EAST STROUDSBURG AREA SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS PLANNED COURSE

GRADE 7

2014-15 through 2020-21

East Stroudsburg Area School District
English Language Arts - Grade 7

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East Stroudsburg Area School District
English Language Arts - Grade 7

Description: The East Stroudsburg Area School District's Sixth Grade English Language Arts (ELA) Planned Course reflects the Pennsylvania Academic Standards for English Language Arts (March, 2014), and the Pennsylvania Department of Education Assessment Anchors and Eligible Content (April, 2014). It provides a framework of content designed to maximize successful mastery of English Language Arts, addressing six major instructional shifts in ELA, use and application of the Habits of Mind, and thinking strategies for close and critical reading.

Habits of Mind	
1. Persisting 2. Managing Impulsivity 3. Listening to Others with Empathy and Understanding 4. Thinking Flexibly 5. Metacognition 6. Striving for Accuracy and Precision 7. Questioning and Posing Problems	8. Applying Past Knowledge to New Situations 9. Thinking and Communicating with Clarity and Precision 10. Gathering Data through All Senses 11. Creating, Imagining, and Innovating 12. Responding with Wonderment and Awe 13. Taking Responsible Risks 14. Finding Humor

The English Language Arts Curriculum is designed to address the needs of a diverse population of learners. The content builds upon student learning styles and provides for differentiated instruction. Each grade level includes opportunities for enrichment and remediation of concepts, as well as activities for English Language Learners.

English Language Arts Overview

Description: The English Language Arts (ELA) curriculum integrates reading and writing and is provided to enhance mastery of the skills and concepts found in the following domains: reading literature, reading informational text, writing, and speaking and listening. The ELA curriculum is designed to address the needs of a diverse population of learners. The content builds upon student learning styles and provides for differentiated instruction by including opportunities for enrichment and remediation of concepts, as well as activities for English Language Learners.

Scope & Sequence

- **Unit 1: Reading Literature (Fiction)**
  - Key Ideas and Details in Literature
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Text-Dependent Analysis

- **Unit 2: Narrative Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions

- **Unit 3: Reading Informational Text (Nonfiction)**
  - Key Ideas and Details in Informational Text
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Text-Dependent Analysis

- **Unit 4: Informational Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions

- **Unit 5: Argumentative Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions

- **Unit 6: Grammar and Conventions (Note: Skills/Concepts in this unit are embedded into ALL units)**
  - Grammar and Usage
  - Capitalization, Punctuation, and Spelling
  - Language and its Conventions

- **Unit 7: Poetry (Note: Skills/Concepts in this unit are embedded into Units 1 through 5)**
  - Key Ideas and Details in Literature
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Figurative Language
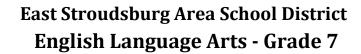
- **Unit 8: Research**
  - Conducting Research/Gathering Information
  - Drawing Evidence/Citing Sources
  - Use of Technology
  - Writing Informative/Explanatory Texts

Appendices:

A: ELA Curriculum Sequence

B: Study Skills Addendum

C: Pennsylvania Academic Standards and Eligible Content Checklist

D: ELA Long Term Transfer Goals

E: ISTE Standards for Teachers

F: ISTE Standards for Students

G: Career Education and Work Standards

H: Shifts in ELA Instruction

Unit: READING LITERATURE (FICTION)

Course Time: 3 - 6 weeks. Skills will be spiraled throughout the year.

Overview:
Students will interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.
Students will identify and interpret literary devices and techniques used by the author in the selection to determine their appropriateness.
Students will identify how elements of a story, poem or drama interact and how the form or structure contributes to the meaning of a story, poem, or drama.

Unit Essential Questions:
1. How do readers cite textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
2. How do readers identify the main idea when it is stated?
3. How do readers infer the main idea when it is implied?
4. How do readers recall and locate details that support the main idea?
5. How and why does a writer develop theme in a short story and how are themes relevant to our lives?
6. What evidence does the author provide to support theme, characterization and mood/tone of a selection?
7. How does characterization help develop a short story?
8. How and why does setting impact the meaning of a short story?
9. How and why does an author create mood/tone?
10. How do particular elements of a story or drama interact?
11. How and why does point of view affect the plot of a story?
12. How does a story's or drama's form or structure contribute to its meaning?
13. How does a writer use literary devices for effect in a short story?
14. What are the different forms of genres in terms of their approaches to similar themes and topics
15. How is the readers' determination of the meaning of words or phrases contribute to the understanding of the passage?
16. How do effective readers respond verbally to guided inquiry questions?

PSSA Content Module/Assessment Anchor:
E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.
E07.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Unit: READING LITERATURE (FICTION)

PSSA Eligible Content

E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-K.1.1.3 Analyze how particular elements of a story, drama or poem interact (e.g., how setting shapes the characters or plot).

E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of mood, tone, 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.

E07.A-C.3.1.1 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.

E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly 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 Latin or Greek affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

    a. Interpret figures of speech (e.g., literary and mythological allusions) in context.

    b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create organizational structure in which ideas are logically grouped to support the writer's purpose.

E07.E.1.1.2 Develop the analysis using relevant evidence from texts(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts.

E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience or events.

E07.E.1.1.5 Establish and maintain a formal style.

E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Textbook(s):

Prentice Hall Literature Book Level 7, Pearson Education, Inc. 2007

Unit: READING LITERATURE (FICTION)

Pennsylvania Academic Standards:

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade level-reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.G 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.)

CC.1.3.7.H 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.

CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J 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.

CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.
  • Use precise language and domain-specific vocabulary to inform or explain about the topic
  • Use sentences of varying lengths and complexities
  • Develop and maintain a consistent voice
  • Establish and maintain a formal style

CC.1.4.7.H Introduce and state an opinion on a topic.

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

Unit: READING LITERATURE (FICTION)

CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying and lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style. CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.7.T 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.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D 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.

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking, based on Grade 7 level and content.

ISTE Standards: 1a, 2b, 3a, 3b. 5a, 5b, 6a, 6b
*See Appendix for complete documents.

Career Education and Work Standards:
13.3 Career Retention and Advancement:
- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

*See Appendix for complete documents.

Unit: READING LITERATURE (FICTION)

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

National Common Core found at www.corestandards.org

Common Core Crosswalk found at http://www.pdesas.org/standard/pacore

ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Career Education and Work found at www.pacareerstandards.com/

PA Career Education and Work Standards found at http://www.pdesas.org/standard/views/#0|785|0|0

ELL Differentiation: Math & LA specifics found at http://www.pdesas.org/curriculumframework/elloverlay

Enrichment: Achieve 3000 found at https://portal.achieve3000.com/

Study Island found at hhtp://studyisland.com/web/index/

Remediation: Achieve 3000 found at https://portal.achieve3000.com/

Study Island found at hhtp://studyisland.com/web/index/

SAS Portal Assessments and Resources found at http://www.pdesas.org/modul/content/search/

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers
CC.1.3.7.A, CC.1.3.7.B, CC.1.3.7.C, CC.1.3.7.D, CC.1.3.7.E, CC.1.3.7.F, CC.1.3.7.G, CC.1.3.7.H, CC.1.3.7.I, CC.1.3.7.J, CC.1.3.7.K, CC.1.4.7.A, CC.1.4.7.B, CC.1.4.7.C, CC.1.4.7.D, CC.1.4.7.E, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K,CC.1.4.7.S, CC.1.4.7.T	- Predicting - Previewing - Using background knowledge (schema) - Visualizing - Determining Importance - Questioning - Inferring - Analyzing - Synthesizing - Clarifying - Monitoring for meaning - Summarizing & Paraphrasing - Evaluating	- Webs - T-Chart - Venn Diagram - Plot Diagram - ANSWER KEY to Open Response - Five W's template - Evidence/interpretation T-Chart

East Stroudsburg Area School District
English Language Arts - Grade 7

Unit: READING LITERATURE (FICTION)

Content Statement: Students read and respond to works of __literature__ with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.B E07.A-K.1.1 (Key Ideas & Details)	E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. ● Characteristics of an analysis ● Textual evidence/support ● Inference ● Prediction ● Generalizations ● Explicitly stated information ● Conclusion	Students will be able to: ● Cite textual evidence to support analysis of explicit details ● Make inferences, generalizations and draw conclusions ● determine what the text says explicitly and to make logical inferences from it ● cite specific evidence when writing or speaking to support inferences, conclusions or generalizations	**Key Ideas & Details Vocabulary**: ● Allusion ● Analysis/analyze ● Antagonist/ protagonist ● Characterization ● Character ● Character traits ● Clarify ● Climax ● Conflict ● Critical reading strategies/ reading critically ● Dialogue ● Drama ● Drawing conclusions ● Evaluate ● Evidence	**Instructional Strategies/Activities:** ● Reading Apprenticeship Strategies ● Shared Inquiry ● Close Reading ● Small and large group discussions ● Presentations/ Speeches **Materials/Resources:** ● *Prentice Hall Literature* Book Level 7 ● School board approved novels ● Student selected novels	● Teacher generated assessments ● Teacher observation ● Small group discussions ● Large group discussions ● Book projects ● Prentice Hall Examview assessments. ● Story evaluations ● Presentation rubrics

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.A E07.A-K.1.1 (Key Ideas & Details)	E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. ● literary texts ● how to analyze ● Theme ● Difference between Central ideas and supporting details in a story ● story elements (character, setting, plot) ● Characteristics of an effective summary for literary texts (objective vs. subjective) ● Text evidence	Students will be able to: ● Determine theme or central idea of a literary work ● Analyze development of text ● Provide an objective summary of the text	**Key Ideas & Details Vocabulary (continued)**: ● Explicit ● Exposition/ Falling action ● Flashback ● Foreshadow ● Generalization ● Genre ● Inference ● Initiating event ● Irony ● Main idea ● Narrator ● Objective ● Outline ● Paraphrase ● Plot/plot outline ● Predict ● Preview ● Reader's purpose ● Resolution ● Rising action	**Materials/Resources: (continued)** ● Amazingstories.com and other online fiction sources ● Great Books Roundtable – Level 2 ● PSSA practice materials ● *Linking CCSS to Your Curriculum* Grade 7 ● Teacher generated readings/materials ● Critical Reading Series ● The Jamestown Comprehension Skills Series ● *Be A Better Reader* Levels C-D	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.C E07.A-K.1.1 (Key Ideas & Details)	E07.A-K.1.1.3 Analyze how particular elements of a story, drama or poem interact (e.g., how setting shapes the characters or plot.) - Story elements: plot, episodes, character conflicts, character descriptions, setting, dialogue, mood and tone - Drama elements: acts, scenes, dialogue - Character actions, feelings, words and implied motivations	Students will be able to: - Explain how the characters interact to develop the story/drama - Explain changes in setting - Explain (tell, write, or graphically represent)how characters, events, setting, and plot elements interact and create mood - Analyze the relationships between and among characters, their conflicts, events, setting and plot elements	**Key Ideas & Details Vocabulary (continued)**: - Setting - SQ3R - Subjective - Summarize - Text support - Theme - Visualize	(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.D E07.A-C.2.1 (Craft & Structure)	E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ● how to analyze ● Author's purpose(entertain, inform, persuade) ● Author's purpose for writing a text impacts the reader in a specific way ● point of view (omniscient, first person, third person limited) ● Author's viewpoint/perspective ● speaker/Narrator ● Audience ● Word Choice ● Irony ● Subjectivity/Objectivity ● Text effects such as suspense or humor	Students will be able to: ● Apply knowledge of point of view and characterization to determine multiple narrators ● Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author's purpose	**Craft & Structure Vocabulary**: ● Audience ● Author's purpose ● Cause and effect ● Compare and contrast ● Connect ● Connotation ● Denotation ● Dialect ● Dialogue ● Foreshadowing ● Main idea ● Mood ● Poetry ● Point of view ● Preview ● Problem ● SQ3R ● Sequential order ● Short story ● Signal words ● Spatial order	(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.E E07.A-C.2.1 (Craft & Structure)	E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. - Literary text - Compare and contrast - Elements of style: tone, word choice, sentence structure - Various text structures: sentence, chapter, scene, stanza) - Various patterns or organization	Students will be able to: - Analyze how a drama's form and structure contributes to its meaning. - Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning	**Craft & Structure Vocabulary (continued)**: - Stanza/line - Summarize - Text features - Text structure - Text support - Theme - Tone - Voice	(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.F E07.A-C.2.1 (Craft & Structure)	E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of mood, tone, 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. ● Literary text ● Word/language choices ● Context clues ● Literal/Denotative meaning ● Connotative meaning ● Figurative language ● Literary devices ● Mood ● Tone	Students will be able to: ● Determine figurative and connotative meanings of words and phrases. ● Use evidence from a literary text to support analysis of word choice ● Examine the author's purpose in using sound elements of words ● Analyze how specific language choices impact mood and tone		(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.H E07.A-C.3.1 (Integration of Knowledge and Ideas)	E07.A-C.3.1.1 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. ● Analyze ● Fiction ● Theme ● Character types ● Historical Fiction ● Traditional story	Students will be able to: ● Compare and contrast historical fiction with a historical account of the same period.	**Integration of Knowledge & Ideas Vocabulary**: ● Compare and contrast ● Critical reading strategies ● Main idea ● Mythology ● Note taking ● Preview ● Reading process ● SQ3R ● Theme ● Venn diagram	(See pages 6 & 7)	(See page 6)
CC.1.3.7.G	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.)	Students will be able to: ● Compare and contrast written fictional text to various multimedia versions of the text			

