LMS ELA 7 Unit 2

Content Area: Course(s):

ELA

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: Unit 2

Reading Pre-assessment: Unit 2

Writing Pre-assessment: Informative/Explanatory Pre-assessment

Benchmark: Unit 2

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. |
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| 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. |
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| 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 Four | | C |
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| Readin | g Focus | Reading Focus | | Reading Focus | | Writing Focus | | Wı |
| 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 Individ 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 district-approved 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 |
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| 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

this symbol indicates text that can be used for climate change instruction

Informational texts from district-approved resources.

Ted Talks:

(Informational Text)

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

CommonLit:

• Adolescence is Challenging

Additional instructional resources:

- o Comprehension microskills
- o Tier I instructional practices
- o Engagement toolkit
- o Ways to Read Connected Text with a Small Group

Lexia Aspire Resources:

- Word Recognition 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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| Nove mber | 3-4 | 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. RI.CR.7.1. | SWBAT demonstrate their knowledge of information al reading by taking a preassessment. SWBAT unpack a text dependent question by following a step by step process. | Reading Minilessons: • Information al Reading Preassessment • Unpacking a Text Dependent Question (TDQ) • Identifying Explicit Information and Textual Evidence Writing Mini- | Instructi onal Worksho p Model Suggeste d Activitie s/Groups | Steps to Unpacking a TDQ Grades 5-8 Informative/ Expository Holistic Writing Rubric | LinkIt! preassessment - reading Informative /Explanator y writing preassessment |

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| Cite severa pieces of textual evidence and make relevant connection to support analysis of what an informatio al text says explicitly a well as inferences | SWBAT identify and cite explicit information using textual evidence. SWBAT demonstrate their | lessons: • Informative /Explanator y Writing Pre- assessment | | |
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| their own clearly. 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. 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 arawn from the text. SWBAT distinguish between weak and information al text says explicitly as well as inferences drawn from the text. SWBAT distinguish between weak and strong explanatior when using the R.A.C.E. method. SWBAT distinguish between weak and strong explanatior when using the R.A.C.E. method. | Reading Mini- lessons: Making Inferences with Textual Evidence Connecting Evidence to Your Answer Strengtheni ng Explanation s with Reasoning Writing Mini- lessons: Characterist ics of Informative /Explanator y exemplar essay Review brainstormi ng process from the exemplar essay (2nd page of exemplar) | Instructi onal Worksho p Model Suggeste d Activitie s/Groups | Informative/ Explanatory Exemplar The "E" in R.A.C.E Micro Progression (Superman Example) The "E" in R.A.C.E Micro Progression (Central Idea Example) | Suggested Formative Reading Assessments |
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| Dece | 1-2 | 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. | SWBAT identify the central idea 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 | Reading Minilessons: • Identify central idea in both article 1 and article 2 • Analyzing details that convey the central idea • Distinguishing Between Central Ideas from the text and Personal Opinions Writing Mini- | 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 scientists know Earth is warming (Information al Text) | Suggested Formative Reading Assessments |

