

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

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*Grade 7 – Unit 2: Looking from Multiple Perspectives*

## Rationale

Whether in literary or nonfiction text, writers are constantly making deliberate choices that impact the way texts are perceived. To be critical readers, students must be able to recognize authors' choices embedded in structure and craft. Unit two builds upon unit one by asking students to analyze multiple texts through the lens of a writer and a reader. When reading informational and fictional texts, students will learn how to recognize multiple perspectives, compare and contrast, and analyze form and structure. It is important for students to understand that writers may have opposing viewpoints and that those viewpoints can be interpreted based upon the way information is presented. Students will formulate their own stance regarding an issue by judging the validity of evidence presented across several texts and multiple media formats.

In the first unit, students were taught to identify several pieces of evidence within one text in support of a claim. Unit two requires students to build upon the skills developed in unit one through research. Students will synthesize information from multiple sources and formulate claims. Through the use of argument writing and debate, students will practice making and supporting claims, and addressing opposing viewpoints.

*Grade 7 – Unit 2, Module A*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RL.7.5.</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<ul style="list-style-type: none"><li>▪ authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning</li><li>▪ identify the different structures of poetry (e.g., soliloquy, sonnet) and drama</li><li>▪ analyze how the structure or form of a poem or drama contributes to its meaning</li></ul>
<b>RL.7.7.</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<ul style="list-style-type: none"><li>▪ lighting, sound, color, or camera focus/angles in a film or multimedia presentation have an impact on its overall delivery</li><li>▪ compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version</li><li>▪ analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film)</li></ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>RI.7.2.</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>▪ central ideas are developed over the course of a text</li> <li>▪ a text may contain more than one central idea</li> <li>▪ determine two or more central ideas of a text</li> <li>▪ analyze the development of two or more central ideas over the course of a text</li> <li>▪ provide an objective summary of the text.</li> </ul>
<p><b>RI.7.7.</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<ul style="list-style-type: none"> <li>▪ compare and contrast texts in different mediums</li> <li>▪ analyze how one subject can be portrayed differently in different mediums</li> </ul>
<p><b>RI.7.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<ul style="list-style-type: none"> <li>▪ authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts</li> <li>▪ two or more authors can interpret events differently</li> <li>▪ evidence helps shape interpretation of a topic</li> <li>▪ analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts</li> </ul>
<p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<ul style="list-style-type: none"> <li>▪ arguments and claims need to be supported by clear reasoning and relevant evidence</li> <li>▪ writers may present alternate or opposing claims in their arguments to strengthen their own argument</li> <li>▪ introduce claim(s) in argumentative writing</li> <li>▪ acknowledge alternate or opposing claims in argumentative writing</li> <li>▪ organize the reasons and evidence logically in argumentative writing</li> </ul>
<p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<ul style="list-style-type: none"> <li>▪ support claim(s) with logical reasoning and relevant evidence in argumentative writing</li> <li>▪ use accurate, credible sources in argumentative writing</li> <li>▪ demonstrate an understanding of the topic or text in argumentative writing</li> </ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<ul style="list-style-type: none"> <li>▪ arguments and claims need to be supported by clear reasoning and relevant evidence</li> <li>▪ use words, phrases, and clauses to create cohesion in argumentative writing</li> <li>▪ clarify the relationships among claim(s), reasons, and evidence in argumentative writing</li> </ul>
<p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> <li>▪ arguments and claims need to be supported by clear reasoning and relevant evidence</li> <li>▪ writing can establish and maintain a formal style in argumentative writing</li> <li>▪ establish and maintain a formal style/academic style, approach, and form in argumentative writing</li> </ul>
<p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>▪ arguments and claims need to be supported by clear reasoning and relevant evidence</li> <li>▪ provide a concluding statement or section that follows from and supports the argument presented in argumentative writing</li> </ul>
<p><b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “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”).</p>	<ul style="list-style-type: none"> <li>▪ draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing</li> <li>▪ Example: Draw evidence to 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</li> </ul>
<p><b>SL.7.2.</b> 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.</p>	<ul style="list-style-type: none"> <li>▪ information in diverse media and formats can be analyzed</li> <li>▪ analyze the main ideas and supporting details presented in diverse media and formats</li> <li>▪ explain how the main ideas and supporting details clarify a topic, text, or issue under study</li> </ul>

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

## Grade 7 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.7.10.</b> By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> <li>▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed.</li> </ul>
<b>SL.7.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>▪ adapt speech to a variety of contexts and tasks</li> <li>▪ demonstrate command of formal English speech when indicated or appropriate</li> </ul>
<b>L.7.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<ul style="list-style-type: none"> <li>▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>▪ different types of sentences (simple, compound, complex, and compound-complex sentences) have different roles in writing</li> <li>▪ choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences)</li> </ul>
<b>L.7.4.</b> 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. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	<ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots</li> <li>▪ 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</li> <li>▪ use Greek/Latin root words and affixes to determine the meaning of words</li> </ul>
<b>L.7.6.</b> 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.	<ul style="list-style-type: none"> <li>▪ acquire accurately grade-appropriate general academic words and phrases</li> <li>▪ use accurately grade-appropriate general academic and domain-specific words and phrases</li> <li>▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>