POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS AND ANCHORS	
COURSE: ENGLISH LANGUAGE ARTS	GRADE: 7
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA CORE STANDARD
1.2 Reading Informational Text *Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.*

ESSENTIAL CONTENT

Key Ideas and Details
- **Main Idea**
  - o CC1.2.7.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.
- **Text Analysis**
  - o CC1.2.7.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 text.
- **Analysis Development/Connections**
  - o CC1.2.7.C: Analyze the interactions between individuals, events, and ideas in a text.

Craft and Structure
- **Point of View**
  - o CC1.2.7.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.
- **Text Structure**
  - o CC1.2.7.E: Analyze the structure of the text through evaluation of the author's use of graphics, charts, and major sections of the text.
- **Vocabulary**
  - o CC1.2.7.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.

Integration of Knowledge and Ideas
- **Diverse Media**
  - o CC1.2.7.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*).
- **Evaluating Arguments**
  - o CC1.2.7.H: Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and relevance of the evidence.
- **Analysis Across Texts**
  - o CC1.2.7.I: Analyze how two or more authors present and interpret facts on the same topic.

Vocabulary Acquisition and Use
  - o CC1.2.7.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 and expression.
  - o CC1.2.7.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexible from a range of strategies and tools.

Range of Reading
  - o CC1.2.7.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS

Key Ideas and Details
- E07.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.
  - Reference:
    - CC.1.2.7.A
    - CC.1.2.7.B
    - CC.1.2.7.C

Craft and Structure
- E07.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.
  - Reference:
    - CC.1.2.7.D
    - CC.1.2.7.E
    - CC.1.2.7.F

Integration of Knowledge and Ideas
- E07.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.
  - Reference:
    - CC.1.2.7.H
    - CC.1.2.7.I

Vocabulary Acquisition and Use
- E07.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.
  - Reference:
    - CC.1.2.7.F
    - CC.1.2.7.J
    - CC.1.2.7.K

ELIGIBLE CONTENT

Key Ideas and Details
- 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, event, or ideas in a text (*e.g., how ideas influence individuals or events; how individuals influence ideas or events*).

Craft and 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.
- 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.
- 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.

Integration of Knowledge and Details
- 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.

Vocabulary Acquisition and Use
- <u>E07.B-V.4.1.1</u>: 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.
- <u>E07.B-V.4.1.2</u>: 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 connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

COURSE: ENGLISH LANGUAGE ARTS	GRADE: 7
STRAND: Reading Literature	TIME FRAME: Year-long

PA CORE STANDARD
1.3 Reading Literature *Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.*

ESSENTIAL CONTENT

Key Ideas and Details
- **Theme**
  - CC1.3.7.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.
- **Text Analysis**
  - CC1.3.7.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.
- **Literary Elements**:
  - CC1.3.7.C: Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Craft and Structure
- **Point of View**
  - CC1.3.7.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.
- **Text Structure**
  - CC1.3.7.E: Analyze the development of the meaning through the overall structure of the text.
- **Vocabulary**
  - CC1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language connotative meanings.

Integration of Knowledge and Ideas
- **Sources of Information**
  - CC1.3.7.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*).
- **Text Analysis**
  - CC1.3.7.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.

Vocabulary Acquisition and Use
- **Strategies**
  - CC1.3.7.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.
  - CC1.3.7.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.

Range of Reading
  - CC1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS

Key Ideas and Details
- E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.
  - Reference:
    - CC.1.3.7.A
    - CC.1.3.7.B
    - CC.1.3.7.C

Craft and Structure
- E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.
  - Reference:
    - CC.1.3.7.D
    - CC.1.3.7.E
    - CC.1.3.7.F

Integration of Knowledge and Details
- E07.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.
  - Reference:
    - CC.1.3.7.H

Vocabulary Acquisition and Use
- E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
  - Reference:
    - CC.1.3.7.F
    - CC.1.3.7.I
    - CC.1.3.7.J

ELIGIBLE CONTENT

Key Ideas and 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.
- 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*).

Craft and 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.
- E07.A-C.2.1.2: Analyze how a drama's or poem's for or structure (*e.g., soliloquy, sonnet*) contribute 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.

Integration of Knowledge and Details
- 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.