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Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J E07.A-V.4.1 (Vocabulary Acquisition & Use)	E07.A-V.4.1.1 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.)	Students will be able to: ● Use context clues to determine word, sentence or paragraph meaning ● Identify meanings of multiple meaning words ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	**Vocabulary Acquisition & Use Vocabulary:** ● Alliteration ● Allusion ● Analogy ● Clarify ● Connotation ● Content specific vocabulary ● Context clues ● Denotation ● Figurative language ● Hyperbole ● Idioms ● Imagery ● Literal language ● Literary terms ● Metaphor ● Multiple meaning words	(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J E07.A-V.4.1 (Vocabulary Acquisition & Use)	E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● literary text ● Word/language choices ● context clues ● connotative meaning ● genre-specific terms (line, stanza, scene, act, chapter, section ● figurative or non-literal meaning (simile, metaphor, personification, hyperbole, analogies, idiom) ● Literary Devices (alliteration, repetition, rhythm, rhyme, dialogue, allusions)	Students will be able to: ● Interpret figures of speech (e.g., literary) in context. ● Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	**Vocabulary Acquisition & Use Vocabulary (continued):** ● Onomatopoeia ● Personification ● Simile ● Symbolism ● Tone	(See pages 6 & 7)	(See page 6)
CC.1.3.7.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Students will be able to: ● Read various forms of literature fluently ● Read independently and comprehend texts ● Monitor comprehension			

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.B CC.1.4.7.H E07.A-V.4.1 (Text - Dependent Analysis) CC.1.4.7.A CC.1.4.7.S CC.1.4.7.C CC.1.4.7.I E07.A-V.4.1	E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. ● Introduce text(s) and topic for intended audience ● Use an organizational structure where ideas can be organized E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). ● Analyze text(s) ● Pull evidence from text(s) to support and demonstrate understanding of it	Students will be able to: ● analyze text ● form opinions using evidence from the text as support ● make inferences using evidence from the text as support ● demonstrate an understanding of the texteffectively address all parts of the task demonstrating in-depth analytic understanding of the text(s) ● use an introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s) ● use strong organizational structure that effectively supports the focus and ideas ●	**Text-Dependent Analysis Vocabulary:** ● Citing evidence ● Drawing conclusions ● Evaluate ● Evidence ● Explicit ● Focus ● Graphic organizers ● Note taking ● Objective ● Outline ● Paraphrase ● Question ● Text support ● Venn diagram	(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.D CC.1.4.7.J E07.A-V.4.1 (Text - Dependent Analysis)	E07.E.1.1.2 - CONTINUED	Students will be able to: ● analyze explicit and implicit meanings from text to effectively support claims, opinions, ideas and inferences ● Elaborate information and ideas in speaking and writing by using transitions		(See pages 6 & 7)	(See page 6)
CC.1.4.7.E CC.1.4.7.K E07.A-V.4.1	E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts			
	E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	● Use precise words and phrases, relevant descriptive details, and sensory language ● use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic			

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.E CC.1.4.7.K E07.A-V.4.1 (Text - Dependent Analysis) CC.1.4.7.T (Speaking & Listening)	E07.E.1.1.5 Establish and maintain a formal style. E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented. 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. CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade−level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Students will be able to: ● Use proper mechanics and consider the intended audience ● Provide a conclusion that follows from and reflects on the narrated experiences or events ● Use the writing process with guidance from peers and adults ● 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.	**Speaking & Listening Vocabulary:** ● Active listening ● Audience ● Debate ● Fluency ● Question ● Speaker ● Speech ● Voice	(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
(Speaking & Listening)	CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Students will be able to: ● Apply critical listening strategies to determine the speaker's argument and claims. ● Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. ● 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.		(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
(Speaking & Listening)	CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. CC.1.5.7.D 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.	Students will be able to: ● Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media. ● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media. ● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. ● Address audience needs by including complete support and emphasizing the most important points in a coherent manner.		(See pages 6 & 7)	(See page 6)

Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
(Speaking & Listening)	CC.1.5.7.E Adapt speech to a variety of contexts and tasks.	Students will be able to: ● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.		(See pages 6 & 7)	(See page 6)
	CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	● Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. ● Follow fair use policies when incorporating multimedia components from other sources.			
	CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	(See Grammar & Conventions Unit)			

Unit: NARRATIVE WRITING

Course Time Prior to PSSA: 3-6 weeks

Overview: Students will write using various narrative techniques and apply the rules of grammar and conventions of standard English.

Unit Essential Questions:
1. What are the various techniques of narrative writing?
2. What are relevant descriptive details?
3. What are the unique characteristics of narrative writing?
4. Why is it important to understand event sequence when writing?

PSSA Content Module/Assessment Anchor:
E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured sequences.

PSSA Eligible Content:
E07.C.1.3.1 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 to support the writer's purpose; maintain a controlling point.
E07.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
E07.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.
E07.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E07.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.
E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase 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*.)
E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*.)

Unit: NARRATIVE WRITING

Pennsylvania Academic Standards:

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context

CC.1.3.7.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J 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.

CC.1.4.7.M Write narratives to develop real or imagined experiences or events.

CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.
   -Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
   -Use sentences of varying lengths and complexities.
   -Use precise language
   -Develop and maintain a consistent voice.

CC.1.4.7.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.7.T 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.

CC.1.4.7.X 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.

ISTE Standards: 1a, 1b, 2a, 2b 3a, 5a, 5b, 6a, 6b

*See Appendix for complete document

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Unit: NARRATIVE WRITING

Career Education and Work Standards:
13.3 Career Retention and Advancement:
　　　A. Work Habits
　　　B. Cooperation and Teamwork
　　　C. Group Interaction
　　　E. Time Management
　　　F. Lifelong Learning
*See Appendix for complete document

Connecting to Common Core and Other Standards:
　　　PA Standards found at www.pdesas.org/standards/standardsdownloads
　　　National Common Core found at www.corestandards.org
　　　Common Core Crosswalk found at http://www.pdesas.org/standard/pacore
　　　ISTE found at www.iste.org/standards/nets-for-students.aspx
　　　Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
　　　　　　　　　　Generic found at http://www.easad.net/esl
　　　　　　　　　　Todos resources found at www.todos-math.org

Enrichment: Students generate a teaching tool that will be used by fellow students. The form this can be: iMovie, Power Point, Pages document

Remediation: Student conferencing and modified task; Study Island, Compass Learning, Edge

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Unit: NARRATIVE WRITING

Content Statement: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.C.1.3.1 E07.C.1.3.2 E07.C.1.3.3 CC.1.4.7.M CC.1.4.7.N CC.1.4.7.O CC.1.4.7.P	E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured sequences.	Students will be able to: ● Engage and orient the reader by establishing a context and point of view while maintaining a controlling point. ● Introducing a narrator and/or characters with an organized event sequence that unfolds naturally and logically to support the writer's purpose.	● Dialogue ● Pacing ● Description ● Reflection ● Transitional words and phrases ● Clauses ● Sequence ● Sensory language ● Narration ● Point of view ● Quotation marks ● Writer's purpose	● Prentice Hall Writing and Grammar textbook and Literature textbook and supplemental materials ● Literature Selections: "Rattlesnake" ● Write Source by Great Source textbook and supplemental materials ● Teacher generated materials ● YouTube videos	● Teacher generated tests, quizzes, writing assignments, and observations ● Alphabiography Project (Greenwood) ● RAFT for science and social studies with specific topics (scientific discovery, inventors, POV w/ specific individuals as per soc. studies curriculum)
CC.1.4.7.R	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● See Grammar & Conventions Unit			

Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.C.1.3.4 E07.C.1.3.5 CC.1.4.7.Q	E07.C.1.3 **CONTINUED**	Students will be able to: - Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. - Use sentences of varying lengths and complexities - Develop and maintain a consistent voice - Provide a conclusion that follows from and reflects on the narrated experiences or events.	- Conclusion - Focus - Content - Organization - Style - Conventions - Rewrite - Compose - Revise - Edit - Publish/ - Share - Supporting details - Summarize Conclusion - Hook - Clincher Setting - Audience	(See page 4)	(See page 4)
1E07.A-V.4.1. CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J	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	Students will be able to: 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	- prefix - suffix - affix - root words - base words - connotation - denotation		

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Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
	E07.A-V.4.1.1 - **CONTINUED**	● Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of the word (eg, *belligerent, bellicose, rebel*)	● pronunciation ● context clues	(See page 4)	(See page 4)
E07.A-V.4.1.2 CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	Students will be able to: ● Interpret figures of speech (eg, literary, mythological allusions) in context ● Use the relationship between particular words (eg, synonym/antonym, analogy) to better understand each of the words. ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (eg, *refined, respectful, polite, diplomatic, condescending*)	● figures of speech ● literal vs figurative language		

Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.	● Use evidence from a variety of grade-level appropriate texts to support analysis, reflection and research.		(See page 4)	(See page 4)
CC.1.4.7.T	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 support from peers and adults, use the writing process to produce clear and coherent writing.			
CC.1.4.7.X	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.	● Adjust writing practices for different time frames, tasks, purposes, and audiences.			

Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.7.A (Speaking & Listening)	Engage effectively in a range of collaborative discussions, on grade−level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Students will be able to: ● 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.	**Speaking & Listening Vocabulary:** ● Active listening ● Audience ● Debate ● Fluency ● Question ● Speaker ● Speech ● Voice	(See page 4)	(See page 4)
CC.1.5.7.B	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	● Apply critical listening strategies to determine the speaker's argument and claims. ● Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. ● 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.			

Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.7.C (Speaking & Listening)	Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Students will be able to: ● Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media. ● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.		(See page 4)	(See page 4)
CC.1.5.7.D	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.	● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. ● Address audience needs by including complete support and emphasizing the most important points in a coherent manner.			

Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.7.E	Adapt speech to a variety of contexts and tasks.	Students will be able to: ● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.		(See page 4)	(See page 4)
CC.1.5.7.F (Speaking & Listening)	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	● Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. ● Follow fair use policies when incorporating multimedia components from other sources.			
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	(See Grammar & Conventions Unit)			

Unit: READING INFORMATIONAL TEXT (NONFICTION)

Course Time Prior to PSSA: 6 -10 weeks. Skills will be spiraled throughout the year.

Overview:
Students will interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.
Students will explore the way authors use text structures to convey meaning in nonfiction text and learn about the elements of informational nonfiction, biographies and autobiographies.
Students will develop their ability to detect and evaluate bias and propaganda thereby becoming critical readers.

Unit Essential Questions:
1. How does the reader cite textual evidences to support their understanding?
2. How do readers determine the central idea and its development over the course of the text?
3. How the reader identifies the point of the author and distinguish his/her position?
4. How will one determine meaning of words and figurative language phrases within text?
5. How do effective readers make connections among and between related texts and media?
6. How do readers evaluate an argument in a text?
7. How can a student identify bias in text and distinguish between faulty and valid opinions?
8. Analyze how bias effects what an individual says, writes and reads?
9. How do readers analyze propaganda as an effective tool for authors to use?
10. How do readers use knowledge of propaganda to be a critical reader and to make better decisions in the real world?
11. How does a reader determine the text structure and its contribution to the development of the ideas?
12. How does the reader show two or more texts provide conflicting information on the same topic?
13. How will one introduce and support claims for an intended audience?
14. How can one demonstrate command of conventions, organization and vocabulary when writing and speaking?
15. How do effective readers respond verbally to guided inquiry questions?
16. How do effective readers make connections among and between related texts and media?

PSSA Content Module/Assessment Anchor:
E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
E07.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PSSA Eligible Content:

E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.B-K.1.1.2 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.

E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events; how individuals influence ideas or events).

E07.B-C.2.1.1 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.

E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole ad to the development of the ideas.

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

E07.B-C.3.1.1 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.

E07.B-C.3.1.2 Analyze 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.

E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase 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. Determine the meaning of technical words and phrases used in a text.

E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending.)

E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create organizational structure in which ideas are logically grouped to support the writer's purpose.

E07.E.1.1.2 Develop the analysis using relevant evidence from texts(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts.

E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience or events.

E07.E.1.1.5 Establish and maintain a formal style.

