	Year at a Glance: ELA (Grade 7) Student Learning	g Objec	tives Clu	stered by	y Unit					
DOCUMENT KEY: WALT (That) indicates a concep										
					Ū	nit 2			Ur	nit 4
T.			-	uit 1		rom Multiple	Un Waitin - W	it 3 ith Purpose	Dulling It d	All Together
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Writing Ab	out Reading		pectives	writing w	ith Purpose		h History
	Not Addressed in the Unit									
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
	READING LITERATURE	Units								
	WALT there are explicit and implicit meanings that can be drawn from a text.	1								
	WALT relevant connections and text evidence are used to make inferences.	1								
		1								
	WALT there are different types of connections.	1								
	WALT analysis is based on inferences made from text evidence and relevant connections.	1								
	WALT multiple pieces of text evidence should be used to support analysis.	1								
RL.7.1 Cite several pieces of textual evidence and make relevant connections	WALT citing is a specific way of including textual evidence (citations mention the source of quoted text).	1								
to support analysis of what the text says explicitly as well as inferences drawn from the text.	WALT cite several pieces of textual evidence to support analysis of what the text says explicitly.	1								
	WALT cite several pieces of textual evidence to support analysis of inferences drawn from the text.	1								
	WALT make relevant connections to support analysis of what the text says explicitly.	1								
	WALT make relevant connections to support analysis of inferences drawn from the text.	1								
	WALT citing is a specific way of quoting textual evidence (citations mention the source of quoted text).	1								
	WALT draw inferences from the text.	1								
	WALT summaries are objective and free from opinion or analysis.	1								
DX	WALT provide an objective summary of the text.	1								
RL.7.2 Determine a theme/central idea of a text and analyze its development	WALT authors develop a theme or central idea over the course of a text.	1								
over the course of the text; provide an objective summary of the text.	WALT determine a theme/central idea of a text.	1								
	WALT analyze the development of a theme or central idea over the course of a text	1								
	WALT elements of a story or drama interact with and impact one another.	1					•			1
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	WALT analyze how story elements interact (For example, how setting shapes the characters or plot)	1								
	WALT words have figurative and connotative meanings.	3						·		
	WALT rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem.	3								
RL.7.4	WALT rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama.	3								
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	WALT determine meaning of words and phrases as used in a text.	3								
verse or stanza of a poem or section of a story or drama.	WALT determine the meaning of figurative language and connotative language as used in a text.	3								
	WALT analyze impact of rhymes and other repetitions of sounds on specific verse or stanza.	3								
	WALT analyze impact of rhymes and other repetitions of sounds on a section of a story.	3								

	Year at a Glance: ELA (Grade 7) Student Learning	g Objec	tives Clu	stered by	y Unit					
DOCUMENT KEY: WALT (That) indicates a concep Key	t. WALT (To) indicates a skill. Focus - Explicit Instruction and Assessment			nit 1		nit 2 om Multiple		iit 3 ith Purpose		nit 4 All Together
Rey	Revisited and Reinforced		Writing Al	out Reading		pectives		nii i ui pose		h History
	Not Addressed in the Unit									
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4 A	4B
	WALT authors make deliberate decisions about the form or structure of a drama	2								
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy,	WALT identify the different structures of poetry (e.g., soliloquy, sonnet) and drama.	2								
sonnet) contributes to its meaning.	WALT analyze how the structure or form of a poem or drama contributes to its meaning.	2								
RL.7.6	WALT authors develop characters with contrasting points of view.	3								
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	WALT analyze how the author contrasts different points of view in characters or narrators.	3								
DI 77	WALT lighting, sound, color, or camera focus/angles in a film or multimedia	2								1
RL.7.7 Compare and contrast a written story, drama, or poem to its audio,	WALT compare and contrast a written story, drama, or poem to its audio, filmed,	2								
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).	WALT analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film).	2								
RL.7.8 Not applicable to Literature	Not applicable to Literature	N/A								
RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge,	WALT authors choose to use and alter historical events when creating fiction.	4								
historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the	WALT compare, contrast, and reflect on a fictional account and its historical account.	4								
same period as a means of understanding how authors of fiction use or alter history.	WALT understand how and why author uses history to create fiction.	4								
RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	WALT read and comprehend literature at grade-level text-complexity, with scaffolding as needed.	1, 2								
	READING INFORMATIONAL	ГЕХТ			•					
	WALT texts differ in complexity.	1			r -	1	[1	1	I
	WALT read and comprehend literature, stories, drama, and poems, at grade level	1								
RI.7.1	WALT inferences from the text must be supported by evidence in order to	1								
Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as	WALT making relevant connections can be used to support analysis of the text.	1								
inferences drawn from the text.	WALT make relevant connections to support analysis of what the text says explicitly.	1								
	WALT make relevant connections to support analysis of inferences drawn from the text.	1								
	WALT central ideas are developed over the course of a text.	2								
RI.7.2	WALT a text may contain more than one central idea.	2								
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary	WALT determine two or more central ideas of a text.	2		1						

