

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts 7

Course Number: 00037

Course Prerequisites: English Language Art 6

Course Description: Grade 7 students will learn to communicate effectively and build upon skills in the areas of reading, writing, speaking, and listening. This curriculum ensures that students gain adequate exposure to a range of genres, texts, and tasks in both fiction and nonfiction. Students will demonstrate increased sophistication in all aspects of language use, from vocabulary and grammar to the development and organization of ideas in writing. Students will engage in a wide range of speaking and listening activities to effectively share their ideas and critically evaluate and interpret the assertions made by others. An emphasis is placed on rigor, higher order thinking skills, employing strategies, and integrating all communication skills.

Suggested Grade Level: Grade 7

Length of Course: Two Semesters

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

English 7-12, Reading Specialist PK-12, or Communications 7-12

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☒ GPAML-GPA for Middle Level ☐ NHS-National Honor Society
☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 01035

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: HMH: Into Literature
Publisher: Houghton Mifflin Harcourt Publishing Company
ISBN #: 978-1-328-47485-8
Copyright Date: 2020
WCSD Board Approval Date: 6/29/2020

Supplemental Materials: [Click or tap here to enter text.](#)

NOVELS THAT MAY BE READ IN CLASS (minimum of 2)	WRITTEN COMPONENT
Fever – Anderson The True Confessions of Charlotte Doyle - Avi Tangerine – Bloor The Outsiders – Hinton The Giver - Lowery Slam – Myers Jip – Patterson Life As We Knew It - Pfeffer Freak the Mighty – Philbrick Where the Red Fern Grows – Rawls Peak – Smith Roll of Thunder Hear My Cry – Taylor	<u>Required:</u> Informational Essays Text Dependent Analysis Argumentative Essays Narrative Essays Short research projects <u>At least 2 of the following:</u> Poetry Journal entries Short story Film or book critique Multimodal project letter

Curriculum Document

WCSD Board Approval:

Date Finalized: 6/5/2020
Date Approved: 6/29/2020
Implementation Year: 2020-2021

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
I. Reading Process		September September
A. Before Reading: Use Before Reading Strategies (e.g. graphic organizers, preview text, skim passage, prior knowledge, make predictions, set a purpose, choose a plan)		September Choose an item.
B. During Reading: Use During Reading Strategies (e.g. highlight, graphic organizers, sticky notes, take notes, annotate text)		September Choose an item.
C. After Reading: Use After Reading Strategies (e.g. summarize, make connections, relate to the real world, reflect, interpret, analyze, comprehension activities)		September Choose an item.
II. Reading Standards: Literature Text – Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	CC.1.3 E07.A	September Choose an item.
A. Key Ideas and Details: Demonstrate understanding of key ideas and details in literature.	E07.A-K.1.1	September Choose an item.
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.1.1.1 CC.1.3.7.B	September October
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.1.1.2 CC.1.3.7.A	September October
3) Analyze how particular elements of a story, drama, or poem interact (e.g., how setting shapes the characters or plot).	E07.A-K.1.1.3 CC.1.3.7.C	September October
B. Craft and Structure: Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1	September October
1) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	E07.A-C.2.1.1 CC.1.3.7.D	September October
2) Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	E07.A-C.2.1.2 CC.1.3.7.E	September October
3) Determine how the author uses the meaning of words and phrases as they are used in a text, 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-C.2.1.3 CC.1.3.7.F	September October

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among texts.	E07.A-C.3.1	September October
1) 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.G	September October
2) 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-C.3.1.1	November Choose an item.
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in literature.	E07.A-V.4.1	September Choose an item.
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.	E07.A-V.4.1.1 CC.1.3.7.1	September October
2) 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.	E07.A-V.4.1.1.a	September October
3) Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	E07.A-V.4.1.1.b	September October
4) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E07.A-V.4.1.2	September October
5) Interpret figures of speech in context.	E07.A-V.4.1.2.a	September October
6) Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words.	E07.A-V.4.1.2.b	September October
7) Distinguish among the connotations of words with similar denotations.	E07.A-V.4.1.2.c	September October
8) 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 the comprehension or expression.	C.C.1.3.7.J	March Choose an item.
E. Range of Reading and Level of Text Complexity	CC.1.2.7.L	November Choose an item.
1) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.7.L	November Choose an item.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