| 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. 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 personal opinions. SWBAT deconstruct a research simulation writing prompt. SWBAT to paraphrase information from their sources in their notes. | lessons: • Introduce the unit's Research Simulation • Research Simulation Graphic Organizer for article 1 and article 2 | Maldives Builds Barriers to Global Warming (Information al Text) Explainer: Global warming and the greenhouse effect (Information al Text) Smog, Smog, Go Away Don't Come Back Another Day (Information al Text) Will We 'Fix' The Weather? Yes. Should We Fix The Weather? Hmmm (Information al Text) | |
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| | others' ideas and expressing their own clearly. 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. 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. | SWBAT construct a concise summary of a text that accurately reflects the central idea and supporting details without personal opinions. SWBAT analyze how the author uses comparisons to show relationship s between individuals or events within an information al text. SWBAT explain how the author uses contrasts to distinguish between two ideas or events in an information al text. | Reading Minilessons: • Writing a clear and objective summary • Comparing Individuals or Events in Information al Texts (e.g., similar, just like) • Contrasting Ideas to Clarify Distinctions (e.g., however, on the other hand) Writing Minilessons: • Synthesize similarities and differences in two articles • Model body paragraph 1 | Instructional Workshop Model Suggested Activities/Groups | Research Simulation Graphic Organizer Choose from this list of CommonLit articles about Global Warming: Explainer: How scientists know Earth is warming (Information al Text) Maldives Builds Barriers to Global Warming (Information al Text) Explainer: Global Warming (Information al Text) | Suggested Formative Reading Assessments |
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| 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. 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). | SWBAT synthesize similarities and differences in two articles on the same topic. SWBAT draft the first body paragraph of their Research Simulation essay. | | Smog, Go Away Don't Come Back Another Day (Information al Text) Will We 'Fix' The Weather? Yes. Should We Fix The Weather? Hmmm (Information al Text) | |
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| correction, | | | |
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| revision) | | | |
| and shorter | | | |
| time frames | | | |
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| (a single | | | |
| sitting or a | | | |
| day or two) | | | |
| for a range | | | |
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| SL.PE.7.1. | | | |
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| discussions | | | |
| (one-on- | | | |
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| | 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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| 3-4 | 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, | swbat utilize genre features in an 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. swbat revise their body | Reading Minilessons: • 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 Minilessons: • Elaboration techniques in information | 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 scientists know Earth is warming (Information al Text) Maldives Builds Barriers to Global Warming (Information al Text) | Suggested Formative Reading Assessments |

| indexes) to organize and analyze information and analyze important information. RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishin ng their position from that of others using evidence. W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, seientific procedures/experiments, or technical processes) to examine a topic and convey ideas, econcepts, econcepts, | | | | | |
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| and information through the selection, organization | organize and analyze important information. 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. 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, | by adding information al writing transitions that create | (ie. including information such as examples, details, dates, and quotes) • Using Transitions for Cohesion in | Global warming and the greenhouse effect (Information al Text) Smog, Smog, Go Away Don't Come Back Another Day (Information al Text) Will We 'Fix' The Weather? Yes. Should We Fix The Weather? Hmmm (Information | |

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| and issues, | | | |
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| SL.PI.7.4. | | | |
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| findings, | | | |
| emphasizing | | | |
| salient | | | |
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| use app | amples; e propriate e contact, | | | | |
| vol cle | equate lume, and ar onunciatio | | | | |
| De e co of t sys struthe lan wh | stem and ucture of e English guage perspective from that of others using supporting evidence. | • Comparing multiple perspective | | Research Simulation Graphic Organizer Choose from | |
| spe | SWBAT compare how | Comparing information on a topic | | this list of CommonLit articles about Global | |
| De how aut cor dev per | information about the same topic is presented in different mediums. | n across different mediums d (e.g., news | Instructi onal Worksho p Model Suggeste d | Explainer: How scientists know Earth is warming | Suggested Formative Reading Assessments |
| thro dis ng pos | a text ough tinguishi their sition SWBAT integrate informatio from | • Integrating information from multiple formats | Activitie s/Groups | (Information al Text) Maldives | |
| oth | m that of ners using dence. multiple formats to develop a deeper understand | Writing Minilessons: • Deliberate | | Builds Barriers to Global Warming | |
| Coand | ng of a topic. mpare d contrast ats to | word choices • Varying sentence | | (Information al Text) | |
| ana | alyze the ique SWBAT revise thei | structure | | Explainer: Global | |

| qualities of different mediums, including the integration of | essay by adding word choices that have an effect on their reader. | warmin and the greenho effect (Inform al Text) | ouse ation |
|---|--|---|---------------|
| information from multiple formats and sources to develop deeper understanding of the | SWBAT revise their essay by varying their sentence structure to | Smog, Smog, G Away Don't C Back Another | ome |
| concept, topic or subject and resolve conflicting information. | engage their reader. | Will W 'Fix' Th Weathe | e e r? |
| W.IW.7.2. Write informative/ explanatory texts (including the narration of historical | | Yes. Sh We Fix Weathe Hmmm (Inform al Text) | The r? ation |
| events, scientific procedures/ experiments , or technical processes) to examine | | - | |
| a topic and convey ideas, concepts, and information through the | | | |
| selection, organization , and | | | |