	Year at a Glance: ELA (Grade 7) Student Learning	g Objec	tives Clu	istered by	y Unit					
DOCUMENT KEY: WALT (That) indicates a concer	ot. WALT (To) indicates a skill.									
			U	nit 1	U	nit 2			Ur	nit 4
Key	Focus - Explicit Instruction and Assessment		Writing Al	oout Reading		om Multiple		nit 3 'ith Purpose		All Together
•	Revisited and Reinforced		Withing Al	Jour Reading	Pers	pectives			Throug	h History
	Not Addressed in the Unit									
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
of the text.	WALT analyze the development of two or more central ideas over the course of a	2								
	WALT provide an objective summary of the text.	2								
R1.7.3 Analyze the interactions between individuals, events, and ideas in a text	WALT individuals, events, and ideas interact in a text.	1								
(e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	WALT analyze how individuals, events, and ideas in a text influence one another.	1								
	WALT words and phrases have figurative, connotative and technical meanings.	3								
RI.7.4 Determine the meaning of words and phrases as they are used in a text,	WALT word choices affect meaning and tone.	3								
including figurative and connotative meanings; analyze the impact of	WALT determine meaning of words and phrases in a text.	3								
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.	WALT determine figurative, connotative, and technical meaning of words in a text	3								
	WALT analyze impact of specific word choice on meaning and tone.	3								
	WALT the structure and sections of a text contribute to the development of the ideas.	4								
RI.7.5 Analyze the structure an author uses to organize a text, including	WALT analyze the structure an author uses to organize a text.	4								
how the major sections contribute to the whole and to the development of the ideas.	WALT analyze how major sections contribute to the whole text.	4								
	WALT analyze how major sections contribute to the development of the author's ideas.	4								
					i i		1			
RL7.6	WALT an author's point of view can be distinct from that of others.	4								
Determine an author's point of view or purpose in a text and analyze	WALT determine an author's point of view in a text.	4								
how the author distinguishes his or her position from that of others.	WALT determine an author's purpose for writing a text.	4								
	WALT analyze how the author distinguishes his/her position from the position of others.	4								
2177	WALT a text, audio video, or multimedia version of a text portrays subjects in similar and different ways.	1								
RI.7.7 Compare and contrast a text to an audio, video, or	WALT the medium of a text impacts the reader's understanding of a subject.	1								
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).	WALT compare and contrast texts in different mediums.	2								
	WALT analyze how one subject can be portrayed differently in different mediums.	2								
	WALT arguments and claims need to be supported by sound reasoning.	4								
	WALT arguments and claims need to be supported by evidence that is relevant	4								
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing	WALT trace the argument and specific claims in a text.	4								
whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	WALT evaluate an argument by assessing whether the reasoning is sound.	4			_					
	WALT evaluate an argument by assessing whether the evidence is relevant to the claims.	4								
	WALT evaluate an argument by assessing whether the evidence is sufficient to support	4								