Unit: READING INFORMATIONAL TEXT (NONFICTION)

E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Textbook(s): *Prentice Hall Literature* Book Level 7, Pearson Education, Inc. 2007

Pennsylvania Academic Standards:

CC.1.2.7.A 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.

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and /or generalizations drawn from the text.

CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

CC.1.2.7.D 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.

CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative and technical meanings.

CC.1.2.7.G 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).

CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.

CC.1.2.7.J 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.

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.7.L   Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.
   • Use precise language and domain-specific vocabulary to inform or explain about the topic
   • Use sentences of varying lengths and complexities
   • Develop and maintain a consistent voice
   • Establish and maintain a formal style

Unit: READING INFORMATIONAL TEXT (NONFICTION)

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.7.T 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.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

CC.1.5.7.D 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.

CC.1.5.7.E Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.1.5.7.F Adapt speech to a variety of contexts and tasks.

CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking, based on Grade 7 level and content.

ISTE Standards: 1a, 2b, 3a, 3b. 5a, 5b, 6a, 6b
*See Appendix for complete documents.

Career Education and Work Standards: Career Education and Work Standards:
13.3 Career Retention and Advancement:
    A. Work Habits
    B. Cooperation and Teamwork
    C. Group Interaction
    E. Time Management
    F. Lifelong Learning
*See Appendix for complete documents.

Connecting to Common Core and Other Standards:
    PA Standards found at www.pdesas.org/standards/standardsdownloads
    National Common Core found at www.corestandards.org
    Common Core Crosswalk found at http://www.pdesas.org/standard/pacore
    ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Unit: READING INFORMATIONAL TEXT (NONFICTION)

Career Education and Work found at www.pacareerstandards.com/
PA Career Education and Work Standards found at http://www.pdesas.org/standard/views/#0|785|0|0

ELL Differentiation: Math & LA specifics found at http://www.pdesas.org/curriculumframework/elloverlay

Enrichment: Achieve 3000 found at https://portal.achieve3000.com/
Study Island found at hhtp://studyisland.com/web/index/

Remediation: Achieve 3000 found at https://portal.achieve3000.com/
Study Island found at hhtp://studyisland.com/web/index/
SAS Portal Assessments and Resources found at http://www.pdesas.org/modul/content/search/

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers
CC.1.2.7.A, CC.1.2.7.B, CC1.2.7.C, CC1.2.7.D, CC1.2.7.E, CC1.2.7.F, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, CC.1.4.7.A, CC.1.4.7.B, CC.1.4.7.C, CC.1.4.7.D, CC.1.4.7.E, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K,CC.1.4.7.S,CC.1.4.7.T	● Predicting ● Previewing ● Using background knowledge (schema) ● Visualizing ● Determining Importance ● Questioning ● Inferring ● Analyzing ● Synthesizing ● Clarifying ● Monitoring for meaning ● Summarizing & Paraphrasing ● Evaluating	● Webs ● T-Chart ● Venn Diagram ● Fact & Opinion Chart ● Problem & Solution Charts ● Cause & Effect Charts ● ANSWER KEY to Open Response ● Five W's template ● Evidence/Interpretation T-Chart

Unit: READING INFORMATIONAL TEXT (NONFICTION)

Content Statement: Students read, understand, and respond to informational text - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with focus on textual evidence.

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.B E07.B-K.1.1 (Key Ideas & Details)	Demonstrate understanding of key ideas and details in informational texts. E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. ● Characteristics of an analysis ● Textual evidence/support ● Inference ● Prediction ● Generalizations ● Explicitly stated information ● Conclusion	Students will be able to: ● Analyze explicit details ● Cite textual evidence to support analysis of explicit details ● Make inferences, generalizations and draw conclusions ● determine what the text says explicitly and to make logical inferences from it ● cite specific evidence when writing or speaking to support inferences, conclusions or generalizations	**Key Ideas & Details Vocabulary**: ● Analysis/analyze ● Claims ● Clarify ● Conflict ● Drawing conclusions ● Evaluate ● Evidence ● Explicit ● Fact ● Generalization ● Genre ● Implicit ● Inference ● Key details ● Main idea/central idea ● Objective ● Opinion ● Outline ● Preview	**Instructional Strategies/Activities:** ● ANSWER strategy ● Reading Apprenticeship ● Shared inquiry ● Small and large group discussions ● Presentations/ speeches **Materials/Resources:** ● *Prentice Hall Literature Book* Level 7 ● *Read for Real* ● *Be a Better Reader* Level C-D ● *The Jamestown Comprehension Skills Series* ● Critical Reading Series: *Calamities, Disasters, Heroes, Daredevils, Eureka*	● Teacher generated exams from *ExamView* ● Read for Real unit tests. ● Large group discussions ● Small group discussions ● Teacher Observation ● PSSA practice tests ● Responses to Open ended response questions ● ANSWER strategy feedback checklist ● Teacher generated assessments ● Presentations rubric

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.A E07.B-K.1.1 (Key Ideas & Details)	E07.B-K.1.1.2 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. ● Informational text (both literary nonfiction and expository/technical text) ● Main idea/Central Idea ● details ● Text organization ● Difference between central and supporting ideas ● Characteristics of an effective summary	Students will be able to: ● Determine two or more central ideas in a text, analyze their development and summarize a nonfiction text ● Analyze how ideas are organized and developed in an informational text ● provide an objective summary of the text	**Key Ideas & Details Vocabulary (continued)**: ● Reading critically ● Reading process ● SQ3R ● Sources: primary/ secondary ● Subjective ● Summarize ● Text support ● Theme ● Visualize	**Materials/Resources: (continued)** ● Amazingstories.com and other online sources ● *Great Books Roundtable* – Level 2 ● *Linking CCSS to your Curriculum* Grade 7 ● Teacher Tube ● ESASD Valuable Videos Link ● PSSA practice & released materials ● Teacher Generated Materials	(See page 6)

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.C E07.B-K.1.1 (Key Ideas & Details)	E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). ● Informational Text ● How to analyze ● Development strategies for informational text ● Connections and interactions ● Patterns or organization	Students will be able to: ● Determine the relationship between or among individuals, events, or ideas within a text ● Identify and analyze interactions between individuals, events, and ideas in a text. ● Identify words/ phrases that signal interactions between and among ideas, events, etc. (i.e. *because, then, as a consequence*, etc.)		(See pages 6 & 7)	(See page 6)
CC.1.2.7.D E07.B-C.2.1 (Craft & Structure)	E07.B-C.2.1.1 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 ● Informational Text ● How to analyze ● Author's roles/purposes (inform, persuade, entertain) ● Point of View (first, third, limited, omniscient) ● Author's viewpoint/focus/ attitude/bias)	Students will be able to: ● Identify/analyze author's point of view or purpose and distinguish his or her position from that of others. ● explain how the author's choices reflect his/her view- point, focus, attitude, position or bias	**Craft & Structure Vocabulary**: ● Argument ● Audience ● Author's purpose ● Autobiography ● Bias ● Biography ● Cause and effect ● Chronological ● Compare and contrast ● Connect		

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.E E07.B-C.2.1 (Craft & Structure)	E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas - Informational text - How to analyze - Various text structures - Various patterns of organization - Various text features (ie. title, author, visual aids, captions etc.) Demonstrate understanding of connections within, between and/or among informational texts.	Students will be able to: - Identify text features & structures - Identify text's purpose and central idea - Describe the connections between text features and the texts purpose/theme - Explain how structure and/or features enhance text's purpose and/or central idea - Determine the general organizational pattern of the text (e.g., chronological, cause/effect, problem-solution, etc.) - Identify pieces of the text that support the structure of the text.	**Craft & Structure Vocabulary (continued)**: - Connotation - Depth of knowledge - Denotation - Expository text - Headings, graphics, charts - Informational text - Main idea - Order of importance - Point of view/ first person - Preview - Print media - Problem/solution - SQ3R	(See pages 6 & 7)	(See page 6)

English Language Arts - Grade 7

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.F E07.B-C.2.1 (Craft & Structure)	E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone. ● Informational texts ● How to analyze ● Word/language choices ● Context clues ● Literal/Denotative meaning ● Connotative meaning ● Technical meaning ● Figurative or non-literal meaning ● Tone	Students will be able to: ● Identify meanings of words or phrases (i.e connotative, denotative, figurative, or technical) ● Differentiate between literal and non-literal meaning ● Identify and interpret figurative language ● Analyze the impact of specific word choice on meaning and tone.	**Craft & Structure Vocabulary (continued)**: ● Sequential order ● Signal words ● Simple listing ● Spatial order ● SummarizeText features ● Text organization/ structure ● Text support ● Theme ● Third person **Integration of Knowledge & Ideas Vocabulary:** ● Bias ● Claims ● Compare and contrast ● Differentiate ● Main idea ● Note taking ● Preview	(See pages 6 & 7)	(See page 6)

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.H E07.B-C.3.1 (Craft & Structure)	E07.B-C.3.1.1 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. ● evaluate arguments ● specific claims in texts ● sound reasoning ● relevant/irrelevant evidence ● Bias/Propaganda	Students will be able to: ● Demonstrate knowledge of the organizational pattern of an argument ● Assess the credibility and accuracy of evidence	**Integration of Knowledge & Ideas Vocabulary (cont'd):** ● Propaganda ● Propaganda techniques: red herring, prestige, testimonial, transfer, bandwagon, emotionally charged words, glittering generalities, plain folks, stereotypes, gimmick, card stacking, name calling, repetition	(See pages 6 & 7)	(See page 6)
CC.1.2.7.G. (Integration of Knowledge & Ideas)	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).	Students will be able to: ● Compare and contrast how written text and various multimedia portray the same subject	● Reasoning ● Red herring ● Relevance ● SQ3R ● Theme ● Venn diagram		

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Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.I (Integration of Knowledge & Ideas)	E07.B-C.3.1.2 Analyze 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. ● Informational text ● Compare/contrast ● Fact vs. interpretation ● Author's viewpoint/ focus/attitude/bias ● Author's perspective ● How to analyze	Students will be able to: ● Compare and contrast important information about the same topic presented by one author versus others ● Explain how the focus on different information alters a reader's understanding of a topic	**Vocabulary Acquisition & Use Vocabulary:** ● Antonym ● Anecdote ● Clarify ● Connotation ● Context clues ● Denotation ● Figurative language ● Multiple meaning words ● Nonfiction ● Propaganda techniques ● Reading content area material ● Synonym ● Technical meaning ● Vocabulary in context	(See pages 6 & 7)	(See page 6)
CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K E07.B-V.4.1 (Vocabulary Acquisition & Use)	E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 7 reading and content, choosing flexibly from a range of strategies. ● Context Clues ● Multiple Meaning words ● Greek or Latin affixes/ roots	Students will be able to: ● Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *belligerent, bellicose, rebel*)			

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Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K E07.B-V.4.1 (Vocabulary Acquisition & Use)	E07.B-V.4.1.1 - **CONTINUED** E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● figures of speech (e.g. verbal irony, puns) in context ● Connotation/denotation ● Analogy ● Synonym/antonyms	● 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 ● Determine the meaning of technical words or phrases in a text ● Gather vocabulary knowledge when considering word or phrase important to comprehension Students will be able to: ● Interpret figures of speech (including literary and mythological allusions) in context. ● Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words		(See pages 6 & 7)	(See page 6)

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Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K E07.B-V.4.1 CC.1.2.7.L	E07.B-V.4.1.2 - **CONTINUED**	● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*.)	**Text-Dependent Analysis Vocabulary:** ● Drawing conclusions ● Elaboration ● Evaluate ● Evidence ● Explicit ● Focus ● Graphic organizers ● Note taking ● Objective ● Outline ● Question ● Relevant ● Text support ● Validity ● Venn diagram	(See pages 6 & 7)	(See page 6)
	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Students will be able to: ● Read various forms of literature fluently ● Read independently and comprehend texts ● Monitor comprehension			
CC.1.4.7.A	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.				
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.	● Draw evidence from literary or informational texts to support analysis, reflection, and/or research			

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Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.C CC1.4.7.H CC.1.4.7.I E07.E.1.1 (Text - Dependent Analysis)	E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. ● Audience ● Organizational structures	Students will be able to: ● Introduce a topic clearly and develop it with relevant facts, definitions, concrete details, quotations, and examples		(See pages 6 & 7)	(See page 6)
CC.1.4.7.I	E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). ● Analyze text ● Text Evidence	Students will be able to: ● Effectively address all parts of the task demonstrating in-depth analytic understanding of the text(s) ● Use strong organizational structure that effectively supports the focus and ideas ● Analyze explicit and implicit meanings from text to effectively support claims, opinions, ideas and inferences			

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.D CC1.4.7.J CC.1.4.7.K E07.E.1.1 (Text - Dependent Analysis)	E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Students will be able to: ● Elaborate information and ideas in speaking and writing by using transitions ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts		(See pages 6 & 7)	(See page 6)
CC.1.4.7.E CC.1.4.7.K E07.E.1.1	E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	● Use precise words and phrases, relevant descriptive details, and sensory language ● use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic			
CC.1.4.7.E CC.1.4.7.K E07.E.1.1	E07.E.1.1.5 Establish and maintain a formal style.	● Use proper mechanics and consider the intended audience			

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Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.E.1.1 (Text - Dependent Analysis)	E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	Students will be able to: ● Provide a conclusion that follows from and reflects on the ideas, experiences or events that were developed and analyzed		(See pages 6 & 7)	(See page 6)
CC.1.4.7.T	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.				
(Speaking & Listening)	CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade−level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Students will be able to: ● 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.	**Speaking & Listening Vocabulary:** ● Active listening ● Audience ● Debate ● Fluency ● Question ● Self-monitor ● Speaker ● Speech ● Voice		

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
(Speaking & Listening)	CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Students will be able to: ● Apply critical listening strategies to determine the speaker's argument and claims.		(See pages 6 & 7)	(See page 6)
	CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Students will be able to: ● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.			