| analysis of | | | |
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| tasks; and | | | |
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| | | 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. | | | | | |
| Janu ary | 1-2 | L.SS.7.1. Demonstrat e command of the system and structure of the English language when writing or speaking. | SWBAT identify key evidence emphasized by two authors writing about the same topic. | Reading Minilessons: • Identify emphasized evidence (e.g., scientific data, personal stories or anecdotes, expert testimonies, | Instructi onal Worksho p Model Suggeste d Activitie s/Groups | Research Simulation Graphic Organizer Choose from this list of CommonLit articles about Global | Suggested Formative Reading Assessments |

| | key | statistics, | Warming: | |
|---------------|---------------|---------------------------------------|---------------|--|
| RI.CT.7.8. | evidence | visual aids, | ··· | |
| Analyze and | emphasized | etc.) | Explainer: | |
| reflect on | by two | | How | |
| (e.g., | authors | • Compare | scientists | |
| practical | writing | emphasized | know Earth | |
| knowledge, | about the | evidence | is warming | |
| historical/cu | same topic | CVIdence | is warming | |
| ltural | and explain | Analyze | (Information | |
| context, and | how the | different | al Text) | |
| background | | interpretatio | 2 0.110) | |
| knowledge) | focus on | ns of the | | |
| how two or | different | same facts | | |
| | evidence | | Maldives | |
| more | affects their | (e.g., two | Builds | |
| authors | understandi | articles on | Barriers to | |
| writing | ng of the | the effect of | Global | |
| information | topic. | social | Warming | |
| al texts | | media) | | |
| about the | | Whiting Mini | (Information | |
| same topic | CMDAT | Writing Mini- | al Text) | |
| shape their | SWBAT | lessons: | , | |
| presentation | analyze | | | |
| s of key | different | • Clearly | | |
| information | interpretatio | Introducing | Explainer: | |
| by by | ns of the | a Topic and | <u>Global</u> | |
| emphasizing | same facts | Previewing | warming | |
| different | about a | Content | and the | |
| evidence or | topic. | \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ | greenhouse | |
| advancing | | • Model | effect | |
| different | | introduction | | |
| interpretatio | CWDAT | paragraph | (Information | |
| ns of facts. | SWBAT | | al Text) | |
| | introduce a | | • | |
| | topic in | | | |
| | their writing | | | |
| W.IW.7.2. | and | | Smog, | |
| Write | effectively | | Smog, Go | |
| informative/ | preview | | Away | |
| explanatory | what is to | | Don't Come | |
| texts | follow. | | <u>Back</u> | |
| (including | | | Another Day | |
| the narration | | | | |
| of historical | SWBAT | | (Information | |
| events, | | | al Text) | |
| scientific | construct an | | | |
| procedures/ | introductory | | | |
| experiments | paragraph | | ***** | |
| , or | for their | | Will We | |
| technical | essay. | | 'Fix' The | |
| processes) | | | Weather? | |
| to examine | | | Yes. Should | |
| | | | We Fix The | |
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| a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content. W.W.P.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 at tasks; and focusing on how well purpose and audicnee have been addressed. W.R.W.7.7. Write routinely over extended | | | | |
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| ideas, concepts, and information through the selection, organization , and analysis of relevant content. W.W.P.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.R.W.7.7. Write routinely over | a topic and | | Weather? | |
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| L.SS.7.1. | SWBAT | Reading Mini- | <u>Instructi</u> | Dagaaral- | Cugggetad |
| Demonstrat | determine | lessons: | <u>onal</u> | Research Simulation | Suggested Formative Reading |
| e command | the meaning | | Worksho | Simulation Graphic | Formative Reading |
| of the | of an | • Position of | p Model | <u>Graphic</u> | Assessments |
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| system and structure of the English language when writing or speaking. | unknown word by using it's position in a sentence. | a word in a sentence • The Power of Word Choice in Tone | Suggeste d Activitie s/Groups | Organizer Explainer: How scientists |
|--|--|--|-------------------------------|--|
| L.VL.7.3. Determine or clarify the meaning of unknown and multiple- | analyze how specific word choices affect the tone of a passage, enhancing | • Exploring word relationship s (e.g., synonyms and antonyms, analogies) | | know Earth is warming (Information al Text) |
| meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a | their understanding of how language shapes emotion and intent. SWBAT use synonyms, antonyms, | Writing Minilessons: • Crafting Thoughtful Conclusion s: Reflecting on Your Topic • Model conclusion | | Choose from this list of CommonLit articles about Global Warming: Explainer: How scientists know Earth is warming |
| L.VI.7.4. Demonstrat e understandi ng of figurative | and analogies to enhance their understandi ng of word meanings and improve vocabulary skills. | paragraph | | (Information al Text) Maldives Builds Barriers to Global Warming |
| language, word relationship s, and nuances in word meanings. W.IW.7.2. | SWBAT compose a thoughtful conclusion paragraph that reflects on the essay topic. | | | (Information al Text) Explainer: Global warming and the greenhouse |