	Year at a Glance: ELA (Grade 7) Student Learning	g Object	tives Clu	stered by	y Unit					
DOCUMENT KEY: WALT (That) indicates a concept				,						
			T-	it 1	U	nit 2			Un	it 4
Key	Focus - Explicit Instruction and Assessment				Looking fr	om Multiple	Un Writing W	it 3 ith Purnose	Pulling It A	ll Together
Key	Revisited and Reinforced		Writing Ab	out Reading		pectives	writing w	tin i urpose		n History
	Not Addressed in the Unit									
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4 B
	WALT authors shape their presentations of a topic by emphasizing different evidence or	2								
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing	WALT two or more authors can interpret events differently.	2								
about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of	WALT evidence helps shape interpretation of a topic.	2								
	WALT analyze and reflect on how authors shape their presentations of a topic by	2								
	WRITING		•	•				•		•
	WALT arguments and claims need to be supported by clear reasoning and									
	relevant evidence.	2								
Sector Se	WALT writers may present alternate or opposing claims in their arguments to strengthen their own argument;	2								
evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	WALT introduce claim(s) in argumentative writing.	2								
	WALT acknowledge alternate or opposing claims in argumentative writing.	2								
	WALT organize the reasons and evidence logically in argumentative writing.	2								
W.7.1 Write arguments to support claims with clear reasons and relevant	WALT support claim(s) with logical reasoning and relevant evidence in argumentative writing.	2								
evidence. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of	WALT use accurate, credible sources in argumentative writing.	2								
the topic or text.	WALT demonstrate an understanding of the topic or text in argumentative writing.	2								
	WALT arguments and claims need to be supported by clear reasoning and relevant evidence.	2								
evidence. C. Use words, phrases, and clauses to create cohesion and clarify the	WALT use words, phrases, and clauses to create cohesion in argumentative writing.	2								
relationships among claim(s), reasons, and evidence.	WALT clarify the relationships among claim(s), reasons, and evidence in argumentative writing.	2								
	WALT arguments and claims need to be supported by clear reasoning and relevant evidence.	2								
Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal style/academic style, approach, and	WALT writing can establish and maintain a formal style in argumentative writing.	2								
form.	WALT establish and maintain a formal style/academic style, approach, and form in argumentative writing.	2								

	Year at a Glance: ELA (Grade 7) Student Learning	g Objec	tives Clu	stered by	v Unit					
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill.									
			Un	it 1	Ur	nit 2			Un	nit 4
Key	Focus - Explicit Instruction and Assessment		Writing Ab		Looking fro	om Multiple	Uni Writing Wi			All Together
	Revisited and Reinforced		writing Ab	out Reauting	Persp	ectives	-		Throug	h History
	Not Addressed in the Unit									
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4 A	4B
W.7.1 Write arguments to support claims with clear reasons and relevant	WALT arguments and claims need to be supported by clear reasoning and relevant evidence.	2								
evidence. E. Provide a concluding statement or section that follows from and supports the argument presented.	WALT provide a concluding statement or section that follows from and supports the argument presented in argumentative writing.	2								
W.7.2 Write informative/explanatory texts to examine a topic and convey	WALT informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	1								
ideas, concepts, and information through the selection, organization, and analysis of relevant content	WALT write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content.	1								
	WALT write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content.	1								
	WALT in informative/explanatory writing, a topic can be introduced by previewing what is to follow	1								
W.7.2 Write informative/explanatory texts to examine a topic and	WALT introduce a topic by previewing what is to follow in informative/explanatory writing.	1								
convey ideas, concepts, and information through the selection, ysis of relevant content. A. Introduce a topic clearly, previewing what is to follow;	WALT informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc.	1								
organize ideas, concepts, and information, using test structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and	WALT informative/explanatory writing has text features, e.g., headings, graphics, and multimedia.	1								
multimedia).	WALT use text structures to organize ideas, concepts, and information in informative/explanatory writing.	1								
	WALT use text features to organize ideas, concepts, and information in informative/explanatory writing.	1								
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	WALT develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text.	1								
W.7.2 Write informative/explanatory texts to examine a topic and convey	WALT appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text.	1								
ideas, concepts, and information through the selection, organization, s of relevant content.	WALT use appropriate transitions to create cohesion in informative/explanatory text.	1								
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	WALT use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text.	1								

