LMS ELA 7 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Informational

Theme: Moments of Discovery

Anchor Text: Informational Articles

Writing Genre Focus: Informative/Explanatory (Research)

Informational Writing Resources

Pacing Guide: Unit 4

Pre-assessment: Unit 4

Benchmark: Unit 4

2024-2025 MP4 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".

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 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.
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 informational text says explicitly as well as inferences drawn from the text.
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 informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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).
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.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
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.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.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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.
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.
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.
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
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		Wr
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 Indivi 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 Making Discoveries. Students will engage with a variety of informational texts from district-approved materials to explore moments of discovery, highlighting how these discoveries shape our understanding of the world and ourselves. By delving into text examples, students will grasp how others' discoveries, as well as their own, can profoundly impact their communities.

Student mastery will be assessed through a benchmark test and a research based writing project evaluating their ability to analyze the structures of informational texts, cite textual evidence, draw conclusions, and analyze central ideas. Additionally, students will participate in discussions and collaborative activities to

demonstrate their understanding of the importance of making discoveries. These activities are designed to enhance critical thinking, reading, writing, and communication skills, which are crucial for their academic growth and personal development.

Enduring Understandings

Overarching Understanding

Exploring moments of discovery helps us understand how new knowledge and insights shape our understanding of the world and ourselves.

Content Specific	Skills Specific
• Analyzing informational articles and related texts, students will explore how moments of discovery impact individuals and society, highlighting the importance of exploration and learning. • The discoveries of others can significantly impact our own lives. • Our own discoveries can significantly impact the lives of others.	• Engaging in informative/explanatory writing, students will practice gathering and evaluating information from multiple sources, synthesizing findings, and effectively communicating their insights. • Effective readers employ specific strategies to comprehend complex texts.

Essential Questions

Overarching Understanding

How do moments of discovery contribute to our understanding of the world?

Content Specific	Skills Specific
• How do individuals experience and respond to moments of discovery? • In what ways do discoveries influence society and the environment? • How can we effectively research and analyze information to include in our writing?	• How can we effectively research and analyze information to include in our writing? • What strategies are effective in synthesizing information from multiple sources to deepen our understanding? • Which specific strategies are helpful to

	effective readers when trying to understand a complex text?

Key Resources

Newsela text:

- Machu Picchu, Ancient City of Peru

Informational texts from district-approved resources.

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit
- 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
- Writing & reading comprehension - 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

Month	Weeks	Standards	Suggested Learning Targets	
April	1-2	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. 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.	SWBAT demonstrate their knowledge of reading a nonfiction text by taking a pre-assessment. SWBAT demonstrate their knowledge of informational writing by taking a pre-assessment. SWBAT review the categories and criteria in the informational writing rubric. SWBAT identify and use digital tools on the Pearson practice test platform. SWBAT navigate between two texts to compare and integrate information.	Pre-as • • Writir • • NJSL • •
		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. W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	SWBAT determine the meaning of unknown words by using Greek and Latin roots and affixes. SWBAT identify and interpret figures of speech in a text. SWBAT formulate a research question based on a topic of interest. SWBAT identify and utilize various sources to gather	Langu • • Writir •

		W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 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.	information on their chosen research topic. SWBAT use different types of test questions, like drag-and-drop and inline responses. SWBAT recognize different kinds of test questions and understand how much they are worth.	• NJSL • •
	3-4	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.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SWBAT identify and cite multiple pieces of evidence from text to support their analysis. SWBAT connect textual evidence to their analysis. SWBAT develop questions that stem from the initial research question about their chosen research topic. SWBAT analyze writing tasks on NJSLA. SWBAT plan out various writing tasks on the NJSLA practice test. SWBAT understand and use important words they will see on NJSLA.	Readi • • Writir • NJSL • • •

		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. 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. W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SWBAT identify the central idea of an informational text. SWBAT analyze how specific details support the central idea of a text. SWBAT determine the meaning of unknown words by using context clues. SWBAT use search terms to find information about their chosen research topic. SWBAT evaluate the credibility and accuracy of a source.	Readi • • Langu • Writi • •
May	**1-2**	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. 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. C. Analyze the impact of a specific word choice on meaning and tone. W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.SE.7.6. Gather relevant information from	SWBAT identify and explain how an author organizes a text. SWBAT analyze how the chosen text structure contributes to the overall meaning and effectiveness of the text. SWBAT analyze how specific word choices affect the tone and meaning of texts. SWBAT identify and gather relevant information from a variety of sources. SWBAT quote or paraphrase information while giving appropriate credit to the	Readi • • Langu •

		multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	original source.	Writi • •
		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.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.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. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 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 recognize an author's perspective and purpose in a text. SWBAT analyze how an author communicates their viewpoint in relation to other authors. SWBAT distinguish between different individuals, events, and ideas presented in a text. SWBAT differentiate between the connotations of words that have similar meanings. SWBAT construct an introduction that provides an overview of what will be discussed in their essay.	Readi • • • Langu • Writi •
	3-4	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	SWBAT identify the differences and similarities between various texts and mediums (e.g., lighting, sound, color, or camera focus	Readi •

		resolve conflicting information. 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. SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 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). L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. 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 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.	and angles in a film). SWBAT explain how different formats can change the interpretation of a topic. SWBAT analyze how authors use comparisons and analogies to convey meaning. SWBAT analyze the effects of poetic devices. SWBAT organize their ideas using appropriate text structures and features. SWBAT elaborate their body paragraphs by incorporating relevant and detailed information.	• • Langu • Writi • •
		RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 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	SWBAT identify and trace arguments and claims in a text. SWBAT judge the quality of evidence used to support claims to determine whether it is relevant and sufficient. SWBAT compare informational texts on the same topic by identifying key information presented by each author.	Readi • • •

		(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. 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.	SWBAT revise their essay by using transitions to connect their ideas smoothly. SWBAT construct a conclusion that reinforces the main ideas presented in the essay.	Writi • •
June	**1-2**	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.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. SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SWBAT reflect on their learning in reading and writing throughout the school year. SWBAT demonstrate their knowledge of informational text by taking a benchmark assessment. SWBAT demonstrate their knowledge of informational writing by taking a benchmark assessment.	• • • •

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and using vocabulary in context.	Using varied sentence structures for clarity.
Identifying and analyzing key ideas and details in texts.	Identifying and evaluating how moments of discovery are presented in informational texts.
Analyzing text structure and its impact on meaning.	Synthesizing information from multiple texts.
Writing clear and coherent arguments with relevant evidence.	Conducting research and synthesizing information from multiple sources.

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.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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".

6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.