

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grade 7 – Unit 4: Pulling It All Together through History

Rationale

Writers have the unique ability to create worlds of their own; often, these worlds have strong ties to heavily researched, historical events. In unit 4, students will learn to analyze how authors of fiction use or alter history as a way to create narrative text. The ultimate goal is to help students understand that even though nonfiction and fiction are separate genres, they can work together in order to create a singular piece.

Using all they have learned: analyzing literature, conducting research, and writing narratives, students will be expected to explore the genre of historical fiction. They will be asked to research a specific historical era, explore literature from that period, and present their claims and findings in the form of literary and nonfiction texts.

Grade 7 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none">▪ authors choose to use and alter historical events when creating fiction▪ compare, contrast, and reflect on a fictional account and its historical account▪ understand how and why author uses history to create fiction
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none">▪ the structure and sections of a text contribute to the development of the ideas▪ analyze the structure an author uses to organize a text▪ analyze how major sections contribute to the whole text▪ analyze how major sections contribute to the development of the author's ideas
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<ul style="list-style-type: none">▪ an author's point of view can be distinct from that of others▪ determine an author's point of view in a text▪ determine an author's purpose for writing a text▪ analyze how the author distinguishes his/her position from the position of others

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Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.7.8. 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.	<ul style="list-style-type: none"> ▪ arguments and claims need to be supported by sound reasoning ▪ arguments and claims need to be supported by evidence that is relevant and sufficient ▪ trace the argument and specific claims in a text ▪ evaluate an argument by assessing whether the reasoning is sound ▪ evaluate an argument by assessing whether the evidence is relevant to the claims ▪ evaluate an argument by assessing whether the evidence is sufficient to support the claims

Grade 7 – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<ul style="list-style-type: none"> ▪ questions can be answered by conducting short research projects ▪ conduct short research projects to answer a question ▪ draw on several sources to answer a question ▪ when conducting short research projects, we may need to generate additional related, focused questions to further our research and investigation ▪ generate additional related, focused questions to further research and investigation
W.7.8. 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.	<ul style="list-style-type: none"> ▪ print and digital sources are ways to gather relevant information ▪ gather relevant information from multiple print and digital sources ▪ use search terms correctly ▪ assess the credibility and accuracy of each source ▪ quote and paraphrase the data and conclusion of others ▪ avoid plagiarism and follow a standard format for citation

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<p>SL.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.</p>	<ul style="list-style-type: none"> ▪ claims and findings should be presented in a focused, coherent manner ▪ present claims and findings ▪ emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples ▪ use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> ▪ claims and findings can be clarified by including multimedia components and visual displays to presentations ▪ include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 20px;">A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> ▪ use knowledge of language and its conventions when writing, speaking, reading, or listening ▪ choose language that expresses ideas precisely and concisely ▪ recognize and eliminate wordiness and redundancy
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ▪ verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> ▪ acquire accurately grade-appropriate general academic words and phrases ▪ use accurately grade-appropriate general academic and domain-specific words and phrases gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.