	Year at a Glance: ELA (Grade 7) Student Learning	g Object	tives Clu	stered by	y Unit					
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill. Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit			iit 1 out Reading	Unit 2 Looking from Multiple Perspectives		Unit 3 Writing With Purpose		Pulling It A	iit 4 Ill Together h History
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,	WALT use precise language to inform about or explain the topic in informative/explanatory text.	1								
s of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	WALT use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text.	1								
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, s of relevant content. E. Establish and maintain a formal style academic style, approach, and form.	WALT establish and maintain a formal/academic style, approach, and form in in in informative/explanatory text.	1								
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,	WALT provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text.	1								
so of relevant content. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	WALT provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text.	1								
	WALT narratives develop real or imagined experiences or events.	3								
W.7.3 Write narratives to develop real or imagined experiences or events	WALT narratives use effective technique, relevant descriptive details, and well- structured event sequences write narratives to develop real or imagined experiences or events	3								
using effective technique, relevant descriptive details, and well- structured event sequences.	WALT use effective technique to create a narrative use relevant descriptive details to create a narrative.	3								
	WALT use well-structured event sequences to create a narrative.	3								
W.7.3 Write narratives to develop real or imagined experiences or events	WALT engage and orient the reader by establishing a context and point of view in narrative writing.	3								
using effective technique, relevant descriptive details, and well- sequences.	WALT introduce a narrator and/or characters in narrative writing.	3								
A. Engage and orient the reader by establishing a context and point of view and introducting a narrator and/or characters; organize an event sequence that unfolds naturaly and logically.	WALT organize an event sequence that unfolds naturally and logically in narrative writing.	3								
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-	WALT there are different narrative techniques, e.g., dialogue, pacing, and description to develop experiences, events, and/or characters.	3								
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	WALT use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing.	3								

	Year at a Glance: ELA (Grade 7) Student Learning	g Object	tives Clu	stered by	v Unit					
DOCUMENT KEY: WALT (That) indicates a concep Key	t. WALT (To) indicates a skill. Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit			iit 1 out Reading	Unit 2 Looking from Multiple Perspectives		Unit 3 Writing With Purpose		Pulling It A	it 4 Il Together 1 History
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4 A	4B
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- sequences. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.	WALT transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing.	3								
W.7.3	WALT use precise words and phrases to capture the action and convey experiences and events.	3								
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- sequences.	WALT use relevant descriptive details to capture the action and convey experiences and events.	3								
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	WALT use sensory language to capture the action and convey experiences and events.	3								
W.7.3 Write narratives to develop real or imagined experiences or events	WALT provide a conclusion that follows from the narrative experiences or events.	3								
using effective technique, relevant descriptive details, and well- sequences. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.	WALT provide a conclusion that reflects on the narrated experiences and events.	3								
W.7.4	WALT development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience.	1								
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and	WALT develop writing that is appropriate to task, purpose and audience.	1								
audience. (Grade-specific expectations for writing types are defined in above.)	WALT produce clear and coherent writing with a voice that is appropriate to task, purpose and audience.	1								
	WALT produce clear and coherent writing with a style that is appropriate to task, purpose and audience.	1								
	WALT guidance and support from peers and adults help strengthen and develop writing.	1								
	WALT writing has a purpose and an intended audience.	1								
	WALT purpose and audience are important to writing.	1								
	WALT with some guidance and support from peers and adults, develop and strengthen writing by planning.	1								
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,	WALT with some guidance and support from peers and adults, develop and strengthen writing by revising.	1								
or trying a new approach, focusing on how well purpose and audience have been addressed.	WALT with some guidance and support from peers and adults, develop and strengthen writing by editing.	1								
	WALT with some guidance and support from peers and adults, develop and strengthen writing by rewriting.	1								
	WALT with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach.	3								

