NJDOE MODEL CURRICULUM			
CONTENT AREA: ELA	**GRADE: 7**	**UNIT #: 3**	**UNIT NAME: Reading Information/Writing Argument**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite **several pieces** of textual evidence to support analysis of what the text says explicitly using **grade 7** text(s).	RI.7.1
2.	Cite **several pieces** of textual evidence to support analysis of inferences drawn from **grade 7** text(s).	RI.7.1
3.	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.	RI.7.2
4.	Analyze **the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**	RI.7.3
5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.7.4
6.	Determine the meaning of words and phrases as they are used in a 7th grade text and **analyze the impact of a specific word choice on meaning and tone**.	RI.7.4
7.	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.	RI.7.5

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8.	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.**	RI.7.6
9.	Trace and evaluate the argument and specific claims in a text, **assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims.**	RI.7.8
10.	When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, **acknowledge alternate or opposing claims**.	W.7.1a.
11.	Organize reasons and evidence logically when writing arguments.	W.7.1a.
12.	When writing arguments, support claims with clear reasons and relevant evidence; support claim(s) with **logical reasoning** and relevant evidence, using **accurate**, credible sources and demonstrating an understanding of the topic or text.	W.7.1b.
13.	When writing arguments, use words, phrases, and clauses to **create cohesion** and clarify the relationships among claim(s), reasons, **and evidence**.	W.7.1c.
14.	When writing arguments, establish and maintain a formal style.	W.7.1d.
15.	When writing arguments, provide a concluding statement or section that	W.7.1e.

	follows from **and supports** the argument presented.	
16.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.7.4
17.	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**.	W.7.5
18.	Use technology, including the Internet, to produce and publish writing **and link to and cite sources**.	W.7.6
19.	Use technology, to interact and collaborate with others, **including linking to and citing sources.**	W.7.6
20.	Gather relevant information from multiple print and digital sources, **using search terms effectively** and assess the credibility **and accuracy** of each source.	W.7.8
21.	Gather relevant information from multiple print and digital sources**, using search terms effectively** and quote or paraphrase the data and conclusions of others while avoiding plagiarism **and following a standard format for citation**.	W.7.8
22.	Draw evidence from literary or informational texts to support analysis,	**W.7.9b.**

	reflection, and research; apply **grade 7** *Reading standards* 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").**	
23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**W.7.10**
24.	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.7.1**
25.	Come to discussions prepared, having read **or researched** required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**SL.7.1a.**
26.	When participating in collaborative discussions, follow rules for collegial discussions, **track progress toward** specific goals and deadlines, and define individual roles as needed.	**SL.7.1b.**
27.	Pose **questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.**	**SL.7.1c.**

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28.	When participating in collaborative discussions, **acknowledge new information expressed by others and, when warranted, modify their own views.**	SL.7.1d.
29.	**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.7.2
30.	Delineate a speaker's argument and specific claims, **evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**	SL.7.3
31.	Adapt speech to a variety of contexts **and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.**	SL.7.6; L.7.3
32.	**Explain the function of phrases and clauses in general and their function in specific sentences.**	L.7.1a.
33.	**Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**	L.7.1b.
34.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.2
35.	**When writing, use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt).***	L.7.2a.

36.	Demonstrate command of the conventions of standard English to spell correctly.	L.7.2b.
37.	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; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.7.4a.
38.	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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word **(e.g., *belligerent, bellicose, rebel*).**	L.7.4b.
39.	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; consult **general and specialized** 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; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a	L.7.4c.d.

	dictionary).	
40.	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.	**L.7.6**

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Code #	Common Core State Standards
RI.7.1	Cite **several pieces** of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	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.
RI.7.3	Analyze **the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**
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**.
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.
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.**
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.**
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), **acknowledge alternate or opposing claims**, and organize the reasons and evidence logically. b. Support claim(s) with **logical reasoning** and relevant evidence, using **accurate**, credible sources and demonstrating an understanding of the topic or text.

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	c. Use words, phrases, and clauses to **create cohesion** and clarify the relationships among claim(s), reasons, **and evidence**. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from **and supports** the argument presented.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**.
W.7.6	Use technology, including the Internet, to produce and publish writing **and link to and cite sources** as well as to interact and collaborate with others, **including linking to and citing sources.**
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**.
W.7.9b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply **grade 7** *Reading standards* 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"**).
W.7.10	Write routinely over extended time frames (time for research, reflection, 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.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

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	clearly. a. Come to discussions prepared, having read **or researched** material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, **track progress toward** specific goals and deadlines, and define individual roles as needed. c. Pose **questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.** d. **Acknowledge new information expressed by others and, when warranted, modify their own views.**
SL.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.7.3	Delineate a speaker's argument and specific claims, **evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. **Explain the function of phrases and clauses in general and their function in specific sentences.** b. **Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.** c. **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**

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L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt).*
	    b. Spell correctly.

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.**

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.
	    a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word **(e.g., *belligerent, bellicose, rebel*).**
	    c. Consult general **and specialized** 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.
	    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).

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.