information al Text)
background background knowledge)how the focus on different more authorsdifferent interpretatio ns of the same facts (e.g., two articles on al textsal Text)more authorsevidence affects their writing information al textssame facts (e.g., two articles on the effect of social media)Maldives Builds Barriers to Global Warmingabout the same topic shape their presentation s of keySWBAT analyzeWriting Mini- lessons:(Information al Text)
knowledge) how two or more authorsfocus on different evidenceinterpretatio ns of the same facts authorsMaldives Buildsauthors writing information al texts bout the same topic shape their presentation s of keyfocus on information ng of the the media)Maldives Builds Barriers to Global WarmingWriting information al texts sof keySWBAT analyzeWriting Mini- lessons:Maldives Maldives BuildsWriting Mini- lessons:SWBAT analyzeWriting Mini- lessons:Information al Text)
how two or more authorsdifferent evidence affects their understandi information al texts same topic shape their presentation s of keyns of the same facts (e.g., two articles on the effect of social media)Maldives Builds Barriers to Global WarmingWriting social about the same topic shape their presentation s of keySWBAT analyzeMaldives Builds Barriers to Global Writing Mini- lessons:
more authors writing information al texts about the same topic sof keyevidence affects their understandi ng of the topic.same facts (e.g., two articles on the effect of social media)Maldives Builds Barriers to Global WarmingImage: Comparison of the al texts about the same topic shape their presentation s of keySWBAT analyzeWriting Mini- lessons:Maldives Builds Barriers to Global Warming
authors writing information al textsaffects their understandi ng of the topic.(e.g., two articles on the effect of social media)Maldives Builds Barriers to Global Warmingabout the same topic shape their presentation s of keySWBAT analyze(Information al Text)(Information al Text)
authorsanects then(e.g., twowritingunderstandiarticles oninformationng of thethe effect ofal textstopic.socialabout themedia)same topicWriting Mini-shape theirSWBATpresentationSWBATanalyzeWriting Mini-lessons:analyze
writingunderstandiarticles on the effect of social media)Barriers to Global Warmingabout the same topic shape their presentation s of keySWBAT analyzeWriting Mini- lessons: analyzeInformation al texts
Informationng of thethe effect ofGlobalal textstopic.socialWarmingabout themedia)warmingsame topicWriting Mini-shape theirWriting Mini-presentationSWBATanalyzeWiting Mini-lessons:analyze
all texts topic. social about the media) same topic shape their presentation s of key Writing Mini- lessons: analyze Witing Mini- lessons:
about the same topic shape their presentation s of keyWeiting Mini- lessons: analyzeWarming (Information al Text)
same topic shape their presentation s of key SWBAT analyze Normation al Text) (Information al Text)
shape their presentation s of key SWBAT analyze Writing Mini- lessons: analyze
presentation s of key list lessons: analyze
s of key analyze
information different • Clearly
interpretatio Introducing
Topic and Explainer.
same facts Previewing
about a Content
and the
• Model
effect
metpletato
SWBAT SWBAT
introduce a al Text)
topic in
W.IW.7.2. their writing
and
Sinog,
A comparison of the second sec
the narration <u>Another Day</u>
of historical
events, SWBAT (Information
scientific (al lext)
procedures/ introductory
experiments paragraph
, or for their
technical essay
processes)
to examine Weather?
a topic and <u>Yes. Should</u>
convey We Fix The
ideas, <u>Weather?</u>
concepts,
and
(Information

information al Text) through the selection, organization , and analysis of relevant content.	
through the selection, organization , and analysis of relevant content. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning;	
selection, organization , and analysis of relevant content. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning;	
organization , and analysis of relevant content. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning;	
, and analysis of relevant content. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning;	
analysis of relevant content. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning;	
relevant content. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning;	
Image: Content. Image: Content. Image: W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning;	
W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning;	
With some guidance guidance and support from peers and adults, develop and strengthen writing as needed by planning; l	
With some guidance guidance and support from peers and adults, develop and strengthen writing as needed by planning; l	
With some guidance guidance and support from peers and adults, develop and strengthen writing as needed by planning; l	
With some guidance guidance and support from peers and adults, develop and strengthen writing as needed by planning; l	
guidance and support from peers and adults, develop and and strengthen writing as needed by planning; l	
and support from peers and adults, and adults, develop and develop and strengthen writing as needed by planning;	
from peers and adults, develop and strengthen writing as needed by planning;	
and adults, develop and develop and strengthen writing as needed by planning; log	
develop and strengthen writing as needed by planning;	
strengthen writing as needed by planning;	
writing as needed by planning;	
needed by planning;	
planning;	
planning; flexibly	
tlexibly	
making	
editing and	
revision	
choices and	
sustaining	
effort to	
complete	
complex	
writing	
tasks; and	
focusing on	
how well	
purpose and	
audience	
have been	
addressed.	
W.RW.7.7.	
Write	
routinely	
over	
extended	
time frames	
(time for	
research,	
reflection,	
metacogniti	