	Year at a Glance: ELA (Grade 7) Student Learning	g Objec	tives Clu	stered by	y Unit					
DOCUMENT KEY: WALT (That) indicates a concep Key	t. WALT (To) indicates a skill. Focus - Explicit Instruction and Assessment Revisited and Reinforced		-	nit 1 out Reading	Looking fr	nit 2 om Multiple occtives	Unit 3 m Multiple Writing With Purpos		Pulling It A	hit 4 All Together h History
	Not Addressed in the Unit									
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
NJSLS	WALT with some guidance and support from peers and adults, develop and									
	strengthen writing by focusing on how well purpose and audience have been	3								
	WALT the internet and technology can be used to publish and produce writing.	1								
W.7.6 Use technology, including the Internet, to produce and publish writing	WALT use technology, including the internet, to produce and publish writing.	1								
and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	WALT use technology, including the internet, to link and cite sources.	1								
ouco, netuang mixing to and ening sources.	WALT use technology to interact and collaborate with others to produce and publish writing.	1								
	WALT questions can be answered by conducting short research projects.	4								
	WALT conduct short research projects to answer a question.	4								
W.7.7 Conduct short research projects to answer a question, drawing on	WALT draw on several sources to answer a question.	4								
several sources and generating additional related, focused questions for further research and investigation.	WALT when conducting short research projects, we may need to generate additional related, focused questions to further our research and investigation.	4								
	WALT generate additional related, focused questions to further research and investigation.	4								
	WALT print and digital sources are ways to gather relevant information.	4								
	WALT gather relevant information from multiple print and digital sources.	4								
W.7.8 Gather relevant information from multiple print and digital sources,	WALT use search terms correctly.	4								
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.	WALT assess the credibility and accuracy of each source.	4								
	WALT quote and paraphrase the data and conclusion of others.	4								
	WALT avoid plagiarism and follow a standard format for citation.	4								
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	WALT draw evidence from literary texts support analysis, reflection and research.	1								
A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast 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").	WALT draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing.	1								
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	WALT draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing.	2								
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.").	Example: Draw evidence to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is <i>sound</i> and the evidence is relevant and sufficient to support the claims	2								

	Year at a Glance: ELA (Grade 7) Student Learning	g Objec	tives Clu	stered by	y Unit					
DOCUMENT KEY: WALT (That) indicates a concep Key	t. WALT (To) indicates a skill. Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit			nit 1 out Reading	Looking fr	nit 2 om Multiple bectives		it 3 ith Purpose	Pulling It A	nit 4 All Together h History
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4 B
W.7.10	WALT writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences.	1								
Write routinely over extended time frames (time for research, flection, metacognition/self-correction, and revision) and shorter time	WALT write routinely over extended time frames to allow for research, reflection,	1								
frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	WALT write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	1								
	SPEAKING AND LISTENIN	G	1			1		1	1	
	WALT building on others' ideas and expressing our own clearly helps us engage	1								
	WALT engage effectively in a range of collaborative discussions (one-on-one, in	1								
SL.7.1 ngage effectively in a range of collaborative discussions (one-on-one,	WALT build on others' ideas and express own ideas clearly.	1								
in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	WALT being prepared by researching the material helps us engage in effective collaborative discussions.	1								
A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to vidence on the topic, text, or issue to probe and reflect on ideas under	WALT come to discussions prepared having read and researched material.	1								
discussion.	WALT explicitly draw on and refer to researched material to probe and reflect on ideas during discussion.	1								
SL.7.1	WALT tracking progress towards specific goals and deadlines helps us engage in collaborative discussion.	1								
in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own	WALT follow rules for collegial discussions.	1								
clearly. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	WALT track progress toward specific goals and deadlines.	1								
SL.7.1	WALT posing questions that elicit elaboration helps us engage in collaborative discussion.	1								
ngage 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	WALT responding to others' questions and comments with relevant observations and ideas helps us engage in collaborative discussion.	1								
Clearly. C. Pose questions that elicit elaboration and respond to others' uestions and comments with relevant observations and ideas that bring	WALT bringing the discussion back on topic as needed helps us engage in collaborative discussion.	1								
the discussion back on topic as needed.	WALT pose questions that elicit elaboration during discussions.	1								
	WALT respond to others' questions and comments with relevant observations	1								
SL.7.1 ngage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics,	WALT acknowledge new information expressed by others.	1								
exits, and issues, building on others' deas and expressing their own clearly. D. Acknowledge new information expressed by others and, when warranted, modify their own views.	WALT modify our own views when warranted.	1								
SL.7.2	WALT information in diverse media and formats can be analyzed.	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 tonic text or issue under study	WALT analyze the main ideas and supporting details presented in diverse media and formats.	2								