| Write informative/ explanatory texts construct a (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and |
|---|
| informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and informative/ explanatory texts construct a conclusion paragraph for their essay. Smog, Smog, Go Away Don't Come Back Another Day (Information al Text) (Information al Text) (Information al Text) Will We Fix' The |
| explanatory texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and explanatory texts |
| texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and |
| (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and |
| the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and |
| of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and |
| events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and essay. Smog, Smog, Go Away Don't Come Back Another Day (Information al Text) Will We 'Fix' The |
| scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and smog, Go Away Don't Come Back Another Day (Information al Text) Will We 'Fix' The |
| procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and Away Don't Come Back Another Day (Information al Text) Will We 'Fix' The |
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| Experiments , or technical processes) to examine a topic and convey ideas, concepts, and Back Another Day (Information al Text) Will We 'Fix' The |
| technical processes) to examine a topic and convey ideas, concepts, and |
| processes) to examine a topic and convey ideas, concepts, and Will We 'Fix' The |
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| a topic and convey ideas, concepts, and Will We 'Fix' The |
| a topic and convey ideas, concepts, and Will We 'Fix' The |
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| ideas, concepts, and will We 'Fix' The |
| concepts, and Will We 'Fix' The |
| and 'Fix' The |
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| information Weather? |
| Treation. |
| 100, 210, 210 |
| |
| organization Weather? |
| , and <u>Hmmm</u> |
| analysis of |
| relevant (Information |
| content. al Text) |
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| |
| 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. | | | | |
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| Write | | | | |
| 1 1 | | | | |
| routinely | | | | |
| over | | | | |
| extended | | | | |
| time frames | | | | |
| (time for | | | | |
| | | | | |
| research, | | | | |
| reflection, | | | | |
| metacogniti | | | | |
| on/self- | | | | |
| correction, | | | | |
| and | | | | |
| | | | | |
| revision) | | | | |
| and shorter | | | | |
| time frames | | | | |
| (a single | | | | |
| sitting or a | | | | |
| Sitting of a | | | | |
| day or two) | | | | |
| for a range | | | | |
| of | | | | |
| discipline- | | | | |
| specific | | | | |
| tasks, | | | | |
| 1 1 | | | | |
| purposes, | | | | |
| and | | | | |
| audiences. | | | | |
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| SL.PE.7.1. | | | | |
| 1 1 | | | | |
| Engage | | | | |
| effectively | | | | |
| in a range of | | | | |
| collaborativ | | | | |
| e | | | | |
| 1 1 | | | | |
| discussions | | | | |
| (one-on- | | | | |
| one, in | | | | |
| groups, and | | | | |
| teacher-led) | | | | |
| L teacher lea) | | <u> </u> | | |

| with diverse partners on grade 7 topics, texts and issues, building on others' idea and expressing their own clearly. L.SS.7.1. Demonstrate command of the system and structure of the English | s s | | | |
|---|--|--|---|---|
| the English language when writing or speaking. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.7.3. Determine or clarify the meaning of unknown and multiplemeaning words and | SWBAT to demonstrate their knowledge of an information al text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART | Reading benchmark MP 2 Writing benchmark MP 2 End of MP reflection Creating SMART goals | End of MP Reflection Informative/ Explanatory Writing Rubric | • LinkIt! Benchmark MP 2 • End of MP Reflection |