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
(Speaking & Listening)	CC.1.5.7.D 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.	Students will be able to: ● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. ● Address audience needs by including complete support and emphasizing the most important points in a coherent manner.		(See pages 6 & 7)	(See page 6)
	CC.1.5.7.E Adapt speech to a variety of contexts and tasks.	Students will be able to: ● Demonstrate control of spoken language by adjusting speech to varying contexts, audiences, and tasks.			

Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
(Speaking & Listening)	CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Students will be able to: ● Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. ● Follow fair use policies when incorporating multimedia components from other sources.		(See pages 6 & 7)	(See page 6)
	CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	Students will be able to: ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			

Unit: INFORMATIVE/EXPOSITORY WRITING

Course Time Prior to PSSA: 3 - 6 weeks. Skills will be spiraled throughout the year.

Overview: The student will write using informational techniques according to the grammar and conventions of standard English.

Unit Essential Questions:
1. What are the various techniques of informational/explanatory writing?
2. What are the unique characteristics of informational/explanatory writing?
3. How will various techniques help students develop an informational/explanatory piece?

PSSA Content Module/Assessment Anchor:
E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PSSA Eligible Content:
E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.
E07.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
E07.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
E07.C.1.2.5 Establish and maintain a formal style.
E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.
E07.B-V.4.1.1 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. Determine the meaning of technical words and phrases used in a text.
E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*.)

Pennsylvania Academic Standards:
CC.1.2.7.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge

Unit: INFORMATIVE/EXPOSITORY WRITING

when considering a word or phrase important to comprehension or expression.

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, comparison/contrast and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; providing a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.
>   -Use precise language and domain-specific vocabulary to inform about or explain the topic.
>   -Use sentences of varying lengths and complexities.
>   -Use precise language
>   -Develop and maintain a consistent voice.
>   -Establish and maintain a formal style.

CC.1.4.7.F. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.7.T 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.

CC.1.4.7.X 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.

ISTE Standards: 1a, 1b, 2a, 2b 3a, 5a, 5b, 6a, 6b *See Appendix for complete document

Career Education and Work Standards:

13.3 Career Retention and Advancement:
>   A. Work Habits
>   B. Cooperation and Teamwork
>   C. Group Interaction
>   E. Time Management
>   F. Lifelong Learning

*See Appendix for complete document

Unit: INFORMATIVE/EXPOSITORY WRITING

Connecting to Common Core and Other Standards:
      PA Standards found at www.pdesas.org/standards/standardsdownloads
      National Common Core found at www.corestandards.org
      Common Core Crosswalk found at http://www.pdesas.org/standard/pacore
      ISTE found at www.iste.org/standards/nets-for-students.aspx
      Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
                        Generic found at http://www.easad.net/esl
                        Todos resources found at www.todos-math.org

Enrichment: Students generate a teaching tool that will be used by fellow students. The form this can be: iMovie, PowerPoint, Pages document

Remediation: Student conferencing and modified task; Study Island, Compass Learning, Edge

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Unit: INFORMATIVE/EXPOSITORY WRITING

Content Statement: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.C.1.2.1 E07.C.1.2.2 E07.C.1.2.3 E07.C.1.2.4 CC.1.4.7.A CC.1.4.7.B CC.1.4.7.C CC.1.4.7.D CC.1.4.7.E	E07.C.1.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students will be able to: ● Introduce a topic for the intended audience and preview what is to follow ● Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	● Pacing ● Reflection ● Transitional words and phrases ● Clauses ● Sequence ● Sensory language ● Narration ● Point of view ● Writer's purpose ● Conclusion ● Focus ● Content	● Prentice Hall Writing and Grammar textbook and supplemental materials ● Prentice Hall Literature Textbook (suggested selections, but not limited to): "The War in Vietnam" "Lots in Space" "Emancipation From Lincoln: A Photobiography"	● Teacher generated tests, quizzes, writing assignments, and observations ● CDT's for remediation ● Pre and post writing samples ● Final written essay

Unit: INFORMATIVE/EXPOSITORY WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.C.1.2.5 E07.C.1.2.6 CC.1.4.7.E	E07.C.1.2 - **CONTINUED**	● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style. ● Provide a concluding section that follows from and supports the information or explanation presented.	● Organization ● Style ● Conventions ● Pre-write ● Compose ● Revise ● Edit ● Publish/Share ● Supporting details ● Summarize ● Conclusion ● Hook ● Clincher ● Setting ● Audience ● Cohesion ● Expository ● Plagiarism ● Quotations	● cont'd - "Tell Tale Heart" and "Two Summaries of the Tell-Tale Heart" ● Write Source by Great Source textbook and supplemental materials ● District approved YouTube videos and Teacher Tube videos ● District Educational Library videos ● Teacher generated materials ● Teachers can coordinate with other content areas to pull articles and / or stories on topics students can explore and generate an informational piece pertaining to the topic.	Minimum essay components: ● Multi-paragraph essay (3 —5 paragraphs) with a definitive intro paragraph consisting of a hook and thesis statement. ● Definitive body paragraphs with established topic sentences and supporting information as well as transitions ● Definitive concluding paragraph with a thesis echo and a clincher. ● Students should use formal language
CC.1.4.7.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	(See Grammar & Conventions Unit)			

Unit: INFORMATIVE/EXPOSITORY WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.B-V.4.1.1 CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K	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.	Students will be able to: ● Use context (e.g., overall the 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. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). ● Determine the meaning of technical words and phrases used in a text	● prefix ● suffix ● affix ● root words ● base words ● connotation ● denotation ● pronunciation ● context clues	● Integrate with *The Diary of Anne Frank* and WW2 and Holocaust Research	(See pages 4 & 5)
E07.B-V.4.1.2 CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	● Interpret figures of speech (eg, verbal irony, puns) in context ● Use the relationship between particular words to better understand each of the words ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (eg, *bullheaded, willful, firm, persistent, resolute*)	● figures of speech ● literal v. figurative language		

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Unit: INFORMATIVE/EXPOSITORY WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.	● Use evidence from a variety of grade-level appropriate texts to support analysis, reflection and research.		(See pages 3-6)	(See pages 4 & 5)
CC.1.4.7.T	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 support from peers and adults, use the writing process to produce clear and coherent writing.			
CC.1.4.7.X	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.	● Adjust writing practices for different time frames, tasks, purposes, and audiences.			

Unit: INFORMATIVE/EXPOSITORY WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.7.A (Speaking & Listening)	Engage effectively in a range of collaborative discussions, on grade−level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Students will be able to: ● 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.	**Speaking & Listening Vocabulary:** ● Active listening ● Audience ● Debate ● Fluency ● Question ● Speaker ● Speech ● Voice	(See pages 3-6)	(See pages 4 & 5)
CC.1.5.7.B	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	● Apply critical listening strategies to determine the speaker's argument and claims. ● Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. ● 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.			

Unit: INFORMATIVE/EXPOSITORY WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.7.C (Speaking & Listening)	Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Students will be able to: ● Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media. ● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.		(See pages 3-6)	(See pages 4 & 5)
CC.1.5.7.D	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.	● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. ● Address audience needs by including complete support and emphasizing the most important points in a coherent manner.			

Unit: INFORMATIVE/EXPOSITORY WRITING

CC.1.5.7.E	Adapt speech to a variety of contexts and tasks.	Students will be able to: ● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.			
CC.1.5.7.F (Speaking & Listening)	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	● Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. ● Follow fair use policies when incorporating multimedia components from other sources.		(See pages 3-6)	(See pages 4 & 5)
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	(See Grammar & Conventions Unit)			

Unit: ARGUMENTATIVE WRITING

Course Time Prior to PSSA: 3-6 weeks

Overview: Students will write argumentatively using and applying the rules of grammar and conventions.

Unit Essential Questions:
1. Why is it important to use relevant evidence to support arguments?
2. Why is it important to consider opposing claims when stating an argument?
3. Why is a conclusion important to reinforce an argument?

PSSA Content Module/Assessment Anchor:
E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

PSSA Eligible Content:
E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.
E07.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
E07.C.1.1.4 Establish and maintain a formal style.
E07.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.
E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase 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. Determine the meaning of technical words and phrases used in a text.
E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*.)

Pennsylvania Academic Standards:
CC.1.2.7.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
CC.1.2.7.J 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.

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Unit: ARGUMENTATIVE WRITING

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.7.G Write arguments to support claims.

CC.1.4.7.H Introduce and state an opinion on a topic.

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- o Use precise language and domain-specific vocabulary to inform about or explain the topic.
- o Use sentences of varying and lengths and complexities.
- o Use precise language.
- o Develop and maintain a consistent voice.
- o Establish and maintain a formal style.

CC.1.4.7.L Demonstrate grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.7.T 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.

CC.1.4.7.X 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.

ISTE Standards: 1a, 1b, 2a, 2b 3a, 5a, 5b, 6a, 6b *See Appendix for complete document

Career Education and Work Standards:

13.3 Career Retention and Advancement: A. Work Habits; B. Cooperation and Teamwork; C. Group Interaction; E. Time Management; F. Lifelong Learning   *See Appendix for complete document

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

National Common Core found at www.corestandards.org

Common Core Crosswalk found at http://www.pdesas.org/standard/pacore

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

Unit: ARGUMENTATIVE WRITING

ELL Differentiation: Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
Generic found at http://www.easad.net/esl
Todos resources found at www.todos-math.org

Enrichment: Students generate a teaching tool that will be used by fellow students. The form this can be: iMovie, Power Point, Pages document

Remediation: Student conferencing and modified task; Study Island, Compass Learning, Edge

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Content Statement: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.C.1.1.1 E07.C.1.1.2 E07.C.1.1.3 CC.1.4.8.G CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J	E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence	Students will be able to: ● Introduce claim(s) for the intended audience and acknowledge alternate or opposing claims. ● Support the writer's purpose by logically organizing the reasons and evidence. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	● Dialogue ● Pacing ● Description ● Reflection ● Transitional words and phrases ● Clauses ● Sequence ● Sensory language ● Narration ● Point of view ● Quotation marks ● Writer's purpose ● Conclusion ● Focus	● Prentice Hall Writing and Grammar textbook and Literature Textbook and supplemental materials ● Literature Selections: "The Eternal Frontier" and "All Together Now" Write Source by Great Source textbook and supplemental materials	● Teacher generated tests, quizzes, writing assignments, and observations ● Project based learning ● Student selected essay from website ● Science: argue for or against specific funding when studying diseases; argue for or against genetic testing;

Unit: ARGUMENTATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.C.1.1.4 E07.C.1.1.5 CC.1.4.8.K	E07.C.1.1 **CONTINUED**	Students will be able to: - Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, credible sources and demonstrating an understanding of the topic - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. - Establish and maintain a formal style. - Provide a concluding section that reinforces the claims and reasons presented.	- Content Organization - Style - Conventions - Prewrite - Compose - Revise - Edit - Publish/Share - Supporting details - Summarize - Conclusion - Hook - Clincher - Setting - Audience - Evidence - Claims/opposing claims - Argument - Plagiarism	- Teacher generated materials - YouTube videos - http://www.ereadingworksheets.com/writing/persuasive-essay-topics/	argue for or against use of green space Social studies: argue for or against settlement during Colonial times; adoption of the Constitution; inclusion of different provisions of the Bill of Rights; adoption of the Runaway Slave Act
CC.1.4.7.L	Demonstrate grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	(See Grammar & Conventions Unit)			Math: inclusion of statistics to reinforce ideas; argue for or against different base systems;

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Unit: ARGUMENTATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.B-V.4.1.1 CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K	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.	Students will be able to: ● Use context (e.g., overall the 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. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	● prefix ● suffix ● affix ● root words ● base words ● connotation ● denotation ● pronunciation ● context clues	(See page 3 - 4)	(See pages 3 - 4)
E07.B-V.4.1.2 CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	● Interpret figures of speech (eg, verbal irony, puns) in context ● Use the relationship between particular words to better understand each of the words ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (eg, *bullheaded, willful, firm, persistent, resolute*)	● figures of speech ● literal v. figurative language		

Unit: ARGUMENTATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.	● Use evidence from a variety of grade-level appropriate texts to support analysis, reflection and research.		(See page 3 - 4)	(See pages 3 - 4)
CC.1.4.7.T	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 support from peers and adults, use the writing process to produce clear and coherent writing.			
CC.1.4.7.X	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.	● Adjust writing practices for different time frames, tasks, purposes, and audiences.			

