LMS ELA 7 Unit 2

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

Unit Overview

Reading Genre Focus: Informational

Theme: Upheaval

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

Explainer: How scientists know Earth is warming

(Informational Text)

Maldives Builds Barriers to Global Warming

(Informational Text)

Explainer: Global warming and the greenhouse effect

(Informational Text)

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

(Informational Text)

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

(Informational Text)

Writing Genre Focus: Informative/Explanatory

Informational Writing Resources

Pacing Guide: 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".

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, 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.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.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.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 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

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)

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

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	Mini-Lesson Skills	Suggested Activities	Resources	Assessment
November	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 informational reading by taking a pre-assessment. SWBAT unpack a text dependent question by following a step by step process.	Reading Mini-lessons: • Informational Reading Pre-assessment • Unpacking a Text Dependent Question (TDQ) • Identifying Explicit Information and Textual Evidence Writing Mini-	Instructional Workshop Model Suggested Activities/Groups	Steps to Unpacking a TDQ Grades 5-8 Informative/ Expository Holistic Writing Rubric	• LinkIt! pre-assessment - reading • Informative /Explanatory writing pre-assessment

		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/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SWBAT identify and cite explicit information using textual evidence. SWBAT demonstrate their knowledge of informative/ explanatory writing by taking a pre-assessment.	lessons: • Informative /Explanatory Writing Pre-assessment			

		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.					
		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. W.IW.7.2. Write informative/ explanatory texts (including the narration	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 between weak and strong explanations when using the R.A.C.E. method. SWBAT identify the characteristics of an informative/ explanatory essay.	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 • Review brainstorming process from the exemplar essay (2nd page of exemplar)	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

		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	SWBAT analyze the brainstorming process for an informative/ explanatory essay.				

		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 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 informational text. SWBAT analyze details that convey the central idea of an informational text. SWBAT distinguish between central ideas from a text	Reading Mini-lessons: • 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-	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 (Informational Text)	Suggested Formative Reading Assessments

		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/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	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 (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)	

		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.					
		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.	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 informational text. SWBAT explain how the author uses contrasts to distinguish between two ideas or events in an informational text.	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 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 (Informational Text) Maldives Builds Barriers to Global Warming (Informational Text) Explainer: Global warming and the greenhouse effect (Information	Suggested Formative Reading Assessments

		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.			al 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) -	

		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					

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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.					
	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 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 informational text to integrate key information. SWBAT identify an author's position on a topic using supporting evidence SWBAT construct their body paragraphs by using informational elaboration techniques. SWBAT revise their body	Reading Mini-lessons: • Using text structure to gather information (e.g., cause-effect, problem-solution) • Utilizing genre features to integrate information (e.g., graphics, captions, headings, index) • Identifying an author's position on a topic using supporting evidence Writing Mini-lessons: • Elaboration techniques in information	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 (Informational Text) Maldives Builds Barriers to Global Warming (Informational Text)	Suggested Formative Reading Assessments

		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 procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization	paragraphs by adding informational writing transitions that create cohesion.	al writing (ie. including information such as examples, details, dates, and quotes) • Using Transitions for Cohesion in Writing		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)	

		, 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)					

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		descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.					
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		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 procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and	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.			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)	

		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					

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January	1-2	L.SS.7.1. Demonstrate 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. SWBAT compare	Reading Mini-lessons: • Identify emphasized evidence (e.g., scientific data, personal stories or anecdotes, expert testimonies,	Instructional Workshop Model Suggested Activities/Groups	Research Simulation Graphic Organizer Choose from this list of CommonLit articles about Global	Suggested Formative Reading Assessments

		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	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 their writing and effectively preview what is to follow. SWBAT construct an introductory paragraph for their essay.	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		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	

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		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.					
		L.SS.7.1. Demonstrate command of the	SWBAT determine the meaning of an	Reading Mini-lessons: • Position of	Instructional Workshop Model	Research Simulation Graphic	Suggested Formative Reading Assessments

		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. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. W.IW.7.2.	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 understanding of word meanings and improve vocabulary skills. SWBAT compose a thoughtful conclusion paragraph that reflects on the essay topic.	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	Suggested Activities/Groups	Organizer Explainer: How scientists know Earth is warming (Informational Text) Choose from this list of CommonLit articles about 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	

		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	SWBAT construct a conclusion paragraph for their essay.			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 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, 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	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 creating SMART goals.	• 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 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 and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the unit's standards by participating in a teacher-led small group.	Enrichment & Intervention Week (based on BM 2 data): • Enrichment project • Intervention groups			

		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, 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.					

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".

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