**COURSE DESCRIPTION**

**Course Title:** English Language Arts 7

**Course Number:** 00037

**Course Prerequisites:** English Language Arts 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. Using the Pennsylvania Core Standards and Pennsylvania System of School Assessment Anchors and Eligible Content as guides, the course will prepare students for the state standardized assessments. District marking period assessments are required.

**Suggested Grade Level**: Grade 7

**Length of Course:** Two Semesters

**Units of Credit:** 1

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

CSPG 70 Grades 4-8

CSPG 51 Middle Level English Grades 6-9

CSPG 42 English 7-12

CSPG 37 Communications (7-12)

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**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](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Into Literature (Grade 7)

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:**  978-1-328-47478-0/Online license 978-1-328-60697-6

**Copyright Date:** 2020

**WCSD Board Approval Date:** 6/24/2019

**Supplemental Materials:** The Giver

The Outsiders

Freak the Mighty

Peak

The True Confessions of Charlotte Doyle

Fever, 1793

Life as We Knew It

Roll of Thunder, Hear My Cry

Tangerine

Slam

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/17/2023

**Date Approved:**  6/12/2023

**Implementation Year:** 2023-2024

**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).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

**Fiction:**

Short Stories/Poetry from *HMH: Into Literature* Unit 1

Novels: Optional—

*Fever, 1793* by Laurie Halse Anderson

*Tangerine* by Paul Bloor

*Roll of Thunder, Hear My Cry* by Mildred D. Taylor

**Nonfiction:** Informational Text from *Into Literature* Unit 1 or additional sources

**Writing:** Informative/Explanatory Essay

Text Dependent Analysis (TDA) Model

Writing Conventions

**Speaking/Listening:** Discussions

**Marking Period 2**

**Fiction:**

Short Stories/Poetry from *HMH: Into Literature* Units 2 and 3

Required Drama: “The Governess”

Novels: Optional—

*The True Confessions of Charlotte Doyle* by Avi

*Peak* by Roland Smith

**Nonfiction:** Informational Text from *Into Literature* Units 2 and 3 or additional sources

**Writing:** Narrative Essay

Elements of TDAs and/or TDA

Writing Conventions

**Speaking/Listening:** Discussions

**Marking Period 3**

**Fiction:**

Short Stories/Poetry from *HMH: Into Literature* Units 4 and 5

Novels:

Required

*The Giver* by Lois Lowry

Optional

*Life As We Knew It* by Susan Beth Pfeffer

*Slam* by Walter Dean Myers

**Nonfiction:** Informational Text from *Into Literature* Units 4 and 5 or additional sources

**Writing:** Argumentative Essay

Elements of TDAs and/or TDA

Writing Conventions

**Speaking/Listening:** Discussions

Presentation

**Marking Period 4**

**Fiction:**

Short Stories/Poetry from *HMH: Into Literature* Unit 6

Novels:

Minimum of 1

*The Outsiders* by S.E. Hinton

*Freak the Mighty* by Rodman Philbrick

**Nonfiction:** Informational Text from *Into Literature* Unit 6 or additional sources

**Writing:** Research Project

Text Dependent Analysis (TDA)