Vocabulary Acquisition and 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 and Latin affixes and roots 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 (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).*

COURSE: ENGLISH LANGUAGE ARTS	GRADE(S): 7
STRAND: Writing	TIME FRAME: Year-Long

PA CORE STANDARD
1.4 Writing   *Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.*

ESSENTIAL CONTENT

Informative/Explanatory
- CC.1.4.7.A: Write informative / explanatory texts to examine a topic and convey ideas, and information clearly.
  - **Focus**
    - CC.1.4.7.B: Identify and introduce the topic clearly, including a preview of what is to follow.
  - **Content**
    - 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.
  - **Organization**
    - 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.
  - **Style**
    - CC.1.4.7.E: Write with an awareness of 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.
  - **Conventions of Language**
    - CC.1.4.7.F: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative
- CC.1.4.7.G: Write arguments to support claims.
  - **Focus**
    - CC.1.4.7.H: Introduce and state an opinion on the topic.
  - **Content**
    - 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.
  - **Organization**
    - 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.
  - **Style**
    - 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.
      - Use precise language.
      - Develop and maintain a consistent voice.
      - Establish and maintain a formal style.
  - **Conventions of Language**
    - CC.1.4.7.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar,

usage, capitalization, punctuation and spelling.

Narrative

- <u>CC.1.4.7.M</u>: Write narratives to develop real or imagined experiences or events.
  - **Focus**
    - <u>CC.1.4.7.N</u>: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
  - **Content**
    - <u>CC.1.4.7.O</u>: 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.
  - **Organization**
    - <u>CC.1.4.7.P</u>: 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.
  - **Style**
    - <u>CC.1.4.7.Q</u>: 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 length and complexities.
      - Use precise language.
      - Develop and maintain a consistent voice.
  - **Conventions of Language**
    - <u>CC.1.4.7.R</u>: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

Response to Literature

- <u>CC.1.4.7.S</u>: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction texts.

Production & Distribution of Writing

- Writing Process
  - <u>CC.1.4.7.T</u>: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.

Technology & Publication

  - <u>CC.1.4.7.U</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.

Conducting Research

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

Credibility, Reliability, and Validity of Sources

  - <u>CC.1.4.7.W</u>: 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.

Range of Writing

  - <u>CC.1.4.7.X</u>: 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.

ASSESSMENT ANCHORS

Writing
Test Types and Purposes
- <u>E07.C.1.1</u>: Write arguments to support claims with clear reasons and relevant evidence.
    - Reference:
        - <u>CC.1.4.7.H</u>
        - <u>CC.1.4.7.I</u>
        - <u>CC.1.4.7.J</u>
        - <u>CC.1.4.7.K</u>
- <u>E07.C.1.2</u>: Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - Reference:
        - <u>CC.1.4.7.B</u>
        - <u>CC.1.4.7.C</u>
        - <u>CC.1.4.7.D</u>
        - <u>CC.1.4.7.E</u>
- <u>E07.C.1.3</u>: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured sequences.
    - Reference:
        - <u>CC.1.4.7.N</u>
        - <u>CC.1.4.7.O</u>
        - <u>CC.1.4.7.P</u>
        - <u>CC.1.4.7.Q</u>

Language
Conventions of Standard English
- <u>E07.D.1.1</u>: Demonstrate command of the conventions of Standard English grammar and usage.
    - Reference:
        - <u>CC.1.4.7.F</u>
        - <u>CC.1.4.7.L</u>
        - <u>CC.1.4.7.R</u>
- <u>E07.D.1.2</u>: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.
    - Reference:
        - <u>CC.1.4.7.F</u>
        - <u>CC.1.4.7.L</u>
        - <u>CC.1.4.7.R</u>

Knowledge of Language
- <u>E07.D.2.1</u>: Use knowledge of language and its conventions.
    - Reference:
        - <u>CC.1.4.7.E</u>
        - <u>CC.1.4.7.K</u>
        - <u>CC.1.4.7.Q</u>
        - <u>CC.1.4.7.U</u>

Text Dependent Analysis
Evidence-Based Analysis of Text
- <u>E07.E.1.1</u>: Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - Reference:
        - <u>CC.1.4.7.B</u>
        - <u>CC.1.4.7.C</u>
        - <u>CC.1.4.7.D</u>

- 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

ELIGIBLE CONTENT

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

Writing
  Test Types and Purposes
- E07.C.1.1.1: Introduce claim(s) for the intended 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) and 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.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 facts, definitions, concrete details quotations, or other information and examples.
- E07.C.1.2.3: Use appropriate 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 the information or explanation presented.
- 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 convey experiences and events.
- E07.C.1.3.5: Provide a conclusion that follows from and reflects on narrated experiences or events.

