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

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Grade 7 – Unit 3: Writing with Purpose

Rationale

In units one and two, students learned that writer's craft is intentional to convey meaning. While effective readers are aware of the choices that authors make and are able to analyze the impact of these choices, it is equally as important that they are able to replicate deliberate choices in their own writing. By analyzing mentor texts, students will learn how to implement many of the strategies that expert writers are already using.

In unit three, students will use all that they know about authors' choices to create their own narratives. This unit will focus on developing deliberate choices when employing narrative technique: writing introductions, developing plot and character, and incorporating compositional risks (i.e figurative language, dialogue, pacing techniques). Unit three focuses on creative writing and the continued development of analytic reading and writing.

Grade 7 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to… / We are learning that…
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	▪ words have figurative and connotative meanings ▪ rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem ▪ rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama ▪ determine meaning of words and phrases as used in a text ▪ determine the meaning of figurative language and connotative language as used in a text ▪ analyze impact of rhymes and other repetitions of sounds on specific verse or stanza ▪ analyze impact of rhymes and other repetitions of sounds on a section of a story
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	▪ authors develop characters with contrasting points of view ▪ analyze how the author contrasts different points of view in characters or narrators

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Standard	Student Learning Objectives We are learning to… / We are learning that…
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	▪ words and phrases have figurative, connotative and technical meanings ▪ word choices affect meaning and tone ▪ determine meaning of words and phrases in a text ▪ determine figurative, connotative, and technical meaning of words in a text ▪ analyze impact of specific word choice on meaning and tone
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. 　C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	▪ 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 ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital ▪ find the pronunciation of a word ▪ determine or clarify its precise meaning or its part of speech
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 　A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ interpret figures of speech-in context.
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 　C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	▪ distinguish between connotations and denotations of words with similar denotations.

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Grade 7 – Unit 3, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	▪ narratives develop real or imagined experiences or events ▪ narratives use effective technique, relevant descriptive details, and well-structured event sequences write narratives to develop real or imagined experiences or events ▪ use effective technique to create a narrative use relevant descriptive details to create a narrative ▪ use well-structured event sequences to create a narrative
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	▪ engage and orient the reader by establishing a context and point of view in narrative writing ▪ introduce a narrator and/or characters in narrative writing ▪ organize an event sequence that unfolds naturally and logically in narrative writing
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	▪ there are different narrative techniques, e.g., dialogue, pacing, and description to develop experiences, events, and/or characters ▪ use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.	▪ transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing

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Standard	Student Learning Objectives We are learning to… / We are learning that…
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	▪ use precise words and phrases to capture the action and convey experiences and events ▪ use relevant descriptive details to capture the action and convey experiences and events ▪ use sensory language to capture the action and convey experiences and events
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.	▪ provide a conclusion that follows from the narrative experiences or events ▪ provide a conclusion that reflects on the narrated experiences and events
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	▪ with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach ▪ with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed