

# LMS ELA 7 Unit 4

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

## **Unit Overview**

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**Reading Genre Focus:** Informational

**Theme:** Moments of Discovery

**Anchor Text:** Informational Articles

**Writing Genre Focus:** Informative/Explanatory (Research)

**Pacing Guide:** Unit 4

**Pre-assessment:** Unit 4

**Benchmark:** Unit 4

## **Targeted ELA Standards**

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

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.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.
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.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.
ELA.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.
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.UM.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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		Day Five
Reading Focus		Reading Focus		Reading Focus		Writing Focus		Writing Focus
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writing Mini-Lesson
Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction/ Individual Conferences	30 minutes	Small Group Instruction/ Individual Conferences
Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure

\*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**

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### **Overarching Understanding**

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

<b>Content Specific</b>	<b>Skills Specific</b>
<ul style="list-style-type: none"><li>• Analyzing informational articles and related texts, students will explore how moments of discovery impact individuals and society, highlighting the importance of exploration and learning.</li><li>• The discoveries of others can significantly impact our own lives.</li><li>• Our own discoveries can significantly impact the lives of others.</li></ul>	<ul style="list-style-type: none"><li>• Engaging in informative/explanatory writing, students will practice gathering and evaluating information from multiple sources, synthesizing findings, and effectively communicating their insights.</li><li>• Effective readers employ specific strategies to comprehend complex texts.</li></ul>

## **Essential Questions**

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### **Overarching Understanding**

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

<b>Content Specific</b>	<b>Skills Specific</b>
<ul style="list-style-type: none"><li>• How do individuals experience and respond to moments of discovery?</li><li>• In what ways do discoveries influence society and the environment?</li><li>• How can we effectively research and analyze information to include in our writing?</li></ul>	<ul style="list-style-type: none"><li>• How can we effectively research and analyze information to include in our writing?</li><li>• What strategies are effective in synthesizing information from multiple sources to deepen our understanding?</li><li>• Which specific strategies are helpful to effective readers when trying to understand a complex text?</li></ul>

## Key Resources

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Newsela text:

- [Machu Picchu, Ancient City of Peru](#)

Informational texts from district-approved resources.

## Supplementary Resources

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[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 Student Centered Activities	Resources	Assessment
April	2		SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment	<ul style="list-style-type: none"><li>• Reading Pre-assessment</li><li>• Writing Pre-assessment</li></ul>			<ul style="list-style-type: none"><li>• LinkIt! pre-assessment - reading</li><li>• Research essay writing pre-assessment</li></ul>

			nt.  SWBAT demonstrate their knowledge of research essay writing by taking a pre-assessment.				
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
May	1-2			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading</a></li> </ul>

				lessons:	<a href="#">Groups</a>		<a href="#">Assessments</a>
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:		<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>	
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
June	1-2		SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.	<ul style="list-style-type: none"> <li>• Reading benchmark MP 4</li> <li>• Writing benchmark MP 4</li> <li>• End of MP reflection</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">End of MP Reflection</a></li> <li>• <a href="#">Research Essay Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 4</li> <li>• End of MP Reflection</li> </ul>

			<p>SWBAT reflect on their learning in reading and writing throughout marking period 4 by creating SMART goals.</p>			
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**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 NJSL-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**

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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.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).

SOC.6.3.8.CivicsPR.4

Use evidence and quantitative data to propose or defend a public policy related to climate change.

SOC.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).

SCI.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.