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

**Issued by the New Jersey Department of Education – Updated August 2019**

## *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…** |
| --- | --- |
| **RL.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. | * 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. | * 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. | * 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 |
| **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. | * 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. | * 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. | * 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 |
| **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. | * 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) |
| **SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | * 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. |
| **L.7.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | * 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 |
| **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.  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). | * 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) |
| **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. | * 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. |