on/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.					
SL.PE.7.1.					
Engage					
effectively					
in a range of					
collaborativ					
e 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.					
L.SS.7.1.		Reading Mini-	Turnet of	Research	
Demonstrat	SWBAT	lessons:	Instructi	Simulation	
e command	determine		<u>onal</u> Worksho	Graphic	
of the	the meaning of an	 Position of 	<u>Worksho</u> <u>p Model</u>	Organizer	Suggested
system and	or an unknown	a word in a	<u>Suggeste</u>		Formative Reading
structure of	word by	sentence	<u>d</u>		Assessments
the English	using it's		<u>Activitie</u>		
language	position in a	• The Power	s/Groups		
when	1	of Word			

writing or	sentence.	Choice in	Explainer:	
speaking.		Tone	How	
spouring.		Tone	scientists	
		Exploring	know Earth	
	SWBAT	word		
L.VL.7.3.	analyze how		<u>is warming</u>	
Determine		relationship		
	specific	s (e.g.,	(Information	
or clarify	word	synonyms	al Text)	
the meaning		and		
of unknown		antonyms,		
and	tone of a	analogies)		
multiple-	passage,			
meaning	enhancing	Writing Mini-		
words and	their	lessons:	Choose from	
phrases	understandi		this list of	
based on	ng of how	Crafting	CommonLit	
grade 7	language	Thoughtful	articles	
reading and		Conclusion	about Global	
	emotion and		Warming:	
content,		S: Deflecting		
including	intent.	Reflecting	Explainer:	
technical		on Your	How	
meanings,		Topic	scientists	
choosing	CW/D A T HEA		know Earth	
flexibly	SWBAT use	• Model	is warming	
from a	synonyms,	conclusion	<u>is warning</u>	
range of	antonyms,	paragraph	(Information	
strategies.	and			
	analogies to		al Text)	
	enhance			
	their			
L.VI.7.4.	understandi		Maldivas	
Demonstrat	ng of word		Maldives	
e	meanings		Builds	
understandi			Barriers to	
ng of	vocabulary		Global	
figurative	skills.		Warming	
language,	51115.			
word			(Information	
			al Text)	
relationship	SWBAT			
s, and	compose a			
nuances in	-			
word	thoughtful conclusion		Explainer:	
meanings.			Global	
	paragraph		warming	
	that reflects		and the	
	on the essay		greenhouse	
W.IW.7.2.	topic.		effect	
Write				
informative	/		(Information	
explanatory			al Text)	
texts	SWBAT			
(including	construct a			

the normation	aanaluaian			
the narration				
of historical	paragraph		C	
events,	for their		Smog,	
scientific	essay.		Smog, Go	
procedures/			Away	
experiments			Don't Come	
, or			Back	
technical			Another Day	
processes)				
to examine			(Information	
a topic and			al Text)	
convey				
ideas,				
concepts,				
and			<u>Will We</u>	
information			<u>'Fix' The</u>	
through the			Weather?	
selection,			Yes. Should	
			We Fix The	
organization			Weather?	
, and			<u>Hmmm</u>	
analysis of				
relevant			(Information	
content.			al Text)	
W.WP.7.4.				
With some				
guidance				
and support				
from peers				
and adults,				
develop and				
strengthen				
writing as				
needed by				
planning;				
flexibly				
making				
editing and				
revision				
choices and				
sustaining				
effort to				
complete				
complex				
writing				
tasks; and				
focusing on				
how well				
purpose and				
rr und				