Language
  Conventions of Standard Language
- E07.D.1.1.1: Explain the functions of phrases and clauses in general and their function is 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 completed 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 and 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.*

Knowledge of Language
- 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.*

Text Dependent Analysis
Evidence-Based Analysis of Text
- E07.E.1.1.1: Introduce 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.
- E07.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
- E07.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- E07.1.1.4: Use precise language and domain specific vocabulary to inform about or explain the topic.
- E07.1.1.5: Establish and maintain a formal style.
- E07.1.1.6: Provide a concluding section that follows from the analysis presented.

COURSES: ENGLISH LANGUAGE ARTS	GRADE(S): 7
STRAND: Speaking & Listening	TIME FRAME: Year-Long

PA CORE STANDARD
1.5 Speaking and Listening *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

ESSENTIAL CONTENT

Comprehension and Collaboration
- **Collaborative Discussion**
  - CC.1.5.7.A: Engage effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on other's ideas and expressing their own clearly.
- **Evaluating Information**
  - CC.1.5.7.B: Analyze the main ideas and supporting details presented in diverse media formats (*e.g., visually, quantitatively, and orally*) and explain how the ideas clarify a topic, text, or issue under study.
- **Critical Listening**
  - CC.1.5.7.C: Delineate a speaker's argument and specific claims by evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas
- **Purpose, Audience, and Task**
  - 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.
- **Context**
  - CC.1.5.7.E: Adapt speech to a variety of contexts and tasks.

Integration of Knowledge and Ideas
- **Multimedia**
  - CC.1.5.7.F: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **Conventions of Standard English**
  - CC.1.5.7.G: Demonstrate command of the conventions of Standard English when speaking based on grade 7 level and content.

ASSESSMENT ANCHORS
- **Pending Creation of PDE document—Currently not assessed on PSSA**

KEYSTONE ELIGIBLE CONTENT OBJECTIVES
- **Pending Creation of PDE document—Currently not assessed on PSSA**

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 7**
UNIT 1: Walking Through the Writing Process: Characters with Character **KEY CONCEPTS:** Walking through the Writing Process: Characters with Character *This first six-week unit of seventh grade starts the year off with an analysis of the writing process and reflections on characters from literature.*	

THEME: Students discuss how authors use the Writing Process to create believable characters in their stories. Students apply the steps of the Writing Process to their own writing. Students discuss how elements of a story interact, practice citing textual evidence, and formalize a process for determining word meanings. This unit ends with an informative/explanatory essay in response to the essential question.

ESSENTIAL QUESTION: *What makes characters in fiction believable?*

UNIT OBJECTIVES:
- Review the steps of The Writing Process and establish proper terminology.
- Describe the relationship between characterization techniques, point of view, plot structure and the development of Theme in a story.
- Cite textual evidence, especially as it relates to characterization.
- Write "Character with Character" narratives that use effective technique, relevant descriptive details, and well-structured event sequences.
- Create a writing portfolio using the Writing Process.
- Explore authors' writing process.

TERMINOLOGY:
- Characterization
- Dialogue
- Plot
- Protagonist
- Setting
- Point of View
- Conflict
- Theme
- Prewrite
- Draft
- Conference
- Revise
- Edit
- Final Draft
- Publish

REQUIRED LITERARY WORK: W*alk Two Moons* by Sharon Creech
- Walk Two Moons Teacher's Guide PDF (http://www.gencoe.com/sec/literature/litlibrary/pdf.walk_two_moons.pdf)

SUPPLEMENTAL LITERARY WORKS:
Literature
- The Best of Friends (Various selections/Perfection Learning)
- Who Am I? (Various selections/Prentice Hall)

Nonfiction
- *"War and Remembrance: An Indian Artist's Traditional Tribute Honors Native American Soldiers Who Served in Vietnam*

(Owen Edwards, Smithsonian magazine, May 2006 http://www.printthis.clickability.com/pt/cpt?expire=&title=War+and+Remembrance+%7C+People+%26+Places+%7C+Smithsonian+Magazine&urlID=24439162&action=cpt&partnerID=253162&cid=10021641&fb=Y&urll=http%3A%2F%fwww.smithsonianmag.com%2Fpeople-places%2Fobject-may06.html

- *"The Code Talker Story" (*http://www.navajocodetalkers.org/code_talker_story/*)*

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 7**

UNIT 2: Perseverance

KEY CONCEPTS: Perseverance
This second six-week unit of seventh grade builds upon the study of character by examining those who persevered in a variety of challenging circumstances.