| reading and | | | |
|---------------|----------|--|--|
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| content, | | | |
| including | | | |
| technical | | | |
| meanings, | | | |
| choosing | | | |
| Choosing | | | |
| flexibly | | | |
| from a | | | |
| range of | | | |
| strategies. | | | |
| strategies. | | | |
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| L.VI.7.4. | | | |
| Demonstrat | | | |
| e | | | |
| understandi | | | |
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| ng of | | | |
| figurative | | | |
| language, | | | |
| word | | | |
| relationship | | | |
| s and | | | |
| s, and | | | |
| nuances in | | | |
| word | | | |
| meanings. | | | |
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| DI CD 7.1 | | | |
| 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. | | | |
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| RI.CI.7.2. | | | |
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| Determine a | <u> </u> | | |
| | | | |

| central idea in an information at text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RLIT.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). RLTS.7.4. Analyze the structure an author uses to organize a text and | | | | - |
|---|--------------|--|--|---|
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| ideas (e.g., through comparisons , analogies, or categories). RI.TS.7.4. Analyze the structure an author uses to organize | | | | |
| through comparisons , analogies, or categories). RI.TS.7.4. Analyze the structure an author uses to organize | | | | |
| comparisons , analogies, or categories). RI.TS.7.4. Analyze the structure an author uses to organize | through | | | |
| , analogies, or categories). RI.TS.7.4. Analyze the structure an author uses to organize | ınrougn | | | |
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| c | ontributes | | |
| to | o the text as | | |
| a | whole, | | |
| i1 | ncluding | | |
| | sing | | |
| l k | nowledge | | |
| o | of text | | |
| S | tructures | | |
| | e.g., cause- | | |
| | ffect, | | |
| | roposition- | | |
| | upport) and | | |
| | genre | | |
| | eatures | | |
| | e.g., | | |
| | raphics, | | |
| | aptions, | | |
| i1 | ndexes) to | | |
| | rganize | | |
| a | nd analyze | | |
| i1 | mportant | | |
| i1 | nformation. | | |
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| | RI.PP.7.5. | | |
| | Determine | | |
| 1 1 1 | ow an | | |
| 1 1 1 | uthor | | |
| | onveys or | | |
| | levelops | | |
| | erspective | | |
| | r purpose | | |
| | n a text | | |
| | hrough | | |
| | istinguishi | | |
| | g their | | |
| | osition | | |
| | rom that of | | |
| | thers using | | |
| e | vidence. | | |
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| | RI.MF.7.6. | | |
| 1 1 1 | Compare | | |
| | nd contrast | | |
| 1 1 1 | exts to | | |
| | nalyze the | | |
| | | | |
| | nique ualities of | | |
| | uallics 01 | | |

| different | | | |
|---------------|--|--|--|
| mediums, | | | |
| including | | | |
| the | | | |
| integration | | | |
| of | | | |
| information | | | |
| from | | | |
| multiple | | | |
| formats and | | | |
| sources to | | | |
| I I | | | |
| develop | | | |
| deeper | | | |
| understandi | | | |
| ng of the | | | |
| concept, | | | |
| topic or | | | |
| subject and | | | |
| resolve | | | |
| conflicting | | | |
| information. | | | |
| | | | |
| | | | |
| DI CT 7 0 | | | |
| 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 | | | |
| presentation | | | |
| s of key | | | |
| information | | | |
| by | | | |
| emphasizing | | | |
| different | | | |
| evidence or | | | |
| Tractice of | | | |

