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

["Who is a climate refugee?"](#)

["The plight of refugees, asylum-seekers and IDPs around the globe"](#)

Writing Genre Focus: Informative/Explanatory

Pacing Guide:[Unit 2](#)

Pre-assessment:[Unit 2](#)

Benchmark:[Unit 2](#)

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 Four		D
Reading Focus		**Reading 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 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 focu:

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
• 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

Newsela paired texts:

- [Who is a climate refugee?](#) 🌱
- [The plight of refugees, asylum-seekers and IDPs around the globe](#)

🌱this 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

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

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Activities	Resources	Assessment
Nove	3-4	RL.CR.7.1.	SWBAT	Reading Mini-	Instructi	Steps to	• LinkIt! pre-

| mber | | 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 informational text says explicitly as well as inferences drawn from the text.

W.IW.7.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ | demonstrate their knowledge of informational reading by taking a pre-assessment.

SWBAT unpack a text dependent question by following a step by step process.

SWBAT identify and cite explicit information using textual evidence.

SWBAT demonstrate their knowledge of informative/ explanatory writing by taking a pre-assessment. | lessons:

• Information al Reading Pre-assessment

• Unpacking a Text Dependent Question (TDQ)

• Identifying Explicit Information and Textual Evidence

Writing Mini-lessons:

• Informative /Explanator y Writing Pre-assessment | [onal Worksho p Model Suggeste d Activitie s/Groups](#) | [Unpacking a TDQ](#)

[Grades 5-8 Informative/ Expository Holisitic Writing Rubric](#) | | assessment - reading

• [Informative /Explanator y writing pre-assessment](#) |

		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, 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.					
		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.					
		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	SWBAT make inferences about a text and support their inferences with specific evidence from the text. SWBAT connect textual evidence to an open-ended response using the R.A.C.E. method. SWBAT distinguish	Reading Mini-lessons: • Making Inferences with Textual Evidence • Connecting Evidence to Your Answer • Strengthening Explanations with Reasoning Writing Mini-lessons: • Characteristics of Informative /Explanatory exemplar essay	[Instructional Workshop Model Suggested Activities/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](#)

		analysis of what an informational text says explicitly as well as inferences drawn from the text.	between weak and strong explanations when using the R.A.C.E. method.	• Review brainstorming process from the exemplar essay (2nd page of exemplar)			
			SWBAT identify the characteristics of an informative/ explanatory essay.				
		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.	SWBAT analyze the brainstorming process for an informative/ explanatory essay.				
		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. 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.					
December	1-2	RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or	SWBAT identify the central idea of an informational text.	Reading Mini-lessons: • Identify central idea in both article 1	Instructional Workshop Model Suggested Activitie	Research Simulation Graphic Organizer	Suggested Formative Reading Assessments

| | | 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 informational 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/ | SWBAT analyze details that convey the central idea of an informational text.

SWBAT distinguish between central ideas from a text and personal opinions.

SWBAT deconstruct a research simulation writing prompt.

SWBAT to paraphrase information from their sources in their notes. | and [article 2](#)

• Analyzing details that convey the central idea

• Distinguishing Between Central Ideas from the text and Personal Opinions

Writing Mini-lessons:

• Introduce the unit's Research Simulation

• Research Simulation Graphic Organizer for [article 1](#) and [article 2](#) | s/Groups | [Article 1 - Who is a climate refugee?](#)

[Article 2 - The plight of refugees, asylum-seekers and IDPs around the globe](#) | |

		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, 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.					
		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.					
		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	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 relationships between individuals or events within an information	Reading Mini-lessons: • Writing a clear and objective summary • Comparing Individuals or Events in Informational Texts (e.g., similar, just like) • Contrasting Ideas to Clarify Distinctions (e.g., however, on the other hand) Writing Mini-lessons: • Synthesize	[Instructional Workshop Model Suggested Activities/Groups](#)	[Research Simulation Graphic Organizer](#) [Article 1 - Who is a climate refugee?](#) [Article 2 - The plight of refugees, asylum-seekers and IDPs around the globe](#)	[Suggested Formative Reading Assessments](#)

		al text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	al text. SWBAT explain how the author uses contrasts to distinguish between two ideas or events in an informational text.	similarities and differences in two articles • Model body paragraph 1		
		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.	SWBAT synthesize similarities and differences in two articles on the same topic. SWBAT draft the first body paragraph of their Research Simulation essay.			
		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 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.					
	3-4	L.SS.7.1. Demonstrate 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	SWBAT utilize genre features in an informational text to integrate key information. SWBAT identify an author's position on a topic using supporting evidence	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)	[Instructional Workshop Model Suggested Activities/Groups](#)	[Research Simulation Graphic Organizer](#) [Article 1 - Who is a climate refugee?](#) [Article 2 - The plight of refugees, asylum-seekers and IDPs around the globe](#)	[Suggested Formative Reading Assessments](#)

| | | 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.