THEME: Students read literature and informational texts about Helen Keller, Geronimo, Cesar Chavez or Martin Luther King Jr. to name a few. Students continue to reflect on the impact that historical events have on people, but also delve more deeply into the internal and external conflicts that characters experience and the qualities they possess that help them overcome challenges. Students continue to hone skills learned in the first unit about how characters develop and compare their development to the development of ideas in an informational text. This unit ends with an informative/explanatory essay in response to the essential question: How do individuals, real and fictional, use words and actions to demonstrate perseverance?

ESSENTIAL QUESTION: How do individuals, real and fictional, use words and actions to demonstrate perseverance?

UNIT OBJECTIVES:
- Define *perseverance.*
- Read and discuss fictional and informational texts featuring real people or characters that demonstrate perseverance.
- Analyze how the setting (historical context) of story or biography affects character development.
- Explain authors' use of literary techniques such as diction and imagery.
- Conduct research on a person of interest who demonstrated perseverance, such as Martin Luther King Jr. or Geronimo.
- Create a persuasive multimedia presentation.
- Write a bio-poem and memorize and/or recite it for the class.

TERMINOLOGY:
- Biography
- Character's conflict: external and internal
- Diction
- Imagery
- Tone
- Symbolism
- Irony
- Metaphor
- Prose

SUPPLEMENTAL LITERARY WORKS:
((E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)
- *Seedfolks* **by Paul Fleischman**

Poetry
- "Oranges" (Gary Soto) (E)
- "Mother to Son" (Langston Hughes) pg. 543 Prentice Hall Literature Grade Seven Penguin Edition

Short Stories
Prentice Hall Literature Grade Seven Penguin Edition
- "Song of the Trees" (Mildred Taylor) pg. 104 Holt Rinehart-Winston Elements of Literature Blue Cover First Course

Informational Texts
- "Dr. Martin Luther King, Jr." (David Dinkins) speech. Pg. 132 Perfection Learning "To Be A Hero"
- "In Search of Our Mothers' Gardens" (Alice Walker) pg. 396-405 Prentice Hall Literature Grade Seven Penguin Edition

- "All Together Now" (Barbara Jordan) pgs. 442-447 Prentice Hall Literature Grade Seven Penguin Edition
- "My Furthest-Back Person" (Alex Haley) pgs. 124-135 Prentice Hall Literature Grade Seven Penguin Edition

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	GRADE: 7

UNIT 3: Courage in Life and Literature

KEY CONCEPTS: Courage in Life and Literature
This third eight-week unit of seventh grade delves more deeply into character analysis, focusing on determination and courage.

THEME: Students read, study, and discuss selections from *To Be a Hero.* Students choose an autobiography or biography, such as "The Letter 'A' from My Left Foot" by Christy Brown, or a fictional work to explore how courage is projected through these works. Students see how and where these stories fit within informational texts. Students focus their reading on in-depth analyses of interactions among individuals, events, and ideas in a variety of texts, comparing the ways in which different authors shape similar stories. This unit ends with an informative/explanatory essay in response to the essential question.

ESSENTIAL QUESTION: How can reading about the courage of real people inform our understanding of determined literary characters?

UNIT OBJECTIVES:
- Define *courage.*
- Read and discuss fictional and informational texts about people, real and fictional, that face conflict.
- Explain how knowing the historical context of a story may enhance your understanding of a story.
- Analyze two accounts of the same event and describe important similarities and differences in the details they provide.
- Explain how an author's style can help convey the Theme of their stories, poems, or speeches.

TERMINOLOGY:
- Connotation
- Denotation
- Dialogue
- Diction

SUPPLEMENTAL LITERAY WORKS:
((E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

Short Stories
- *Suzy and Leah* (Jane Yolen) pg. 103 Prentice Hall Literature Grade Seven Penguin Edition Blue Cover
- *From Letters from Rifka* (Karen Hesse) pg. 224 Prentice Hall Literature Grade Seven Penguin Edition Blue Cover
- *"Ribbons" (Laurence Yep)* pg. 307 Prentice Hall Literature Grade Seven Penguin Edition Blue Cover
- *"To Be a Hero"* –various selections

Informational Texts
Autobiographies
- *Homesick* (Jean Fritz) pg. 556 Elements of Literature First Course
- *The Letter "A" from My Left Foot* pg. 56 "To Be a Hero"

Biographies
- *Zlata's Diary: A Child's Life in Wartime Sarajevo* (Zlata Filipovic) Available on "tens cart" within district.