	Year at a Glance: ELA (Grade 7) Student Learning	g Objec	tives Clu	stered by	y Unit		_			
OOCUMENT KEY: WALT (That) indicates a concep Key	Focus - Explicit Instruction and Assessment			nit 1 out Reading	Looking fr	nit 2 om Multiple pectives		it 3 ith Purpose	Pulling It A	iit 4 All Together h History
	Revisited and Reinforced									
	Not Addressed in the Unit									-
NJSLS now the ideas ciarity a topic, text, or issue under study.	SLO	Units	1A	1B	2A	2B	3A	3B	4 A	4B
	WALT explain how the main ideas and supporting details clarify a topic, text, or issue under study.	2								
SL.7.3	WALT reasons and evidence need to be sound and relevant.	1								
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the	WALT delineate a speaker's argument and specific claims.	1								
evidence.	WALT evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.	1								
	WALT claims and findings should be presented in a focused, coherent manner.	4								
SL.7.4 Present claims and findings, emphasizing salient points in a focused,	WALT present claims and findings.	4								
coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	WALT emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.	4								
	WALT use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	4								
SL.7.5 nclude multimedia components and visual displays in presentations to	WALT claims and findings can be clarified by including multimedia components and visual displays to presentations.	4								
clarify claims and findings and emphasize salient points.	WALT include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	4								
SL.7.6 nclude multimedia components and visual displays in presentations to	WALT adapt speech to a variety of contexts and tasks.	2								
clarify claims and findings and emphasize salient points.	WALT demonstrate command of formal English speech when indicated or appropriate.	2								
	LANGUAGE	•	-	•	•				•	
L.7.1	WALT demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2								
temonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Choose among simple, compound, complex, and compound-	WALT different types of sentences (simple, compound, complex, and compound- complex sentences) have different roles in writing.	2								
complex sentences to signal differing relationships among ideas.	WALT choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences).	2								
L.7.2 Demonstrate command of the conventions of standard English	WALT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1								
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).	WALT use a comma to separate coordinate adjectives when writing.	1								
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	WALT spell correctly when writing.	1								

	Year at a Glance: ELA (Grade 7) Student Learning	g Objec	tives Clu	stered by	y Unit					
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.			nit 1	U	nit 2			Un	it 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced			nit I out Reading		om Multiple ectives		it 3 ith Purpose		ll Together 1 History
NJSLS	Not Addressed in the Unit SLO	Units	1A	1B	2A	2B	3A	3B	4A	4 B
	WALT use knowledge of language and its conventions when writing, speaking, reading, or listening.	4								
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.	WALT use knowledge of language and its conventions when writing, speaking, reading, or listening.	4								
recognizing and eliminating wordiness and redundancy.	WALT recognize and eliminate wordiness and redundancy.	4								
L.7.4 Determine or clarify the meaning of unknown and multiple-	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence.	1								
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	WALT 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	1								
paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	WALT 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.	1								
	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence.	2								
L.7.4 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 7 reading and content,	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots.	2								
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., belligerent, bellicose, rebel).	WALT 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.	2								
	WALT use Greek/Latin root words and affixes to determine the meaning of words.	2								
	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence.	3								
L.7.4	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots.	3								
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 (c.g., dictionaries, glossaries,	WALT 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.	3								
thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	WALT consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital.	3								
	WALT find the pronunciation of a word.	3								
	WALT determine or clarify its precise meaning or its part of speech.	3								
L.7.4	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence.	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.	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots.	4								
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 dictioners)	WALT 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	4								

	Year at a Glance: ELA (Grade 7) Student Learning	g Object	tives Clu	stered by	v Unit					
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.									
			Un	it 1	Ur	it 2	Uni	t 3	Uni	it 4
Key	Focus - Explicit Instruction and Assessment		Writing Abo	out Reading		om Multiple ectives	Writing Wi		Pulling It A Through	
	Revisited and Reinforced				rersp	ectives			Inrougn	nistory
	Not Addressed in the Unit									
NJSLS dictionary).	SLO	Units	1A	1B	2A	2B	3A	3B	4 A	4B
ucuonary).	WALT 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).	4								
L.7.5 Demonstrate understanding of figurative language, word	WALT demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3								
relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	WALT interpret figures of speech in context.	3								
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).	WALT distinguish between connotations and denotations of words with similar denotations.	3								
L.7.6	WALT use accurately grade-appropriate general academic and domain-specific words and phrases.	2, 4								
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	WALT acquire accurately grade-appropriate general academic words and phrases.	2,4								
comprehension or expression.	WALT gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	2, 4								