Unit: ARGUMENTATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.7.A (Speaking & Listening)	Engage effectively in a range of collaborative discussions, on grade−level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Students will be able to: ● 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.	**Speaking & Listening Vocabulary:** ● Active listening ● Audience ● Debate ● Fluency ● Question ● Speaker ● Speech ● Voice	(See page 3 - 4)	(See pages 3 - 4)
CC.1.5.7.B	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	● Apply critical listening strategies to determine the speaker's argument and claims. ● Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. ● 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.			

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.7.C (Speaking & Listening)	Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Students will be able to: ● Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media. ● Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.		(See page 3 - 4)	(See pages 3 - 4)
CC.1.5.7.D	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.	● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. ● Address audience needs by including complete support and emphasizing the most important points in a coherent manner.			

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.5.7.E	Adapt speech to a variety of contexts and tasks.	Students will be able to: ● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.			
CC.1.5.7.F (Speaking & Listening)	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	● Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. ● Follow fair use policies when incorporating multimedia components from other sources.		(See page 3 - 4)	(See pages 3 - 4)
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	(See Grammar & Conventions Unit)			

Unit: GRAMMAR AND CONVENTIONS

Course Time Prior to PSSA: Embedded within all writing assignments/instruction in all units.

Overview: Students will properly use and apply the rules of grammar and conventions to written pieces throughout the year.

Unit Essential Questions:
1. Can the students properly utilize verbals, verbs in the active and passive voice, proper sentence formation and structure, comma, ellipsis, and dashes; identify and correct inappropriate shifts?
2. Why is knowledge and application of proper and appropriate grammar and conventions important for student writing?

PSSA Content Module/Assessment Anchor:
E07.D.1.1 Demonstrate command of the conventions and standard, English grammar and usage.
E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
E07.D.2.1 Use knowledge of language and its conventions.

PSSA Eligible Content:
E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.
E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.
E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.
E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
E07.D.1.1.8 Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).
E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.
E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
E07.D.1.2.2 Spell correctly.
E07.D.1.2.3 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
E07.D.1.2.4 Use punctuation to separate items in a series.
E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.
E07.D.2.1.3 Maintain consistency in style and tone.
E07.D.2.1.4 Choose punctuation for effect.
E07.D.2.1.5 Choose words and phrases for effect.

Unit: GRAMMAR AND CONVENTIONS

E07.A-V.4.1.1/E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase 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. Determine the meaning of technical words and phrases used in a text.
E07.A-V.4.1.2/E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
 b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*.)

Pennsylvania Academic Standards:
CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context
CC1.2.7.K/CC.1.3.7.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.7.J/CC.1.3.7.J 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.
CC.1.4.7.E/CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.
 -Use precise language and domain-specific vocabulary to inform about or explain the topic.
 -Use sentences of varying and lengths and complexities.
 -Develop and maintain a consistent voice.
 -Establish and maintain a formal style.
CC.1.4.7.F/CC.1.4.7.L/CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.
 -Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 -Use sentences of varying lengths and complexities.
 -Use precise language
 -Develop and maintain a consistent voice.

ISTE Standards: 1a, 1b, 2a, 2b 3a, 5a, 5b, 6a, 6b *See Appendix for complete document

Unit: GRAMMAR AND CONVENTIONS

Career Education and Work Standards:
13.3 Career Retention and Advancement:
      A. Work Habits
      B. Cooperation and Teamwork
      C. Group Interaction
      E. Time Management
      F. Lifelong Learning
*See Appendix for complete document

Connecting to Common Core and Other Standards:
      PA Standards found at www.pdesas.org/standards/standardsdownloads
      National Common Core found at www.corestandards.org
      Common Core Crosswalk found at http://www.pdesas.org/standard/pacore
      ISTE found at www.iste.org/standards/nets-for-students.aspx
      Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
                Generic found at http://www.easad.net/esl
                Todos resources found at www.todos-math.org

Enrichment: Students generate a teaching tool that will be used by fellow students. The form this can be: iMovie, PowerPoint, Pages document

Remediation: Student conferencing and modified task; Study Island, Compass Learning, Edge

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Unit: GRAMMAR AND CONVENTIONS

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 CC.1.4.7.F CC.1.4.7.L CC.1.4.7.R	E07.D.1.1 Demonstrate command of the conventions and standard, English grammar and usage.	Students will be able to: ● Explain the function of phrases and clauses in general and their function in specific sentences. ● Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ● Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. ● Recognize and correct inappropriate shifts in pronoun number and person. ● Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). ● Recognize and correct inappropriate shifts in verb tense.	● Phrase ● Clause ● Simple sentence ● Compound sentence ● Complex sentence ● Compound-complex sentence ● Misplaced modifier ● Dangling modifier ● Pronoun ● Number ● Personal antecedent ● Verb ● Verb tense ● Fragments ● Run-ons ● Subject verb agreement ● Pronoun-antecedent agreement	● Writing and Grammar textbook (Prentice Hall) ● Write Source (Great Source Education Group) ● 6T rait Writing ● Shostak Vocabulary Level B	● Teacher-generated tests and quizzes ● Projects ● Journals ● Homework ● Teacher observations ● *Grammar and conventions is ongoing and should assessed across the curriculum in multiple content areas. It should not be taught in isolation.*

Unit: GRAMMAR AND CONVENTIONS

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 CC.1.4.7.F CC.1.4.7.L CC.1.4.7.R	E07.D.1.1 - **CONTINUED**	Students will be able to: ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. ● Correctly use frequently confused words (e.g., to, too, two; there, their, they're). ● Ensure subject-verb and pronoun-antecedent agreement.	● Comma ● Coordinate adjective ● Parentheses ● Dashes ● Nonrestrictive ● Parenthetical ● Wordiness ● Redundancy ● Style ● Tone	(See page 4)	(See page 4)
E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4 CC.1.4.7.F CC.1.4.7.L CC.1.4.7.R	E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	● Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). ● Spell correctly. ● Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● Use punctuation to separate items in a series			

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Unit: GRAMMAR AND CONVENTIONS

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 CC.1.4.7.E CC.1.4.7.K CC.1.4.7.Q	E07.D.2.1 Use knowledge of language and its conventions.	Students will be able to: ● Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Vary sentence patterns for meaning, reader/listener interest, and style. ● Maintain consistency in style and tone. ● Choose punctuation for effect. ● Choose words and phrases for effect.		(See page 4)	(See page 4)
E07.A-V.4.1.1 E07.B-V.4.1.1 CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J	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 (eg, 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 ● Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of the word (eg, *belligerent, bellicose, rebel*)	● prefix ● suffix ● affix ● root words ● base words ● connotation ● denotation ● pronunciation ● context clues		

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Unit: GRAMMAR AND CONVENTIONS

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.A-V.4.1.2 E07.B-V.4.1.2 CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	Students will be able to: ● Interpret figures of speech (eg, literary, mythological allusions) in context ● Use the relationship between particular words (eg, synonym/antonym, analogy) to better understand each of the words. ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (eg, *refined, respectful, polite, diplomatic, condescending)*	● figures of speech ● literal v. figurative language	(See page 4)	(See page 4)

English Language Arts – Grade 7

Unit: POETRY

Course Time Prior to PSSA: Skills will be spiraled throughout the year and embedded within each unit.

Overview: Proficient students will identify literary devices and interpret underlying meanings of poems.

Unit Essential Questions:
1. What are the elements and structures of poetry that deepen your understanding of it?
2. How do you distinguish between literal and figurative language?
3. How do you distinguish between various forms of figurative language?
4. How can you identify and analyze author's use of literary devices such as simile, metaphor, imagery, personification, onomatopoeia and symbolism?
5. How does a reader identify, responds to, analyze and compare the elements of poetry?

PSSA Content Module/Assessment Anchor:
E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.

PSSA Eligible Content:
E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how setting shapes the characters or plot.)
E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.
E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly 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 Latin or Greek affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
    b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

Unit: POETRY

Pennsylvania Academic Standards:
CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and /or generalizations drawn from the text.
CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.
CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.
CC.1.3.7.G 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.)
CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.7.J 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.

ISTE Standards: 1a, 2b, 3a, 3b. 5a, 5b, 6a, 6b
*See Appendix for complete documents.

Career Education and Work Standards:
13.3 Career Retention and Advancement:
      A. Work Habits
      B. Cooperation and Teamwork;
      C. Group Interaction
      E. Time Management
      F. Lifelong Learning
*See Appendix for complete documents.

Connecting to Common Core and Other Standards:
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      National Common Core found at www.corestandards.org
      Common Core Crosswalk found at http://www.pdesas.org/standard/pacore
      ISTE found at www.iste.org/standards/nets-for-students.aspx
      Career Education and Work found at www.pacareerstandards.com/

Unit: POETRY

ELL Differentiation: Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
Generic found at http://www.easad.net/esl
Todos resources found at www.todos-math.org

Enrichment: Analysis of poetry using annotation strategies for deeper understanding and comprehension. Students will utilize various sources for poetry and create a portfolio of original poetry, various styles and elements, and explain the figurative language and how it affects the meaning of the piece.

Remediation: Use poetry with adolescents in a small group, remedial setting. Oral reading of poems to be recorded on a tape recorder or read for another audience at a later date. Finally, poems serve as models for writing poetry, an activity that can help remedial readers strengthen encoding skills.

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Unit: POETRY

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.A-K.1.1.1 E07.A-K.1.1.3 CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C	Demonstrate understanding of key ideas and details in literature.	Students will be able to: • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. • Analyze how particular elements of a story, drama, or poem interact (e.g., how setting shapes the characters or plot.)	• Theme • Moral • Imagery • Figurative language • Literal language • Idioms • Similes • Metaphor • Allusions • Irony • Imagery • Symbolism • Alliteration • Personification • Onomatopoeia • Hyperbole • Exaggeration	• <u>Prentice Hall Literature</u> Book Level 7 • PSSA materials • <u>Linking CCSS to Your Curriculum</u> Grade 7 • *Great Books Roundtable - level 2* • Reading apprenticeship strategies • Teacher generated readings/materials	• Teacher generated assessments • Prentice Hall Exam View assessments • Teacher observation • Small group discussions • Large group discussions
E07.A-C.2.1.2 CC.1.3.7.E	Demonstrate understanding of craft and structure in literature.	• Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			

Unit: POETRY

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.A-C.2.1.3 CC.1.3.7.F	Demonstrate understanding of craft and structure in literature. - **CONTINUED**	Students will be able to: ● Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.		(See page 4)	(See page 4)
E07.A-V.4.1.1 CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J	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. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*.)			

Unit: POETRY

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.A-V.4.1.2 CC.1.3.7.F CC.1.3.7.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● literary text ● word/language choices ● context clues ● connotative meaning ● genre-specific terms (line, stanza, scene, act, chapter, section ● figurative or non-literal meaning (simile, metaphor, personification, hyperbole, analogies, idiom) ● literary devices (alliteration, repetition, rhythm, rhyme, dialogue, allusions)	Students will be able to: ● Interpret figures of speech (e.g., literary) in context. ● Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*)		(See page 4)	(See page 4)
CC.1.3.7.E	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.)	Students will be able to: ● Compare and contrast written fictional text to various multimedia versions of the text			

Unit: RESEARCH

Course Time Prior to PSSA: Research will be incorporated within either the argumentative or informational writing units.

Overview: The student will learn techniques of literary or informational analysis, reflection, and research and apply them to a written piece.

Unit Essential Questions:
1. What are the various techniques of literary or informational analysis, reflection, and research?
2. What are the unique characteristics of literary or informational analysis, reflection, and research?
3. How will various techniques help students develop a piece that analyzes, reflects, and applies research strategies?

PSSA Content Module/Assessment Anchor:
E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PSSA Eligible Content:
E07.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
E07.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
E07.E.1.1.5 Establish and maintain a formal style.
E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.
E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrase 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. Determine the meaning of technical words and phrases used in a text.
E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*.)

Unit: RESEARCH

Pennsylvania Academic Standards:

CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

CC.1.2.7.J 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.