Memoirs
  Nonfiction
- *"To Be a Hero"* –various selections
- "Overview of the Population of North America" http://warnell.forestry.uga.edu/nrrt/nsre/NAWChe2.pdf
- Reading Informational Materials: East Asia pgs. 46-49 Prentice Hall Grade Seven Penguin Edition OR Reading Informational Materials: East Asia pgs. 29-32 Prentice Hall Reader's Notebook Grade Seven Penguin Edition
- *Six Million Paper Clips: The Making of a Children's Holocaust Memorial* (Peter W. Schroeder and Dagmar Schroeder-Hildebrand) 1http://www.veoh.com/watch/v304754MMC4JR9K?h1=Paper+Clips

Speeches
- "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" (Winston Churchill) (E)
- "Declaration of War on Japan" (Franklin D. Roosevelt)

Art, Music and Media
Media
- Elliott Berlin and Joe Fab, dir., *Paper Clips* (HBO documentary) (2004)

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 7**

UNIT 4: Survival in the Wild

KEY CONCEPTS: Survival in the Wild
This four-week unit of seventh grade continues the close examination of characters and examines how setting plays a role in their development.

THEME: Students read "The Song of Wandering Aengus" by William Butler Yeats and use it as a springboard for discussions of characters' pursuits of the unknown. Students analyze the development of the theme of survival across various texts, evaluate nonfiction text structures, and present their analyses to their classmates. Students compare and contrast character experiences across novels, as well as the points of view in narration, and are encouraged to research the authors behind the stories, many of whom are wilderness survivors themselves. This unit ends with a review of Yeats's poem in order to see how this unit led to deeper understanding of the work. In addition, students are asked to write an informative/explanatory essay in response to the essential question.

ESSENTIAL QUESTION: How does analyzing the theme of survival in literature lead to a deeper understanding of the literature?

UNIT OBJECTIVES:
- Analyze the development of characters and themes in texts about survival.
- Discuss how the authors' use of literary techniques in narration, such flashback and point of view, engage the reader.
- Write an argument about the importance of reading original versions of stories.
- Conduct research on authors who write about survival in the wild and present findings to the class.
- Compare and contrast a written story to the film version.
- Take comprehensible notes on important content, ideas, and details in texts (*e.g., about character development*).
- Write a survival-in-the-wild story using figurative language and exploiting nuances in word meaning for effect.

TERMINOLOGY:
- Abridged
- Anthropomorphism
- Flashbacks
- Foreshadowing
- Point view

SUPPLEMENTAL LITERARY WORKS:
((E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

The Call of the Wild by Jack London
Hatchet by Gary Paulsen

Poetry
- "The Song of Wandering Aengus" (William Butler Yeats) (E)

Short Stories
- *Call it Courage* (Armstrong Sperry)
- *Far North* (Will Hobbs)
- *Hatchet* (Gary Paulsen)
- *Incident at Hawk's Hill* (Allan W. Eckert)
- Other Will Hobbs survival tales, such as *Beardance*
- *The Call of the Wild* (Puffin Graphics, Jack London) (graphic novel) if available
- *The Call of the Wild* (Jack London) Available on www.gutenberg.org
- *The Higher Power of Lucky* (Susan Patron)

- *Touching Spirit Bear* (Ben Mikaelsen)
- *Woodsong* (Gary Paulsen)
- *Rikki-Tikki-Tavi* (Rudyard Kipling) Prentice Hall Literature Seventh Grade Penguin Edition

Informational Texts
Biographies
- *Guts* (Gary Paulsen)
- *Jack London: A Biography* (Daniel Dyer)
- *Will Hobbs* (My Favorite Writer Series) (Megan Lappi)
- *Older Run* (Gary Paulsen) pg. 14"To Be a Hero" (Autobiography)
- *The Man in the Water* (Roger Rosenblatt) pg. 23 "To Be a Hero"

Nonfiction
- "To Be a Hero" – Various selections.

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 7**

UNIT 5: Science or Fiction?

KEY CONCEPTS: Science or Fiction?
This four-week unit of seventh grade examines the genre of science fiction and related science.

THEME: Like other genres studied to date, science fiction examines humanity, but often approaches characters and experiences in a futuristic context. Science fiction involves the imagining of ideas and technologies that haven't yet been invented; however, many of them may comport with our current understanding of science and technology. In addition to exploring classic and contemporary works of science fiction, students pair fictional stories with informational texts about science and astronomy. Student discussions trace the logic of various storylines, focusing on the believability of the stories read in class. This unit ends with the students' choice of writing an informative/explanatory essay in response to the essential question: What makes science fiction believable?