| advancing | | | |
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| | | | |
| different | | | |
| interpretatio | | | |
| ns of facts. | | | |
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| W.IW.7.2. | | | |
| Write | | | |
| informative/ | | | |
| explanatory | | | |
| | | | |
| texts | | | |
| (including | | | |
| the narration | | | |
| of historical | | | |
| events, | | | |
| scientific | | | |
| 1 | | | |
| procedures/ | | | |
| experiments | | | |
| , or | | | |
| technical | | | |
| 1 | | | |
| processes) | | | |
| to examine | | | |
| a topic and | | | |
| convey | | | |
| ideas, | | | |
| | | | |
| concepts, | | | |
| and | | | |
| information | | | |
| through the | | | |
| selection, | | | |
| organization | | | |
| organization | | | |
| , and | | | |
| analysis of | | | |
| relevant | | | |
| content. | | | |
| Content. | | | |
| | | | |
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| 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. | | | | |
| L.KL.7.2. | | | | |
| Use | | | | |
| knowledge | | | | |
| of language and its | | | | |
| conventions | | | | |
| when | | | | |
| writing, | SWBAT | | | |
| speaking, | transfer | | | |
| reading, or | their | | | |
| listening. | understandi | | | |
| | ng of the | | | |
| | unit's | Enrichment & | | |
| L.VL.7.3. | standards by completing | Intervention Week | | |
| Determine | an end of | (based on BM 2 | | |
| or clarify | marking | data): | | |
| the meaning | period | , | | |
| of unknown | project. | • Enrichment | | |
| and | | project | | |
| multiple- meaning | | • Intervention | | |
| words and | SWBAT | groups | | |
| phrases | review the | groups | | |
| based on | unit's | | | |
| grade 7 | standards by | | | |
| reading and | participating | | | |
| content, | in a teacher- | | | |
| including | led small | | | |
| technical meanings, | group. | | | |
| choosing | | | | |
| flexibly | | | | |
| from a | | | | |
| range of | | | | |
| strategies. | | | | |
| | | | | |

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| L.VI.7.4. | | | |
| Demonstrat | | | |
| e | | | |
| understandi | | | |
| ng of | | | |
| 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. | | | |
| 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 | | | |
| | | <u> </u> | |

| | summary of | | | |
|-------|----------------|--|--|--|
| | the text | | | |
| | | | | |
| | distinct | | | |
| | from | | | |
| | personal | | | |
| | opinions or | | | |
| | opinions of | | | |
| | judgments. | | | |
| | | | | |
| | | | | |
| | | | | |
| | RI.IT.7.3. | | | |
| | | | | |
| | Analyze | | | |
| | how | | | |
| | particular | | | |
| | elements of | | | |
| 1 1 1 | | | | |
| | a text | | | |
| | interact | | | |
| | including | | | |
| | how a text | | | |
| 1 1 1 | makes | | | |
| 1 1 1 | | | | |
| 1 1 1 | connections | | | |
| | and | | | |
| | distinctions | | | |
| 1 1 1 | among | | | |
| | individuala | | | |
| | individuals, | | | |
| | events, and | | | |
| | ideas (e.g., | | | |
| | through | | | |
| | comparisons | | | |
| | comparisons | | | |
| | , analogies, | | | |
| | or | | | |
| | categories). | | | |
| | 8 / | | | |
| | | | | |
| | | | | |
| , | | | | |
| 1 1 1 | RI.TS.7.4. | | | |
| . | Analyze the | | | |
| | structure an | | | |
| 1 1 1 | author uses | | | |
| | | | | |
| | to organize | | | |
| | a text and | | | |
| | how it | | | |
| | contributes | | | |
| | to the text as | | | |
| | | | | |
| | a whole, | | | |
| | including | | | |
| | using | | | |
| | knowledge | | | |
| | knowledge | | | |
| | of text | | | |
| ; | structures | | | |
| | (e.g., cause- | | | |
| | effect, | | | |
| | CIICCI, | | | |
| | | | | |

| 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. | | | |
| | | | |
| | | | |
| DIME 7.6 | | | |
| RI.MF.7.6. | | | |
| Compare | | | |
| and contrast | | | |
| texts to | | | |
| analyze the | | | |
| unique | | | |
| qualities of | | | |
| different | | | |
| different | | | |
| mediums, | | | |
| including | | | |
| the | | | |
| integration | | | |
| of | | | |
| information | | | |
| | | | |
| from | | | |
| multiple | | | |
| formats and | | | |
| sources to | | | |
| | | <u> </u> | |

| 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 | | |
| Irmayyladas | | |
| knowledge, | | |
| historical/cu | | |
| ltural | | |
| context, and | | |
| background | | |
| knowledge) | | |
| how two or | | |
| more | | |
| authors | | |
| writing | | |
| information | | |
| al texts | | |
| | | |
| about the | | |
| same topic | | |
| shape their | | |
| 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 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 | | | |
| l 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. | | | |
| Cicuity. | | | |

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".

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.