III. Reading Standards: Informational Text – Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	CC.1.2 E07.B	September October
A. Key Ideas and Details: demonstrate understanding of key ideas and details in informational texts.	E07.B-K.1.1	October Choose an item.
1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusion, and/or generalizations drawn from the text.	E07.B-K.1.1.1 CC.1.2.7.B	October Choose an item.
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.1.1.2 CC.1.2.7.A	October Choose an item.
3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	E07.B-K.1.1.3 CC.1.2.7.C	October Choose an item.
B. Craft and Structure: Demonstrate understanding of craft and structure in informational texts.	E07.B-C.2.1	October Choose an item.
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.2.1.1 CC.1.2.7.D	October Choose an item.
2) Analyze the structure an author uses to organize a text, including how the major sections and text features contribute to the whole and to the development of the ideas.	E07.B-C.2.1.2 CC.1.2.7.E	October Choose an item.
3) Determine how the author uses the meaning of words and phrases, including figurative, connotative, and technical meanings in a text; analyze the impact of a specific word choice on meaning and tone.	E07.B-C.2.1.3 CC.1.2.7.F	October Choose an item.
C. Integration of Knowledge and Ideas: Demonstrate an understanding of connections within, between, and/or among informational texts.	E07.B-C.3.1	October Choose an item.
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.3.1.1 CC.1.2.7.H	October Choose an item.
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-C.3.1.2 CC.1.2.7.1	October Choose an item.
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1	October Choose an item.
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.	E07.B-V.4.1.1 CC.1.2.7.K	October Choose an item.
2) 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.	E07.B-V.4.1.1.a	October Choose an item.

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
3) Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	E07.B-V.4.1.1.b	October Choose an item.
4) Determine the meaning of technical words and phrases used in a text.	E07.B-V.4.1.1.c CC.1.2.7.F	October Choose an item.
5) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E07.B-V.4.1.2	October Choose an item.
6) Interpret figures of speech in context.	E07.B-V.4.1.2.a	October Choose an item.
7) Use the relationship between particular words to better understand each of the words.	E07.B-V.4.1.2.b	October Choose an item.
8) Distinguish among the connotations of words with similar denotations.	E07.B-V.4.1.2.c	October Choose an item.
9) 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 the comprehension or expression.	C.C.1.3.7.J	March Choose an item.
E. Range of Reading and Level of Text Complexity	CC.1.2.7.L	November Choose an item.
1) Read and comprehend literary nonfiction and information text on grade level, reading independently and proficiently.	CC.1.2.7.L	November Choose an item.
IV. Writing Standards: Students write for a different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	CC.1.4	November December
A. Text Types and Purposes – <u>Opinion/Argumentative</u>: Write arguments to support claims with clear reasons and relevant evidence.	E07.C.1.1 CC.1.4.7.G	November December
1) Focus and Organization: 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.1.1.1 CC.1.4.7.H CC.1.4.7.J	November December
2) Content: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	E07.C.1.1.2 CC.1.4.7.I	November December
3) Organization: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	E07.C.1.1.3 CC.1.4.7.J	November December
4) Style: Establish and maintain a formal style.	E07.C.1.1.4 CC.1.4.7.K	November December
5) Organization: Provide a concluding section that reinforces the claims and reasons presented.	E07.C.1.1.5 CC.1.4.7.J	November December
6) Organization: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reason by using words, phrases and clauses to create cohesion; provide a concluding statement or section that follows from and supports the arguments presented.	CC.1.4.7.J	November December

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

7) Style: 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.K	November December
B. Text Types and Purposes: Informative/Explanatory: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E07.C.1.2 CC.1.4.7.A	September October
1) Focus and Organization: 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.	E07.C.1.2.1 CC.1.4.7.B CC.1.4.7.D	September October
2) Content: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	E07.C.1.2.2 CC.1.4.7.C	September October
3) Organization: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	E07.C.1.2.3 CC.1.4.7.D	September October
4) Style: Use precise language and domain-specific vocabulary to inform about or explain the topic.	E07.C.1.2.4 CC.1.4.E	September October
5) Style: Establish and maintain a formal style.	E07.C.1.2.5 CC.1.4.7.E	September October
6) Organization: Provide a concluding section that follows from and supports the information or explanation presented.	E07.C.1.2.6 CC.1.4.7.D	September October
7) Organization: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause and 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.D	September October
8) Style: 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.E	September October
C. Text Types and Purposes- Narrative: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	E07.C.1.3 CC.1.4.7.M	January February
1) Focus and Organization: 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.	E07.C.1.3.1 CC.1.4.7.N CC.1.4.7.P	January February

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

2) Content: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	E07.C.1.3.2 CC.1.4.7.O	January February
3) Organization: Use a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	E07.C.1.3.3 CC.1.4.7.P	January February
4) Style and Content: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E07.C.1.3.4 CC.1.4.7.O Cc.1.4.7.Q	January February
5) Organization: Provide a conclusion that follows from and reflects on the narrated experiences or events.	E07.C.1.3.5 CC.1.4.7.P	January February
6) Style: 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. Create tone and voice through precise language. Establish and maintain a formal style.	CC.1.4.7.Q	January February
D. Text Types and Purposes- Text Dependent Analysis - Evidence-Based Analysis of a Text: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	E07.E.1.1 CC.1.4.7.S	March Choose an item.
1) Focus and Organization: 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.	E07.E.1.1.1 CC.1.4.7.B CC.1.4.7.D CC.1.4.7.H	March Choose an item.
2) Content and Organization: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	E07.E.1.1.2 CC.1.4.7.C CC.1.4.7.I CC.1.4.7.J CC.1.4.7.S	March Choose an item.
3) Organization: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	E07.E.1.1.3 CC.1.4.7.D	March Choose an item.
4) Style: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E07.E.1.1.4 CC.1.4.7.E	March Choose an item.
5) Style: Establish and maintain a formal style.	E07.E.1.1.5 CC.1.4.7.E	March Choose an item.
6) Organization: Provide a concluding section that follows from and supports and supports the analysis presented.	E07.E.1.1.6 CC.1.4.7.D	March Choose an item.
7) Style: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about of 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.E CC.1.7.7.K	March Choose an item.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