ESSENTIAL QUESTION: What makes science fiction believable?

UNIT OBJECTIVES:
- Compare and contrast the settings, characters, and unusual circumstances among science fiction stories and describe the unique nature of this genre.
- Analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read.
- Compare and contrast the ways in which two authors present information on the same topic (*e.g., astronomy in Beyond Jupiter and Summer Stargazing*).
- Conduct research on an astronaut or science fiction author of choice and present findings to the class in a multimedia format.
- Write a science fiction story.

TERMINOLOGY:
- Common settings for science fiction: in the future, alternate timelines, in outer space.
- Common themes for science fiction: time travel, alternate histories/societies, body and mind alterations.
- Fantasy versus science fiction.

SUPPLEMENTAL LITERARY WORKS:
((E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

Short Stories
- *A Wrinkle in Time* (Madeleine L'Engle) (E)
- *Among the Hidden* (Shadow Children Series, #1) (Margaret Peterson Haddix)
- *Dune* (Frank Herbert)
- *Ender's Game* (Orson Scott Card)
- *Eva* (Peter Dickinson)
- *Fly by Night* (Frances Hardinge)
- *George's Cosmic Treasure Hunt* (Lucy and Stephen Hawking)
- *George's Secret Key to the Universe* (Lucy and Stephen Hawking)
- *I, Robot* (Isaac Asimov)
- *Journey to the Center of the Earth* (Enriched Classics) (Jules Verne)
- *My Favorite Science Fiction Story* (Martin H. Greenberg)
- *The Collected Stories of Arthur C. Clarke* (Arthur C. Clarke)
- *The Ear, the Eye and the Arm* (Nancy Farmer*)*
- *The Hitchhiker's Guide to the Galaxy* (Douglas Adams)
- *The House of the Scorpion* (Nancy Farmer)
- *The Invisible Man* (H.G. Wells) Available at www.gutenberg.org

- *The War of the Worlds* (H.G. Wells) Available at www.gutenberg.org
- *Zoo* (Edward D. Hoch) pg. 302 Prentice Hall Literature Seventh Grade Penguin Edition
- *All Summer in a Day* (Ray Bradbury) pg. 92 Prentice Hall Literature Seventh Grade Penguin Edition

Informational Texts
- *Almost Astronauts: 13 Women Who Dared to Dream* (Tanya Lee Stone)
- *Beyond Jupiter: The Story of Planetary Astronomer Heidi Hammel* (Women's Adventures in Science Series) (Fred Bortz)
- "Elementary Particles" from the *New Book of Popular Science* (E)
- *Robo World: The Story of Robot Designer Cynthia Breazeal* (Women's Adventures in Science Series) (Jordan D. Brown)
- "Space Probe" from *Astronomy & Space: From the Big Bang to the Big Crunch* (Phillis Engelbert) (E)
- *Stars & Planets* (Carole Stott)
- *Stephen Hawking: Cosmologist Who Gets a Big Bang Out of the Universe* (Mike Venezia)
- *Summer Stargazing: A Practical Guide for Recreational Astronomers* (Terence Dickinson)
- *The Physics of Star Trek* (Lawrence M. Krauss) (advanced)
- *Life Without Gravity* (Robert Zimmerman) pg. 372 Prentice Hall Literature Seventh Grade Penguin Edition
- *The Eternal Frontier* (Louis L'Amour) pg. 338 Prentice Hall Literature Seventh Grade Penguin Edition

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 7**

UNIT 6: Literature Reflects Life: Making Sense of our World
KEY CONCEPTS: Literature Reflects Life: Making Sense of our World *In this final six-week of seventh grade, students conclude their year-long study of the human condition: fantasy, comedy, tragedy, short stories, and poetry.*

THEME: Although students read from various genres, writing and class discussions focus on how literature can help us make sense of our world. In particular, students will examine "point of view," analyzing how authors develop different points of view. The overall goal of this unit is for students to apply all the reading, writing, speaking, and listening strategies and skills they have learned up to this point in the year. The unit ends with an informative/explanatory essay in response to the essential question: Is literature always a reflection of life?

ESSENTIAL QUESTION: Is literature always a reflection of life?