Writing Conventions

**Speaking/Listening:** Discussions

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.7.K | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). | E07.A-K.1.1.3 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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) | EO7.A-V.4.1.1 | MP1 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.7.L | MP1 |
| 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.1.1.1 | MP1 |
| 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 | MP1 |
| 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-K.1.1.3 | MP1 |
| 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 | MP1 |
| 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. | E07.B-C.2.1.2 | MP1 |
| 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 | MP1 |
| 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.4.1.1 | MP1 |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. | CC.1.4.7.A | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Recognize and correct inappropriate shifts in pronoun number and person. | E07.D.1.1.4 | MP1 |
| Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | E07.D.1.1.5 | MP1 |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | E07.D.1.1.7 | MP1 |
| Correctly use frequently confused words (e.g., to, too, two; there, their, they’re). | E07.D.1.1.8 | MP1 |
| Ensure subject-verb and pronoun-antecedent agreement. | E07.D.1.1.9 | MP1 |
| Spell correctly. | E07.D.1.2.2 | MP1 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E07.E.1.1 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | E07.E.1.1.3 | MP1 |
| 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 | MP1 |
| Establish and maintain a formal style. | E07.E.1.1.5 | MP1 |
| Provide a concluding section that follows from and supports the analysis presented. | E07.E.1.1.6 | MP1 |
| 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 | MP1 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.7.E | MP1 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | CC.1.5.7.G | MP1 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.7.K | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). | E07.A-K.1.1.3 | MP2 |
| 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 | MP2 |
| Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | E07.A-C.2.1.2 | MP2 |
| 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-C.2.1.3 | MP2 |
| 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). | E07.A-V.4.1.1 | MP2 |
| 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.A-V.4.1.2 | MP2 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.7.L | MP2 |
| 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.1.1.1 | MP2 |
| 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 | MP2 |
| 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-K.1.1.3 | MP2 |
| 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 | MP2 |
| 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.4.1.1 | MP2 |
| 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.B-V.4.1.2 | MP2 |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.7.M | MP2 |
| Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. | CC.1.4.7.N | MP2 |
| 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.O | MP2 |
| 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.P | MP2 |
| 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 | MP2 |
| Demonstrate command of the conventions of standard English grammar and usage. | E07.D.1.1 | MP2 |
| Explain the function of phrases and clauses in general and their function in specific sentences. | E07.D.1.1.1 | MP2 |
| Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | E07.D.1.1.2 | MP2 |
| Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | E07.D.1.1.3 | MP2 |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | E07.D.1.1.7 | MP2 |
| Spell correctly. | E07.D.1.2.2 | MP2 |
| Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. | E07.D.1.2.3 | MP2 |
| Vary sentence patterns for meaning, reader/listener interest, and style. | E07.D.2.1.2 | MP2 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E07.E.1.1 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | E07.E.1.1.3 | MP2 |
| 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 | MP2 |
| Establish and maintain a formal style. | E07.E.1.1.5 | MP2 |
| Provide a concluding section that follows from and supports the analysis presented. | E07.E.1.1.6 | MP2 |
| 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 | MP2 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.7.E | MP2 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | CC.1.5.7.G | MP2 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.7.K | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). | E07.A-K.1.1.3 | MP3 |
| 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 | MP3 |
| Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | E07.A-C.2.1.2 | MP3 |
| 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-C.2.1.3 | MP3 |
| 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 | MP3 |
| 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). | E07.A-V.4.1.1 | MP3 |
| 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.A-V.4.1.2 | MP3 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.7.L | MP3 |
| 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.1.1.1 | MP3 |
| 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 | MP3 |
| 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-K.1.1.3 | MP3 |
| 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 | MP3 |
| 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. | E07.B-C.2.1.2 | MP3 |
| 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.2.1.3 | MP3 |
| 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.G | MP3 |

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| 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 | MP3 |
| 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.4.1.1 | MP3 |
| 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.B-V.4.1.2 | MP3 |
| Write arguments to support claims. | CC.1.4.7.G | MP3 |
| Introduce and state on opinion on a topic. | CC.1.4.7.H | MP3 |
| 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.I | MP3 |
| 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.J | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Demonstrate command of the conventions of standard English grammar and usage. | E07.D.1.1 | MP3 |
| Recognize and correct inappropriate shifts in verb tense. | E07.D.1.1.6 | MP3 |
| 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.1.2.1 | MP3 |
| Spell correctly. | E07.D.1.2.2 | MP3 |
| Use punctuation to separate items in a series. | E07.D.1.2.4 | MP3 |
| Vary sentence patterns for meaning, reader/listener interest, and style. | E07.D.2.1.2 | MP3 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E07.E.1.1 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | E07.E.1.1.3 | MP3 |
| 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 | MP3 |
| Establish and maintain a formal style. | E07.E.1.1.5 | MP3 |
| Provide a concluding section that follows from and supports the analysis presented. | E07.E.1.1.6 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.7.E | MP3 |
| Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | CC.1.5.7.F | MP3 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | CC.1.5.7.G | MP3 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.7.K | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). | E07.A-K.1.1.3 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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). | E07.A-V.4.1.1 | MP4 |
| 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.A-V.4.1.2 | MP4 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.7.L | MP4 |
| 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.1.1.1 | MP4 |
| 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 | MP4 |
| 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-K.1.1.3 | MP4 |
| 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 | MP4 |
| 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. | E07.B-C.2.1.2 | MP4 |
| 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.2.1.3 | MP4 |
| 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.G | MP4 |
| 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.4.1.1 | MP4 |
| 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.B-V.4.1.2 | MP4 |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. | CC.1.4.7.A | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Spell correctly. | E07.D.1.2.2 | MP4 |
| Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | E07.D.2.1.1 | MP4 |
| Vary sentence patterns for meaning, reader/listener interest, and style. | E07.D.2.1.2 | MP4 |
| Maintain consistency in style and tone. | E07.D.2.1.3 | MP4 |
| Choose punctuation for effect. | E07.D.2.1.4 | MP4 |
| Choose words and phrases for effect. | E07.D.2.1.5 | MP4 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E07.E.1.1 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | E07.E.1.1.3 | MP4 |
| 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 | MP4 |
| Establish and maintain a formal style. | E07.E.1.1.5 | MP4 |
| Provide a concluding section that follows from and supports the analysis presented. | E07.E.1.1.6 | MP4 |
| 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 | MP4 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.7.E | MP4 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content. | CC.1.5.7.G | MP4 |

**ASSESSMENTS**

**PDE 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 but are not limited to:**

Pre-Assessments of Prior Knowledge

Bell ringers/Problem of the Day

Discussions

Teacher Observation/Questioning

Graphic Organizers

Summarizing

Notetaking

Oral Presentations

Outlining

Journaling

Student Presentations/Projects

TDAs

**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 but are not limited to:**

Essays

TDAs

Projects

Quizzes/Tests

Student Presentations

Portfolios

District Marking Period Assessments