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 | SWBAT construct their body paragraphs by using informational elaboration techniques.

SWBAT revise their body paragraphs by adding informational writing transitions that create cohesion. | • Identifying an author's position on a topic using supporting evidence

Writing Mini-lessons:

• Elaboration techniques in informational writing (ie. including information such as examples, details, dates, and quotes)

• Using Transitions for Cohesion in Writing | | | |

		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 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.					
		L.SS.7.1. Demonstrate 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	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.	Reading Mini-lessons: • Comparing multiple perspectives on a topic using supporting evidence • Comparing information on a topic across different mediums (e.g., news article, infographic, video, etc.)	[Instructional Workshop Model Suggested Activities/Groups](#)	[Research Simulation Graphic Organizer](#) [Article 1 - Who is a climate refugee?](#) [Article 2 - The plight of refugees, asylum-seekers and IDPs around the globe](#)	[Suggested Formative Reading Assessments](#)

		in a text through distinguishing 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 the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. W.IW.7.2. Write informative/ explanatory texts (including the narration of historical events, scientific	SWBAT integrate information from multiple formats to develop a deeper understanding of a topic. SWBAT revise their essay by adding word choices that have an effect on their reader. SWBAT revise their essay by varying their sentence structure to engage their reader.	• Integrating information from multiple formats Writing Mini-lessons: • Deliberate word choices • Varying sentence structure		

		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 others' ideas and					

		expressing their own clearly.					
January	1-2	L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. 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.	SWBAT identify key evidence emphasized by two authors writing about the same topic. SWBAT compare key evidence emphasized by two authors writing about the same topic and explain how the focus on different evidence affects their understanding of the topic. SWBAT analyze different interpretations of the same facts about a topic. SWBAT introduce a topic in	Reading Mini-lessons: - Identify emphasized evidence (e.g., scientific data, personal stories or anecdotes, expert testimonies, statistics, visual aids, etc.) - Compare emphasized evidence - Analyze different interpretations of the same facts (e.g., two articles on the effect of social media) Writing Mini-lessons: - Clearly Introducing a Topic and Previewing Content - Model introduction paragraph	Instructional Workshop Model Suggested Activities/Groups	Research Simulation Graphic Organizer Social Media Articles Article 1 - Who is a climate refugee? Article 2 - The plight of refugees, asylum-seekers and IDPs around the globe	Suggested Formative Reading Assessments

		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.	their writing and effectively preview what is to follow. SWBAT construct an introductory paragraph for their essay.				
		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 others' ideas and expressing their own clearly.				
		L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. 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.	SWBAT determine the meaning of an unknown word by using it's position in a sentence. SWBAT analyze how specific word choices affect the tone of a passage, enhancing their understanding of how language shapes emotion and intent. SWBAT use synonyms, antonyms, and analogies to enhance their	Reading Mini-lessons: • Position of a word in a sentence • The Power of Word Choice in Tone • Exploring word relationships (e.g., synonyms and antonyms, analogies) Writing Mini-lessons: • Crafting Thoughtful Conclusions: Reflecting on Your Topic • Model conclusion paragraph	[Instructional Workshop Model Suggested Activities/Groups](#)	[Research Simulation Graphic Organizer](#) [Article 1 - Who is a climate refugee?](#) [Article 2 - The plight of refugees, asylum-seekers and IDPs around the globe](#)	[Suggested Formative Reading Assessments](#)

		L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	understanding of word meanings and improve vocabulary skills. SWBAT compose a thoughtful conclusion paragraph that reflects on the essay topic.				
		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.	SWBAT construct a conclusion paragraph for their essay.				
		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, 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. 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.				
	3-4	L.SS.7.1. Demonstrate 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,	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 2 by	• 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

		speaking, reading, or listening.	creating SMART goals.			
		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.				
		L.VI.7.4. Demonstrate understanding of figurative language, word relationships, 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 informational text says explicitly as well as inferences drawn from the text.					
		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.					
		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 (e.g., graphics, captions, indexes) to 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.					
		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.					
		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.				
		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, 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.				
		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	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the unit's standards by	Enrichment & Intervention Week (based on BM 2 data): • Enrichment project • Intervention groups		

		and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, 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 informational text says explicitly as well as inferences	participating in a teacher-led small group.				

		drawn from the text.					
		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.					
		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 (e.g., graphics, captions, indexes) to 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.					

		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.					
		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.					
		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 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. Writing clear and organized informational text.	Analyzing text structures and author's use of language in informational texts. 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.