UNIT OBJECTIVES:
- Describe how point of view is developed in a variety of genres—drama, short stories, and poetry.
- Explain the basic characteristics of comedy and tragedy.
- Compare novels with their theatrical and film versions.
- Identify a common theme in different works and advance an argument about that theme.

TERMINOLOGY:
- Comedy
- Fantasy
- Hyperbole
- Irony: verbal, situational, dramatic
- Oxymoron
- Parody
- Plot
- Point of View
- Theme
- Tragedy

REQUIRED LITERARY WORK:
- ***Tom Sawyer* by Mark Twain**

SUPPLEMENTAL LITERARY WORKS:
((E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

Drama
- *Cyrano de Bergerac* (Edmond Rostand)

Poetry
- *I Feel a Little Jumpy Around You: Paired Poems by Men & Women* (Naomi Shihab Nye and Paul B. Janeczko)

Short Stories
- *American Dragons: Twenty-Five Asian American Voices* (Lawrence Yep) (EA)
- *Best Shorts: Favorite Stories for Sharing* (Avi)

- *The Landlady* (Roald Dahl) Available at http://www.gigers.com/matthias/schule/landlady.pdf
- *A Girl Named Disaster (Nancy Farmer)*
- *Cyrano (Geraldine McCaughrean) Available at* http://www.gutenberg.org/files/1254/1254-h/1254-h.htm
- *Diary of a Wimpy Kid: The Last Straw* (Jeff Kinney)
- *Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural* (Robert Louis Stevenson)
- *Peter Pan in Scarlet* (Geraldine McCaughrean)
- *The Dark is Rising* (Susan Cooper) (E)
- *The Grey King* (Susan Cooper)
- *The Prince and the Pauper* (Mark Twain) Available at http://www.ego4u.com/download/pdf/prince-and-pauper.pdf
- *The Adventures of Tom Sawyer (Mark Twain)* Available at http://www.gutenberg.org/files/74/74-h/74-h.htm

Informational Texts
- "I Am a Native of North America" (Chief Dan George) – Prentice Hall Literature Grade Seven Penguin Edition (Blue Cover) pgs. 388-395
- "What Makes a Rembrandt a Rembrandt?" (Richard Muhlberger) – Prentice Hall Literature Edition Grade Seven Penguin Edition (Blue Cover) pgs. 358-366 OR Reading Informational Materials "What Makes a Rembrandt a Rembrandt?" pgs. 151-159 – Prentice Hall Reader's Notebook Grade Seven Penguin Edition

APPLICABLE TO ALL UNITS

Writing:
- Write Source 2000: A Guide to Writing, Thinking, & Learning (Sebranek/Meyer/Kemper)
- Write Source 2000: Sourcebook Student Workshops, Activities, and Strategies (Sebranek/Meyer/Kemper)
- Write Source 2000: Planning Guide and Answer Key (Sebranek/Meyer/Kemper)
- Write Source 2000: Teacher's Guide to the handbook (Sebranek/Meyer/Kemper)
- Writing and Grammar: Communication in Action (Bronze Level/Prentice Hall)
- Writing and Grammar: Communication in Action Online Essay Scorer (Bronze Level/ Prentice Hall http://pearsonsuccessnet.com

Anthologies:
- Prentice Hall Penguin Series Grade 7
- Prentice Hall Writing and Grammar

Assessments:

Summative
- Benchmark assessment
- End of unit test
- Individual or group projects and presentations using PowerPoint and Microsoft Publisher
- PSSA
- Study Island
- ACCESS

Formative

- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Outline
- Surveys, polls and exit slips
- Study Island
- Ticket out
- Teacher observation
- Grammar Assessment

Diagnostic
- CDTs
- IRI – (Individual Reading Inventory)
- CARI – Content Area Reading Indicators
- SORT – (Slosson Oral Reading Test)
- Study Island
- OER'S – Released Items (Open Ended Responses)

Remediation:
(Remediation and Enrichment may be driven by IEP and GIEP documents or may be provided on an as needed /requested basis.)
- Appropriate accommodations
- Apprentice text (Apprentice text is a short, one- to four- paragraph passage on the students' independent level devoted to bridging the gap between the introductions of the standard- and grade-level application.)
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill

- Focus modality approach (*i.e. VAKT – visual auditory kinesthetic and tactile*)
- Individual conferences
- One-on-one instruction
- Process Skill Builders – Pre and Post-reading process
- Qualifying students receive Wilson Reading
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com (As needed, establish baseline via video clips)
- Word analysis mini lessons