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow

CC.1.4.7.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples: include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect;; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E/CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform or explain about the topic
- Use sentences of varying lengths and complexities
- Develop and maintain a consistent voice
- Establish and maintain a formal style

CC.1.4.7.F/CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.G Write arguments to support claims.

CC.1.4.7.H Introduce and state an opinion on a topic

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.7.T 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.

CC.1.4.7.U 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.

CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Unit: RESEARCH

CC.1.4.7.W 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.

ISTE Standards: 1a, 1b, 2a, 2b 3a, 5a, 5b, 6a, 6b
*See Appendix for complete document

Career Education and Work Standards:
13.3 Career Retention and Advancement:
      A. Work Habits
      B. Cooperation and Teamwork
      C. Group Interaction
      E. Time Management
      F. Lifelong Learning
*See Appendix for complete document

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      National Common Core found at www.corestandards.org
      Common Core Crosswalk found at http://www.pdesas.org/standard/pacore
      ISTE found at www.iste.org/standards/nets-for-students.aspx
      Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
                  Generic found at http://www.easad.net/esl
                  Todos resources found at www.todos-math.org

Enrichment: Students generate a teaching tool that will be used by fellow students. This form can be: iMovie, PowerPoint, Pages document

Remediation: Student conferencing and modified task; Study Island, Compass Learning, Edge

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

East Stroudsburg Area School District
English Language Arts - Grade 7

Unit: RESEARCH

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.V CC.1.4.7.W	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 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.	Students will be able to: ● Create topic outline and thesis ● Create an outline including two to three main ideas and supporting details with a minimum of two supporting details per main idea ● Summarize and paraphrase main ideas and supporting details ● Create note cards ● Write a multi-paragraph report ● Add MLA style documentation ● Cite sources ● Identify and use common organizational structures and graphic features to comprehend information	● Accuracy ● Analysis ● Assertion ● Editorials ● Evaluate ● Expository Text ● Graphic Organizer ● Headings, graphics & charts ● Informational text ● Main idea ● Outline ● Paraphrase ● Primary Source ● Pacing ● Reflection ● Transitional words and phrases ● Clauses ● Sequence ● Sensory language	● Prentice Hall Writing and Grammar textbook and supplemental materials ● Prentice Hall Literature Book (selections suggested, but not limited to): *The Diary of Anne Frank* ● Write Source by Great Source textbook and supplemental materials ● District approved YouTube videos and Teacher Tube videos ● District Educational Library videos ● Teacher generated materials	● Teacher generated tests, quizzes, writing assignments, and observations ● Pre and post writing samples ● Final written essay <u>Minimum essay components</u>: ● Multi-paragraph essay (3 -5 paragraphs) with a definitive intro paragraph consisting of a hook and 3 point thesis statement.

Unit: RESEARCH

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.S CC.1.4.7.U CC.1.4.7.T	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction. 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. 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.	Students will be able to: ● Read and understand essential content of informational texts in all academic areas ● Differentiate fact from opinion utilizing resources that go beyond traditional to electronic media ● Draw inferences based on a variety of information sources ● Use and understand a variety of media and evaluate the quality of material produced ● Use, design, and develop a media project that expands understanding ● Produce work in at least one literary genre	● Narration ● Point of view ● Writer's purpose ● Citation ● Sources ● MLA Format ● Conclusion ● Focus ● Content ● Organization ● Style ● Conventions ● Prewrite ● Compose ● Revise ● Edit ● Publish/Share ● Supporting details ● Summarize ● Conclusion ● Hook ● Clincher ● Setting ● Audience ● Cohesion ● Expository ● Plagiarism ● Quotations	● Research topics can vary per team. Some examples are, but not limited to: Bacteria and viruses (coordinating with science), Career Exploration, Service Learning.	● Definitive body paragraphs with established topic sentences and at least 3 pieces of supporting information as well as transitions ● Definitive concluding paragraph with a thesis echo and a clincher. ● The entire essay should be written in formal language and avoid usage of the first person ● The essay should include a Works Cited page and use proper MLA format.

Unit: RESEARCH

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.7.A E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 CC.1.4.7.B CC.1.4.7.C CC.1.4.7.D CC.1.4.7.G CC.1.4.7.H CC.1.4.7.I CC.1.4.7.J	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly. E07.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students will be able to: ● Introduce text(s) for the intended audience, state a topic ● Create an organizational structure in text(s) for the intended audience, state a topic ● Create an organizational structure in which ideas are logically grouped to support the writer's purpose. ● Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s). ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		(See pages 4 & 5)	We list all of the assessments both formative and summative that could be used in this unit. You should also include diagnostic assessments as appropriate. For example, precursor skills that a student must have in order to complete these tasks might be needed so a pre-test is recommended.

Unit: RESEARCH

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6 CC.1.4.7.E CC.1.4.7.F CC.1.4.7.K CC.1.4.7.L	E07.1.1 - **CONTINUED**	Students will be able to: ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style. ● Provide a concluding section that follows from and supports the analysis presented. ● Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		(See pages 4 & 5)	(See pages 4-6)

Unit: RESEARCH

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E07.B-V.4.1.1 CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K	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	Students will be able to: ● 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. ● Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*.) ● Determine the meaning of technical words and phrases used in a text.	● prefix ● suffix ● affix ● root words ● base words ● connotation ● denotation ● pronunciation ● context clues	(See pages 4 & 5)	(See pages 4-6)
E07.B-V.4.1.2 CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	● Interpret figures of speech (e.g., literary and mythological allusions) in context. ● Use the relationship between particular words (e.g., synonym/ antonym, analogy) to better understand each of the words. ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*.)	● figures of speech ● literal v. figurative language		

APPENDIX A

English Language Arts - **Curriculum Sequence**
Grades 6-8

Reading	English
Study Skills (First 1-2 weeks of School) (time management, organization, goal setting, learning styles, study environment, use of agenda books, test taking strategies, mnemonic devices and study tools such as flash cards, acronyms, acrostics, etc.)	**Personal Narrative** (parts of speech, adjectives, verbs) *embed poetry*
Reading Literature (Fiction) Text structure (plot development) Point of view, author's purpose, literary devices and figurative language, theme, characterization, effect of setting on characters, TDA	**Narrative Writing** (continue parts of speech, sentence formation) *embed poetry*
Informational/Nonfiction - Expository Main Idea/Supporting details, skimming, scanning, note taking, outlining, review SQ3R, text structure, point of view, author's purpose, TDA	**Informational Writing** (phrases & clauses) *embed poetry* Research
Informational/Nonfiction – Argumentative & Persuasive Author's purpose, arguments/evidence Bias & propaganda, fact & opinion, text structure, point of view, tone, mood, TDA	**Argumentative Writing** (editorials, essays, etc) Research
Poetry Unit - EMBEDDED IN ALL UNITS Written analysis of poetry (inc. compare/contrast, theme, author's purpose, mood, tone), TDA	
Grammar and Conventions, and Speaking & Listening skills to be embedded throughout ALL units.	
Vocabulary to be embedded throughout ALL units (inc. prefixes, suffixes, roots, multiple meaning words, synonyms, antonyms, etc.)	

East Stroudsburg Area School District
English Language Arts - Grade 7

Study Skills Addendum to be completed during first two weeks of school.

6th Grade	7th Grade	8th Grade
How to Study: Learning styles Mnemonic devices Schedules Study environment Study Materials	**How to Study:** **Learning Styles** **Mnemonic devices** **Study Environment** **Skimming, Scanning, Study Reading** **Listening Skills**	How to Study: Learning Styles Mnemonic devices Skimming, scanning and notetaking - turning notes into an outline. Parts of a textbook
Test Taking Skills: Goal setting Time management Strategies	**Test Taking Skills:** **Goal Setting** **Time Management** **Strategies**	Test Taking Skills: Goal Setting
Organizational Skills: Class preparation Use of agenda book	**Organization Skills:** **Class preparation** **Use of agenda book**	Organizational Skills: Class preparation Use of agenda book

APPENDIX C

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
E07.B	**Informational Text**					
E07.B-K.1	**Key Ideas & Details**					
E06.B-K.1.1	**Demonstrate understanding of key ideas and details in informational texts.**					
Eligible Content E07.B-K.1.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.					
Eligible Content E07.B-K.1.1.2	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.					
Eligible Content E07.B-K.1.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).					
Related Standards:						
CC.1.2.7.A	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.					
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.					
CC.1.2.7.C	Analyze the interactions between individuals, events, and ideas in a text.					
E07.B-C.2	**Craft & Structure**					
E07.B-C.2.1	**Demonstrate understanding of craft and structure in informational texts.**					
Eligible Content E07.B-C.2.1.1	Determine an author's point of view or purpose in a text and analyze how the author distinguishes hisor her position from that of others.					
Eligible Content E07.B-C.2.1.2	Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.					
Eligible Content E07.B-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.					
Related Standards:						
CC.1.2.7.D	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.					
CC.1.2.7.E	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.					
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.					

Teacher: _____ Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
E07.B-C.3	**Integration of Knowledge and Ideas**					
E07.B-C.3.1	**Demonstrate understanding of connections within, between, and/or among informational texts.**					
Eligible Content E07.B-C.3.1.1	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.					
Eligible Content E07.B-C.3.1.2	Analyze 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.					
Related Standards:						
CC.1.2.7.H	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.					
CC.1.2.7.I	Analyze how two or more authors present and interpret facts on the same topic.					
E07.B-V.4	**Vocabulary Acquisition and Use**					
E07.B-V.4.1	**Demonstrate understanding of vocabulary and figurative language in informational texts.**					
Eligible Content E07.B-V.4.1.1	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. Determine the meaning of technical words and phrases used in a text.					
Eligible Content E07.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).					
Related Standards:						
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
CC.1.2.7.J	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.					
CC.1.2.7.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.					
E07.A	**Literature Text**					
E07.A-K.1	**Key Ideas & Details**					
E07.A-K.1.1	**Demonstrate understanding of key ideas and details in literature.**					
Eligible Content E07.A-K.1.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.					
Eligible Content E07.A-K.1.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.					
Eligible Content E07.A-K.1.1.3	Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).					
Related Standards:						
CC.1.3.7.A	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.					
CC.1.3.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.					
CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.					
E07.A-C.2	**Craft & Structure**					
E07.A-C.2.1	**Demonstrate understanding of craft and structure in literature.**					
Eligible Content E07.A-C.2.1.1	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.					
Eligible Content E07.A-C.2.1.2	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.					
Eligible Content E07.A-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.					
Related Standards:						
CC.1.3.7.D	Determine an author's purpose in a text and explain how it is conveyed in the text.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
CC.1.3.7.E	Analyze how the structure of a text contributes to the development of theme, setting, and plot.					
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.					
E07.A-C.3	**Integration of Knowledge and Ideas**					
E07.A-C.3.1	**Demonstrate understanding of connections within, between, and/or among texts.**					
Eligible Content E07.A-C.3.1.1	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.					
Related Standards:						
CC.1.3.7.H	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.					
E07.A-V.4	**Vocabulary Acquisition and Use**					
E07.A-V.4.1	**Demonstrate understanding of vocabulary and figurative language in literature.**					
Eligible Content E07.A-V.4.1.1	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*).					
Eligible Content E07.A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
	a. Interpret figures of speech (e.g., literary and mythological allusions) in context.					
	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.					
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).					
Related Standards:						
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
CC.1.3.7.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.					
CC.1.3.7.J	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.					
E07.C	**Writing**					
E07.C.1	**Text Types and Purposes**					
E07.C.1.1	**Write arguments to support claims with clear reasons and relevent evidence.**					
Eligible Content E07.C.1.1.1	Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.					
Eligible Content E07.C.1.1.2	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.					
Eligible Content E07.C.1.1.3	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.					
Eligible Content E07.C.1.1.4	Establish and maintain a formal style.					
Eligible Content E07.C.1.1.5	Provide a concluding section that reinforces the claims and reasons presented					
Related Standards:						
CC.1.4.7.H	Introduce and state an opinion on a topic.					
CC.1.4.7.I	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.					
CC.1.4.7.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.					
CC.1.4.7.K	Write with an awareness of the stylistic aspects of composition.					
	- Use precise language and domain-specific vocabulary to inform about or explain the topic.					
	- Use sentences of varying lengths and complexities.					
	- Develop and maintain a consistent voice.					
	- Establish and maintain a formal style.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
E07.C.1.2	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**					
Eligible Content E07.C.1.2.1	Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.					
Eligible Content E07.C.1.2.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					
Eligible Content E07.C.1.2.3	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.					
Eligible Content E07.C.1.2.4	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
Eligible Content E07.C.1.2.5	Establish and maintain a formal style.					
Eligible Content E07.C.1.2.6	Provide a concluding section that follows from and supports the information or explanation presented.					
Related Standards:						
CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.					
CC.1.4.7.C	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.					
CC.1.4.7.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.					
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition.					
	- Use precise language and domain-specific vocabulary to inform about or explain the topic.					
	- Use sentences of varying lengths and complexities.					
	- Develop and maintain a consistent voice.					
	- Establish and maintain a formal style.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
E07.C.1.3	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**					
Eligible Content E07.C.1.3.1	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 to support the writer's purpose.					
Eligible Content E07.C.1.3.2	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.					
Eligible Content E07.C.1.3.3	Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.					
Eligible Content E07.C.1.3.4	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.					
Eligible Content E07.C.1.3.5	Provide a conclusion that follows from the narrated experiences or events.					
Related Standards:						
CC.1.4.7.N	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.					
CC.1.4.7.O	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.					
CC.1.4.7.P	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.					
CC.1.4.7.Q	Write with an awareness of the stylistic aspects of writing.					
	- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					
	- Use sentences of varying lengths and complexities.					
	- Use precise language.					
	- Develop and maintain a consistent voice.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
E07.D	Language					
E07.D.1	**Conventions of Standard English**					
E07.D.1.1	**Demonstrate command of the conventions of standard English grammar and usage.**					
Eligible Content E07.D.1.1.1	Explain the function of phrases and clauses in general and their function in specific sentences.					
Eligible Content E07.D.1.1.2	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.					
Eligible Content E07.D.1.1.3	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*					
Eligible Content E07.D.1.1.4	Recognize and correct inappropriate shifts in pronoun number and person.*					
Eligible Content E07.D.1.1.5	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*					
Eligible Content E07.D.1.1.6	Recognize and correct inappropriate shifts in verb tense.*					
Eligible Content E07.D.1.1.7	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*					
Eligible Content E07.D.1.1.8	Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).*					
Eligible Content E07.D.1.1.9	Ensure subject-verb and pronoun-antecedent agreement.*					
Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.						
Related Standards:						
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.					
CC.1.4.7.L						
CC.1.4.7.R						
E07.D.1.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.**					
Eligible Content E07.D.1.2.1	Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).					
Eligible Content E07.D.1.2.2	Spell correctly.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
Eligible Content E07.D.1.2.3	Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*					
Eligible Content E07.D.1.2.4	Use punctuation to separate items in a series.*					