	1		
audience			
have been			
addressed.			
addressed.			
W.RW.7.7.			
Write			
routinely			
over			
extended			
time frames			
(time for			
research,			
reflection,			
metacogniti			
on/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.			
SL.PE.7.1.			
Engage			
effectively			
in a range of			
a llaborative			
collaborativ			
e			
discussions			
(one-on-			
one, in			
groups, and			
teacher-led)			
with diverse			
partners on			
grade 7			
topics, texts,			
and issues,			
and issues,			

3-4	building on others' ideas and expressing their own clearly. L.SS.7.1. Demonstrat e command of the system and structure of the English language when writing or speaking. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SWBAT to demonstrate their knowledge of an information al text by taking a benchmark assessment. SWBAT reflect on	 Reading benchmark MP 2 Writing benchmark MP 2 End of MP reflection 	End of MP Reflection	 LinkIt! Benchmark MP 2 End of MP Reflection
3-4	speaking, reading, or	reflect on their learning in reading and writing throughout marking	• End of MP		• End of MP

	choosing			
	flexibly			
	from a			
	range of			
	strategies.			
	0			
	L.VI.7.4.			
	Demonstrat			
	e			
	understandi			
	ng of			
	figurativa			
	figurative			
	language,			
	word			
	relationship			
	s, and			
	nuances in			
	word			
	meanings.			
	RI.CR.7.1.			
	Cite several			
	pieces of			
	textual			
	evidence			
	and make			
	relevant			
	connections			
	to support			
	analysis of			
	what an			
	information			
	al text says			
	explicitly as			
	well as			
	inferences			
	drawn from			
	the text.			
	me text.			
	RI.CI.7.2.			
	Determine a			
	central idea			
	in an			
	information			
	al text and			
	explain how			
1				

it is			
conveyed			
through			
through			
particular			
details;			
provide a			
summary of			
the text			
distinct			
from			
personal			
opinions or			
judgments.			
RI.IT.7.3.			
Analyze			
how			
particular			
elements of			
a text			
interact			
I I			
including			
how a text			
makes			
connections			
and			
distinctions			
among			
individuals,			
events, and			
ideas (e.g.,			
through			
comparisons			
, analogies,			
or			
categories).			
RI.TS.7.4.			
Analyze the			
structure an			
I I			
author uses			
to organize			
a text and			
how it			
contributes			
to the text as			
a whole,			
including			
menualing			

using			
knowledge			
of text			
structures			
(e.g., cause-			
effect,			
proposition-			
support) and			
genre			
features			
(e.g.,			
graphics,			
captions,			
indexes) to			
organize			
organize			
and analyze			
important			
information.			
RI.PP.7.5.			
Determine			
how an			
author			
conveys or			
develops			
perspective			
or purpose			
in a text			
through			
distinguishi			
ng their			
position			
from that of			
others using			
evidence.			
evidence.			
RI.MF.7.6.			
Compare			
and contrast			
texts to			
analyze the			
unique			
qualities of			
different			
mediums,			
including			
the			
integration	 		
		-	

of			
information			
from			
multiple			
formats and			
sources to			
develop			
deeper			
understandi			
ng of the			
concept,			
topic or			
subject and			
resolve			
conflicting			
information.			
RI.CT.7.8.			
Analyze and			
reflect on			
(e.g.,			
practical			
knowledge,			
historical/cu			
ltural			
context, and			
background			
knowledge)			
how two or			
more			
authors			
writing			
information			
al texts			
about the			
same topic			
shape their			
progentation			
presentation			
s of key			
information			
by			
emphasizing			
different			
evidence or			
advancing			
different			
interpretatio			
ns of facts.			

W.IW.7.2.			
Write			
informative/			
explanatory			
texts			
(including			
the narration			
of historical			
events,			
scientific			
procedures/			
experiments			
, or			
technical			
processes)			
to examine			
a topic and			
convey			
ideas,			
concepts,			
and			
information			
through the			
selection,			
organization			
, and			
analysis of			
relevant			
content.			
W.RW.7.7.			
Write			
routinely			
over			
extended			
time frames			
(time for			
research,			
reflection,			
metacogniti			
on/self-			
correction,			
and			
revision)			
and shorter			
time frames			
(a single			