8) Content: Acknowledge and distinguish the claim(s) from 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.I	March Choose an item.
9) Organization: Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s), counterclaims, reason(s) 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.J	March Choose an item.
10) Response to Literature: 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	March Choose an item.
E. Production and Distribution of Writing/Writing Process: 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.T	October Choose an item.
F. Technology and Publication: 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.U	March May
G. Conducting Research: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	CC.1.4.7.V	May Choose an item.
H. Credibility, Reliability, and Validity of Sources: 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.	CC.1.4.7.W	May Choose an item.
I. Range of Writing 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.	CC.1.4.7.X	May Choose an item.
V. Speaking and Listening Standards – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	CC.1.5	May Choose an item.
A. Comprehension and Collaboration/Collaborative Discussion: 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.A	November Choose an item.
B. Comprehension and Collaboration/Critical Listening: 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.B	December Choose an item.

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
C. Comprehension and Collaboration/Evaluating Information: 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.C	September Choose an item.
D. Presentation of Knowledge and Ideas/Purpose, Audience, and Task: 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.D	May Choose an item.
E. Presentation of Knowledge and Ideas/Context: Adapt speech to a variety of contexts and tasks.	CC.1.5.7.E	May Choose an item.
F. Presentation of Knowledge and Ideas/Multimedia: Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify claims and findings and emphasize salient or significant points.	CC.1.5.7.F	May Choose an item.
G. Conventions of standard English: Demonstrate command of the conventions of Standard English when speaking based on grade 7 level and content.	CC.1.5.7.G	May Choose an item.
VI. Conventions of Standard English	E07.D.1	May Choose an item.
A. Demonstrate command of the conventions of standard English grammar and usage.	E07.D.1.1 CC.1.4.7.F CC.1.4.7.L CC.1.4.7.R	May Choose an item.
1) Explain the function of phrases and clauses in general and their function in specific sentences.	E07.D.1.1.1	December Choose an item.
2) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	E07.D.1.1.2	December Choose an item.
3) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	E07.D.1.1.3	December Choose an item.
4) Recognize and correct inappropriate shifts in pronoun number and person.	E07.D.1.1.4	November Choose an item.
5) Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents).	E07.D.1.1.5	November Choose an item.
6) Recognize and correct inappropriate shifts in verb tense.	E07.D.1.1.6	November Choose an item.
7) Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	E07.D.1.1.7	September Choose an item.
8) Correctly use frequently confused words.	E07.D.1.1.8	September Choose an item.
9) Ensure subject-verb and pronoun-antecedent agreement.	E07.D.1.1.9	November Choose an item.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E07.D.1.2 CC.1.4.7.F CC.1.4.7.L CC.1.4.7.R	September Choose an item.
1) Use a comma to separate coordinate adjectives.	E07.D.1.2.1	September Choose an item.
2) Spell correctly	E07.D.1.2.2	September Choose an item.
3) Use punctuation (commas, parentheses, and em dashes) to set off nonrestrictive/ parenthetical elements.	E07.D.1.2.3	September Choose an item.
4) Use punctuation to separate items in a series.	E07.D.1.2.4	September Choose an item.
C. Use knowledge of language and its conventions.	E07.D.2.1 CC.1.4.7.E CC.1.4.7.K CC.1.4.7.Q	January Choose an item.
1) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	E07.D.2.1.1	January Choose an item.
2) Vary sentence patterns for meaning, reader/listener interest, and style.	E07.D.2.1.2	January Choose an item.
3) Maintain consistency in style and tone.	E07.D.2.1.3	January Choose an item.
4) Choose punctuation for effect.	E07.D.2.1.4	January Choose an item.
5) Choose words and phrases for effect.	E07.D.2.1.5	January Choose an item.

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Bell Ringers, games, activities, discussions, debates, graphic organizers, text annotations, class notes, outlines, journals, writing pieces, student collaboration, peer reviews, self-checks, reflections

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Assessments modeled after the PSSA format: Multiple Choice, Selected Response (part one, part two), Text Dependent Analysis; Mode Specific Writing Prompts (opinion/argumentative, informative/explanatory, and narrative); Speeches; presentations; projects; oral reports; writing pieces; research; portfolios; tests; quizzes