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

Related Standards:						
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.					
CC.1.4.7.L						
CC.1.4.7.R						

E07.D.2	**Knowledge of Language**					
E07.D.2.1	**Use knowledge of language and its conventions.**					
Eligible Content E07.D.2.1.1	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*					
Eligible Content E07.D.2.1.2	Vary sentence patterns for meaning, reader/listener interest, and style.*					
Eligible Content E07.D.2.1.3	Maintain consistency in style and tone.*					
Eligible Content E07.D.2.1.4	Choose punctuation for effect.*					
Eligible Content E07.D.2.1.5	Choose words and phrases for effect.*					

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

Related Standards:						
CC.1.4.7.E CC.1.4.7.K	Write with an awareness of the stylistic aspects of composition.					
	- Use precise language and domain-specific vocabulary to inform about or explain the topic.					
	- Use sentences of varying lengths and complexities.					
	- Develop and maintain a consistent voice.					
	- Establish and maintain a formal style.					
	Write with an awareness of the stylistic aspects of writing.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
CC.1.4.7.Q	- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					
	- Use sentences of varying lengths and complexities.					
	- Use precise language.					
	- Develop and maintain a consistent voice.					
CC.1.4.7.U	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.					
E07.E	**Text-Dependent Analysis**					
E07.E.1	**Evidence-Based Analysis of Text**					
E07.E.1.1	**Draw evidence from literary or informational texts to support analysis, reflection, and/or research.**					
Eligible Content E07.E.1.1.1	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.					
Eligible Content E07.E.1.1.2	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).					
Eligible Content E07.E.1.1.3	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.					
Eligible Content E07.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.					
Eligible Content E07.E.1.1.5	Establish and maintain a formal style.					
Eligible Content E07.E.1.1.6	Provide a concluding section that follows from and supports the analysis presented.					
Eligible Content includes skills and understandings assessed in previous grades.						
Common Core State Standard: Writing 9.a, 9.b (Apply grade 7 reading standards to literary and informational text(s).)						
Related Standards:						
CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.					
CC.1.4.7.C	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.					

Teacher: _____   Course: _____

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
CC.1.4.7.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.					
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition.					
	- Use precise language and domain-specific vocabulary to inform about or explain the topic.					
	- Use sentences of varying lengths and complexities.					
	- Develop and maintain a consistent voice.					
	- Establish and maintain a formal style.					
CC.1.4.7.H	Introduce and state an opinion on a topic.					
CC.1.4.7.I	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.					
CC.1.4.7.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.					
CC.1.4.7.K	Write with an awareness of the stylistic aspects of composition.					
	- Use precise language and domain-specific vocabulary to inform about or explain the topic.					
	- Use sentences of varying lengths and complexities.					
	- Develop and maintain a consistent voice					
	- Establish and maintain a formal style.					
CC.1.4.7.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.					

English Language Arts **Long Term Transfer Goals** *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.*

Students will be able to independently use their learning to:
1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Big Ideas	Essential Questions
Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?
Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
Effective research requires the use of varied resources to gain or expand knowledge.	What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication?
An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?

![ISTE Standards logo]

ISTE Standards
Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Connected learning.**Connected world.**™

iste.org/standards

International Society for
Technology in Education

ISTE Standards

ISTE Standards
Students

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

c. Use models and simulations to explore complex systems and issues

d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation

b. Plan and manage activities to develop a solution or complete a project

c. Collect and analyze data to identify solutions and/or make informed decisions

d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems

b. Select and use applications effectively and productively

c. Troubleshoot systems and applications

d. Transfer current knowledge to learning of new technologies

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Academic Standards
for
Career Education and Work

Pennsylvania Department of Education

APPENDIX G

Academic Standards for Career Education and Work

XXXVII. TABLE OF CONTENTS

THE ACADEMIC STANDARDS

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Glossary

Academic Standards for Career Education and Work

XXXVIII. INTRODUCTION

The Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- ♦ 13.1   Career Awareness and Preparation
- ♦ 13.2   Career Acquisition (Getting a Job)
- ♦ 13.3   Career Retention and Advancement
- ♦ 13.4   Entrepreneurship

Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania's students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone courses to specifically address these standards.

A glossary is included to assist the reader in understanding terminology contained in the standards.

1.1. Career Awareness and Preparation

13.1.3. **GRADE 3**	13.1.5. **GRADE 5**	13.1.8. **GRADE 8**	13.1.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
A. Recognize that individuals have unique interests.	A. Describe the impact of individual interests and abilities on career choices.	A. Relate careers to individual interests, abilities, and aptitudes.	A. Relate careers to individual interests, abilities, and aptitudes.
B. Identify current personal interests.	B. Describe the impact of personal interest and abilities on career choices.	B. Relate careers to personal interests, abilities, and aptitudes.	B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.	C. Relate the impact of change to both traditional and nontraditional careers.	C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.	C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
D. Identify the range of jobs available in the community.	D. Describe the range of career training programs in the community such as, but not limited to: • Two-and-four year colleges • Career and technical education programs at centers (formerly AVTSs) and high schools • CareerLinks • Community/recreation centers • Faith-based organizations • Local industry training centers • Military • Registered apprenticeship • Vocational rehabilitation centers • Web-based training	D. Explain the relationship of career training programs to employment opportunities.	D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise

E. Describe the work done by school personnel and other individuals in the community.	E. Describe the factors that influence career choices, such as, but not limited to: • Geographic location • Job description • Salaries/benefits • Work schedule • Working conditions	E. Analyze the economic factors that impact employment opportunities, such as, but not limited to: • Competition • Geographic location • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings • Salaries/benefits • Unemployment	E. Justify the selection of a career.
F. Explore how people prepare for careers.	F. Investigate people's rationale for making career choices.	F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • Vocational Rehabilitation Centers
G. Explain why education and training plans are important to careers.	G. Identify the components of a career plan, such as, but not limited to: • Beginnings of career portfolio • Career goals • Individual interests and abilities • Training/education requirements	G. Create an individualized career plan including, such as, but not limited to: • Assessment and continued development of career portfolio	G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

	and costs	• Career goals • Cluster/pathway opportunities • Individual interests and abilities • Training/education requirements and financing	
H. Explain how workers in their careers use what is learned in the classroom.	H. Connect personal interests and abilities and academic strengths to personal career options.	H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.	H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2. Career Acquisition (Getting a Job)			
13.2.3. **GRADE 3**	13.2.5. **GRADE 5**	13.2.8. **GRADE 8**	13.2.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
A. Identify appropriate speaking and listening techniques used in conversation.	A. Apply appropriate speaking and listening techniques used in conversation.	A. Identify effective speaking and listening skills used in a job interview.	A. Apply effective speaking and listening skills used in a job interview.
B. Discuss resources available in researching job opportunities, such as, but not limited to: • Internet • Magazines • Newspapers	B. Identify and review resources available in researching job opportunities, such as, but not limited to: • Internet • Magazines • Newspapers	B. Evaluate resources available in researching job opportunities, such as, but not limited to: • CareerLinks • Internet (i.e. O-NET) • Networking • Newspapers • Professional associations • Resource books (that is *Occupational Outlook Handbook, PA Career Guide*)	B. Apply research skills in searching for a job. • CareerLinks • Internet (i.e. O-NET) • Networking • Newspapers • Professional associations • Resource books (that is *Occupational Outlook Handbook, PA Career Guide*)
C. Compose a personal letter.	C. Compose and compare a business and a personal letter.	C. Prepare a draft of career acquisition documents, such as, but not limited to: • Job application • Letter of appreciation following an interview • Letter of introduction • Request for letter of recommendation • Resume	C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume

D. Identify the importance of developing a plan for the future.	D. Identify individualized career portfolio components, such as, but not limited to: • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories	D. Develop an individualized career portfolio including components, such as, but not limited to: • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories	D. Analyze, revise, and apply an individualized career portfolio to chosen career path.
E. Discuss the importance of the essential workplace skills, such as, but not limited to: • Dependability • Health/safety • Team building • Technology	E. Apply to daily activities, the essential workplace skills, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Personal initiative • Scheduling/time management • Team building • Technical literacy • Technology	E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology	E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

13.3. Career Retention and Advancement			
13.3.3. **GRADE 3**	13.3.5. **GRADE 5**	13.3.8. **GRADE 8**	13.3.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
A. Identify attitudes and work habits that contribute to success at home and school.	A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	A. Determine attitudes and work habits that support career retention and advancement.	A. Evaluate personal attitudes and work habits that support career retention and advancement.
B. Identify how to cooperate at both home and school.	B. Explain the importance of working cooperatively with others at both home and school to complete a task.	B. Analyze the role of each participant's contribution in a team setting.	B. Evaluate team member roles to describe and illustrate active listening techniques: • Clarifying • Encouraging • Reflecting • Restating • Summarizing
C. Explain effective group interaction terms, such as, but not limited to: • Compliment • Cooperate • Encourage • Participate	C. Identify effective group interaction strategies, such as, but not limited to: • Building consensus • Communicating effectively • Establishing ground rules • Listening to others	C. Explain and demonstrate conflict resolution skills: • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving	C. Evaluate conflict resolution skills as they relate to the workplace: • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving
D. Explain how money is used.	D. Explain budgeting.	D. Analyze budgets and pay statements, such as, but not limited to: • Charitable contributions • Expenses • Gross pay • Net pay • Other income • Savings • Taxes	D. Develop a personal budget based on career choice, such as, but not limited to: • Charitable contributions • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes

E. Discuss how time is used at both home and school.	E. Develop a personal schedule based on activities and responsibilities at both home and school.	E. Identify and apply time management strategies as they relate to both personal and work situations.	E. Evaluate time management strategies and their application to both personal and work situations.
F. Identify the changes in family and friend's roles at -home, at school and in the community..	F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention	F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment.	F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
G. Define and describe the importance of lifelong learning.	G. Describe how personal interests and abilities impact lifelong learning.	G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.	G. Evaluate the impact of lifelong learning on career retention and advancement.

13.4. Entrepreneurship

13.4.3. **GRADE 3**	13.4.5. **GRADE 5**	13.4.8. **GRADE 8**	13.4.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
A. Define entrepreneurship.	A. Identify the risks and rewards of entrepreneurship.	A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: • Benefits • Job security • Operating costs • Wages	A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
B. Describe the character traits of successful entrepreneurs, such as, but not limited to: • Adaptability • Creative thinking • Ethical behavior • Leadership • Positive attitude • Risk-taking	B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.	B. Evaluate how entrepreneurial character traits influence career opportunities.	B. Analyze entrepreneurship as it relates to personal character traits.
C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to: • Bake sale • Crafts • Lemonade stand • Pet care	C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to: • Marketing • Production • Research and development • Selection of goods and services	C. Identify and describe the basic components of a business plan, such as, but not limited to: • Business idea • Competitive analysis • Daily operations • Finances/budget • Marketing • Productive resources (human, capital, natural) • Sales forecasting	C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: • Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers) • Financial institutions • School-based career centers

			- Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers) - Venture capital

Academic Standards for Career Education and Work

XXXIX. GLOSSARY

Americans with
Disabilities Act
(Public Law 101-336):

The Americans with Disabilities Act is a federal civil rights law that prohibits discrimination and for ensuring equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, transportation, and requiring the establishment of tdd/telephone relay services.