sitting or day or tw for a rang of discipline specific tasks, purposes, and audiences L.KL.7.2 Use knowledg of langua and its conventio when writing, speaking, reading, o listening. L.VL.7.3 Determin or clarify the mean of unknow and multiple- meaning	o) ge s. s. s. s. or SWBAT transfer their understandi ng of the unit's e standards by completing an end of marking period	Intervention Week (based on BM 2 data): • Enrichment		
when writing, speaking, reading, o listening. L.VL.7.3 Determin or clarify the mean of unknow and multiple- meaning words and phrases based on grade 7 reading a content, including technical meanings	or SWBAT transfer their understandi ng of the unit's e standards by completing an end of marking period project. d SWBAT review the unit's standards by participating in a teacher- led small	Intervention Week (based on BM 2 data): • Enrichment project • Intervention groups		
choosing flexibly from a range of strategies L.VI.7.4. Demonstr				

e			
understandi			
ng of			
figurative			
language,			
word			
relationship			
s, and			
nuances in			
word			
meanings.			
8			
RI.CR.7.1.			
Cite several			
pieces of			
textual			
evidence			
and make			
relevant			
connections			
to support			
analysis of			
what an			
information			
al text says			
explicitly as			
well as			
inferences			
drawn from			
the text.			
RI.CI.7.2.			
Determine a			
central idea			
in an			
information			
al text and			
explain how			
it is			
conveyed			
through			
particular			
details;			
provide a			
summary of			
the text			
distinct			
from			

personal			
opinions or			
judgments.			
RI.IT.7.3.			
Analyze			
how			
particular			
elements of			
a text			
interact			
including			
how a text			
makes			
connections			
and			
distinctions			
among			
individuals,			
events, and			
ideas (e.g.,			
through			
comparisons			
, analogies,			
or			
categories).			
RI.TS.7.4.			
Analyze the			
structure an			
author uses			
to organize			
a text and			
how it			
contributes			
to the text as			
a whole,			
including			
using			
knowledge			
of text			
structures			
(e.g., cause-			
effect,			
proposition-			
support) and			
genre			
features			
ieatures			

 	 	1		
(e.g.,				l
graphics,				
graphics,				
captions,				
indexes) to				l
organize				l
and analyze				l
important				l
information.				l
information.				l
				l
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RI.PP.7.5.				l
Determine				l
how an				l
author				l
				l
conveys or				
develops				
perspective				
or purpose				
in a text				
through				l
dictinguishi				l
distinguishi				l
ng their				l
position				l
from that of				l
others using				l
evidence.				
evidence.				l
				l
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				l
RI.MF.7.6.				l
Compare				l
and contrast				l
texts to				l
analyze the				
unique				
qualities of				
different				
mediums,				
including				
the				
integration				
of				
information				
from				
multiple				
formats and				
sources to				
develop				
deeper				
understandi				
ng of the				
-			1	1

concept,				
topic or				
	1			
subject and	1			
resolve				
conflicting				
information	n.			
RI.CT.7.8.				
Analyze ar				
Allalyze al				
reflect on				
(e.g.,				
practical				
knowledge	·,			
historical/c	u l			
ltural				
context, an	4			
backgroun				
knowledge				
how two of	r			
more				
authors				
writing				
information	n			
al texts				
about the				
same topic				
shape their				
presentatio	n			
s of key				
informatio	n			
by				
emphasizir	ng			
different	8			
evidence o	r			
advancing				
different				
interpretati	0			
ns of facts.				
W.IW.7.2.				
Write				
informativ	e/			
explanator				
texts	<i>J</i>			
(including				
the narratio				
of historica	ıl			
events,				
		1	I	 L

scientific			
procedures/			
experiments			
, or			
technical			
processes)			
to examine			
a topic and			
convey			
ideas,			
concepts,			
and			
information			
through the			
selection,			
organization			
, and			
analysis of			
relevant			
content.			
W.RW.7.7.			
Write			
routinely			
over			
extended			
time frames			
(time for			
research,			
reflection,			
metacogniti			
on/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.			

	1	1	
SL.PE.7.1.			
Engage			
effectively			
in a range of			
collaborativ			
e			
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.			

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Identifying main ideas and details in texts.	Analyzing text structures and author's use of language in informational texts.
Writing clear and organized informational text.	Developing informative/explanatory texts with detailed analysis and organization.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going

	beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Interdisciplinary Connections How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SCI.MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.