Aptitudes:

Capacity to learn and understand.

Associate degree:

A postsecondary degree typically earned within a two-year timeframe.

Baccalaureate degree:

A postsecondary degree, also known as a bachelor's degree, typically earned within a 4-year timeframe from a college or university.

Benefits:

Something of value that an employee receives in addition to a wage or salary. Examples include health and life insurance, vacation leave, retirement plans, and the like.

Budget:

A financial plan that summarizes anticipated income and expenditures over a period of time.

Business plan:

A prepared document detailing the past, present, and future of an organization.

Career and technical centers:

Schools that educate secondary students and adults through academic instruction, job preparation and acquisition of occupational skills leading to credentials or employment, or both, in specific industries. The centers also provide opportunities for transition to postsecondary education and continuing education.

Career cluster:

A grouping of related occupations, which share similar skill sets.

Career days:	Special events that allow students to meet with employers, career development specialists, community-based organization representatives, and postsecondary educators. Events are designed to encourage students to gain information about careers and job opportunities.
Career plan:	A document developed by the student that identifies a series of educational studies and experiences to prepare them for postsecondary education or work, or both, in a selected career cluster or area.
Career portfolio:	An ongoing, individualized collection of materials (electronic or hard copy) that documents a student's educational performance, career exploration and employment experiences over time. While there is no standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education or the workplace, or both.
Career retention and advancement:	Career retention is the process of keeping a job. Career advancement is the process of performing the necessary requirements to progress in a career.
CareerLinks:	A cooperative system that provides one-stop delivery of career services to job seekers, employers and other interested individuals.
Certificate/licensure:	A document, issued by associations, employers, educational institutions, government, and the like, confirming that one has fulfilled the requirements and is able to perform to a specified level of proficiency within a career field.
Child Labor Laws:	Legislation governing the employment of children under the age of 18.
Competitive analysis:	A tool that allows a business to identify its competitors and evaluate their respective strengths and weaknesses.
Cooperative education:	A structured method of instruction whereby students alternate or coordinate their high school studies with a job in a field related to their academic or career objectives.

Entrepreneurs:	Individuals who engage in the process of organizing, managing, and assuming the risk of a business or enterprise.
Entrepreneurship:	The process of organizing, managing, and assuming the risks of a business or enterprise.
Fair Labor Standards Act:	A federal law that defines overtime and wage requirements (26 U.S.C.A. §§ 201—219).
Fixed/variable expenses:	Fixed expenses are regular in their timing and amount, and include such things as rent, mortgage, car payment, and insurance. Variable expenses are irregular in their timing and amount, and include such things as food, clothing, home and car maintenance, entertainment, and gifts.
Global influences:	Political and cultural changes, which impact the world and its economy.
Gross pay:	The amount earned before deductions, such as taxes, insurance, and retirement/pension plan.
Industrial Resource Centers:	Non-profit corporations, which provide assistance to improve the competitive position of small-to-medium sized manufacturers.
Internship:	A work experience with an employer for a specified period of time to learn about a particular industry or occupation, which may or may not include financial compensation. The workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.
Job shadowing:	Typically as part of career exploration activities in late middle and early high school, a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students explore a range of career objectives and to possibly select a career pathway.
Labor supply:	The number of persons either working or unemployed and actively seeking work.
Marketing:	The process or technique of promoting, selling, and distributing a product or service.

Material Safety Data Sheets:	Federally mandated listings of all hazardous materials that will impact the health and safety of the workers and that are required to be posted in the workplace.
Mediation:	Third-party intervention between conflicting parties to promote reconciliation, settlement, or compromise.
Net pay:	The amount remaining after deductions, such as taxes, insurance, and retirement/pension plan.
Networking:	The act of exchanging information, contacts, and services.
Non-traditional careers:	Fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.
O*NET:	Occupational Information Network-- is a free public access online web-based system provided by the US Department of Labor, which includes comprehensive up-to-date occupational information including skills, knowledge, abilities and tasks for more than 950 occupations.
Operating costs:	The funds necessary to operate a business, not including the cost of goods sold. This is also referred to as overhead.
OSHA:	The Occupational Safety and Health Administration--A national agency with representatives in each state who monitor health and safety issues in the workplace.
Professional associations:	Organizations of people having common interests.
Professional degree:	A title conferred on students by a college, university or professional school upon completion of a program of study.
Registered apprenticeship:	A formal program registered with the United States Department of Labor's Bureau of Apprenticeship and Training and with the Pennsylvania Apprenticeship Council. This program must follow strict guidelines as to the types of training and amount of training time an apprentice receives and leads directly into occupations requiring such training for entry.

Resume:	A summary of one's personal qualifications, education/training and employment experience.
Salaries/benefits:	Financial compensation paid regularly for services (See "benefits" for definition).
Sales forecasting:	Predicting the number of services or units likely to be sold over a specified period of time.
School-based career centers:	Specialized areas in schools equipped with resources and materials used to research postsecondary and occupational opportunities.
School-based enterprise:	The production of goods or services as part of a school program.
SCORE:	Service Corps of Retired Executives--A Small Business Administration Federally-sponsored program to assist small-to-medium sized companies.
Self inventories:	Evaluations of an individual's strengths, weaknesses, and interests, as it relates to career planning.
Tech Prep:	The name given to programs that offer at least 4 years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers. The curricula are designed to build student competency in academic subjects, as well as to provide broad technical preparation in a career area.
Technical literacy:	The ability of individuals to use existing and emerging technologies, equipment, language, materials, and manuals to participate intelligently in performing tasks related to everyday life, school or job.
Time management strategies:	Scheduling techniques used to effectively and efficiently direct or control activities.
Traditional careers:	Fields of work for which individuals from one gender comprise more than 25% of the individuals employed in each such occupation or field of work.

Unemployment: Measurement of the number of people who are not working and who are actively seeking work.

Venture capital: Public or private funds invested in a potentially profitable business enterprise despite risk of loss.

Vocational rehabilitation centers: Educational facilities that provide life skills and occupational training services for individuals with special needs.

Wages: Payments of money for labor or services according to contract and on an hourly, daily, or piecework basis.

Web-based training: Instruction that is available online.

Work habits: Acquired behaviors that individuals regularly perform in completing tasks related to chores, school or job.

Working conditions: The environment in which an individual is employed.

Common Core Shifts in ELA/Literacy:
Implications for Students, Teachers, and Administrators

ELA/Literacy Shift 1: Balancing Informational and Literary Text

Students read a true balance of informational and literary texts. Middle school classrooms are, therefore, places where students access the world- science, social studies, the arts, and literature. At least 50% of what students read is informational.

What the Student Does…	What the Teacher Does…	What the Administrator Does…
• Build **background knowledge** to increase reading skill • Exposure to the world through **reading** • Apply **strategies** to reading informational text.	• Provide students **equal numbers** of informational and literary texts • Ensure **coherent instruction** about content • Teach **strategies for informational texts** • Teach **"through" and "with" informational** texts • **Scaffold for the difficulties** that informational text present to students • **Ask students**, "What is connected here? How does this fit together? What details tell you that?"	• **Purchase and provide** equal amounts of informational and literacy text to students • Hold **teachers accountable** for building student content knowledge through text • Provide PD and co-planning opportunities for **teachers to become more intimate** with non fiction texts and the way they **spiral** together

ELA/Literacy Shift 2: Knowledge in the Disciplines

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms- rather than referring to the text, they are expected to learn from what they read.

What the Student Does…	What the Teacher Does…	What the Administrator Does…
• Become **better readers** by building background knowledge • Handle **primary source** documents with confidence • **Infer**, like a detective, where the **evidence** is in a text to support an argument or opinion • See the **text itself as a source of evidence** (what did it say vs. what did it not say?)	• Shift identity: **"I teach reading."** • Stop **referring** and summarizing and start reading • **Slow down** the history and science classroom • Teach **different approaches** for different types of texts • Treat the text itself as a **source of evidence** • Teach students to **write about evidence** from the text • Teach students to support their **opinion with evidence.** • Ask: "How do you know? Why do you think that? **Show me in the text** where you see evidence for your opinion."	• Support and demand the role of **all teachers** in advancing students' literacy • Provide guidance and support to ensure the shift to informational texts for 6-12 • Give teachers **permission** to slow down and deeply study texts with students

Common Core Shifts in ELA/Literacy:
Implications for Students, Teachers, and Administrators

ELA/Literacy Shift 3: Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step' of growth on the "staircase". Students read the central, grade appropriate text around which the instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and apply appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

What the Student Does…	What the Teacher Does…	What the Administrator Does…
• Read to see what more they can find and learn as they **re-read** texts again and again • Read material at **own level to build joy** of reading and pleasure in the world • Be persistent despite challenges when reading; good readers **tolerate frustration**	• Ensure students are engaged in more **complex texts** at every grade level • Engage students in **rigorous conversation** • Provide experience with complex texts • Give students **less to read**, let them re-read • Use **leveled texts** carefully to build independence in struggling readers • **More time** on more complex texts • Provide **scaffolding** • Engage with **texts w/ other adults** • Get kids **inspired and excited** about the beauty of language	• Ensure that complexity of text **builds from grade to grade.** • Look at **current scope and sequence** to determine where/how to incorporate greater text complexity • Allow and encourage teachers to build a **unit** in a way that has students scaffold to more complex texts over time • Allow and encourage teachers the opportunity to share **texts with students that may be at frustration level**

Common Core Shifts in ELA/Literacy:
Implications for Students, Teachers, and Administrators

ELA/Literacy Shift 4: Text Based Answers

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments bothin conversation, as well as in writing to assess comprehension of a text.

What the Student Does…	What the Teacher Does…	What the Administrator Does…
• Go back to text to find evidence to **support their argument** in a thoughtful, careful, precise way • Develop a **fascination with reading** • Create own **judgments and become scholars**, rather than witnesses of the text • Conducting reading as a close reading of the text and engaging with the author and what the **author is trying to say**	• Facilitate **evidence based conversations** with students, dependent on the text • Have discipline about **asking students where in the text** to find evidence, where they saw certain details, where the author communicated something, why the author may believe something; show all this in the words from the text. • **Plan and conduct rich conversations** about the stuff that the writer is writing about. • **Keep students in the text** • Identify questions that are text-dependent, **worth asking/exploring**, deliver richly. • Provide students the **opportunity to read** the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on. • Spend much more time preparing for instruction by **reading deeply.**	• Allow **teachers the time to spend more time with students writing about the texts they read- and to revisit the texts to find more evidence** to write stronger arguments. • **Provide planning time** for teachers to **engage with the text** to prepare and identify appropriate text-dependent questions. • **Create working groups to establish common understanding for what to expect from student writing** at different grade levels for text based answers. • Structure **student work protoc**ols for teachers to compare student work products; particularly in the area of providing evidence to support arguments/conclusions.

Common Core Shifts in ELA/Literacy:
Implications for Students, Teachers, and Administrators

ELA/Literacy Shift 5: Writing from Sources

Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

What the Student Does…	What the Teacher Does…	What the Administrator Does…
• Begin to **generate own informational** texts	• Expect that students will generate their own informational texts (spending much less time on **personal narratives**) • Present opportunities to write from **multiple sources** about a single topic. • Give **opportunities to analyze, synthesize** ideas across many texts to draw an opinion or conclusion. • Find ways to push towards a style of writing where the **voice comes from drawing on powerful, meaningful evidence.** • Give **permission** to students to start to have their own reaction and draw their own connections.	• Build teacher capacity and hold teachers accountable to move students towards **informational writing**

ELA/Literacy Shift 6: Academic Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

What the Student Does…	What the Teacher Does…	What the Administrator Does…
• Spend more time learning words across "webs" and **associating words with others** instead of learning individual, isolated vocabulary words.	• Develop students' ability to **use and access words** that show up in everyday text and that may be slightly out of reach • Be **strategic** about the kind of vocabulary you're developing and figure out which words fall into which categories- tier 2 vs. tier 3 • Determine the words that students are going to read **most frequently** and spend time mostly on those words • **Teach fewer words** but teach the webs of words around it • Shift attention on how to plan vocabulary meaningfully using tiers and **transferability** strategies	• Provide training to teachers on the shift for **teaching vocabulary** in a more meaningful, effective manner.