Enrichment:
- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity

ELL Differentiation: Math & ELA Overlay: http://pdesas.org/Page/Viewer/ViewPage/15
ELL Differentiation Tool: http://ell.eslportalpa.info/differentiation-tool/

Instructional Strategies and Tools:
- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading (A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Personal dictionaries
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think Aloud
- Think/pair/share
- Thinking Maps
- Writing Journals
- Reading Specialists
- Special Education Teachers
- Guidance Counselors
- Related Arts Teachers

Teacher Created Materials:
- Charts
- Diagrams
- Discussion questions
- Double entry journals
- Excerpts
- Graphic organizers
- Historical fiction
- Interviews
- Open ended question
- Outlining
- Picture starters
- PowerPoint presentations
- Quotations
- Timelines
- Vocabulary journals
- Writing starters

Additional Resources:
- *You Can't Spell the Word Prefix Without a Prefix* (ReadWriteThink) (RL.7.4, RI.7.4).
- *Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary* (ReadWriteThink) (RL.7.4, RI.7.4)
- *Improve Comprehension: A Word Game Using Root Words and Affixes* (ReadWriteThink) (RL.7.4, RI.7.4)
- *Internalization of Vocabulary Through the Use of a Word Map* (ReadWriteThink) (RL.7.4, RI.7.4)
- www.youtube.com
- www.literature.org
- www.unitedstreaming.com
- www.ducksters.com
- www.Lit2go.com
- www.promethanplanet.com
- www.gutenberg.org
- www.barleyby.com
- www.teachertube.com
- www.kahnacademy.org

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grade 7	Grade 8
Ask research questions as an individual based on personal and/or academic interests.	Ask research questions as an individual based on personal and/or academic interests and generate related research questions.
Brainstorm sources and choose the best sources dependent on the topic.	Brainstorm sources and choose the best sources dependent on the topic.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access the library's online databases and perform keyword searches for research topics.	Access the library's online databases and perform keyword searches for research topics.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research. Formal written research paper should be 1-2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with peers and the school community as appropriate. Formal written research paper should be at least 2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grades 9-10	Grades 11-12
Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.	Ask research questions as an individual based on personal and academic interests and generate related research questions, and narrow or broaden those questions as a result of research to develop and refine a research plan.
Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.	Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources and revising searches.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.) according to an individualized research plan.
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.	Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information and address strengths and weaknesses of sources.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations, annotated works cited and final works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community as appropriate. Formal written research paper should be at least 3 pages in length and include at least 4 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community and larger communities when appropriate. Formal written research paper should be at least 3 pages in length and include at least 5 cited sources and a works cited page. Formal presentations should be at least 5 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

Literary Works for Grades 7-12

COURSE: English Language Arts	GRADE(S): 7

REQUIRED LITERARY WORKS

Walk Two Moons by Sharon Creech
Tom Sawyer by Mark Twain

SUPPLEMENTAL LITERARY WORKS

The Call of the Wild	*Hatchet*
My Brother Sam is Dead	*A Wrinkle in Time*
Among the Hidden (Shadow Children Series, #1)	*Dune*
Ender's Game	*Eva*
Fly by Night	*Nothing But the Truth*
George's Cosmic Treasure Hunt	*I Was a Rat!*
George's Secret Key to the Universe	*I, Robot*
Journey to the Center of the Earth (Enriched Classics)	*Crash*
My Favorite Science Fiction Story	*Bloomability*
The Collected Stories of Arthur C. Clarke	*The Wave*
The Ear, the Eye and the Arm	*The Contender*
The Hitchhiker's Guide to the Galaxy	*The Skin I'm In*
The House of the Scorpion	*The Watcher*
The Invisible Man (H.G. Wells)	*Coraline*
The War of the Worlds	*Fallen Angels*
Jacob Have I Loved	*The Golden Compass*
The Time Machine	*Ransom*
The Sea Wolf	*The Cay*
The Secret Garden	*Cyrano de Bergerac*
Who Moved My Cheese	*Seedfolks*
A Christmas Carol	
P.S. Longer Letter Later	
Stargirl	
What Jamie Saw	
Wolf Rider	
The Hero and the Crown	
A Day No Pigs Would Die	

COURSE: English Language Arts	GRADE(S): 8

REQUIRED LITERARY WORKS

Voice of the Holocaust
Romeo and Juliet by William Shakespeare
The Giver by Lois Lowry

SUPPLEMENTAL LITERARY WORKS

Supplemental Tens Novels
The Diary of Anne Frank
Blackwater
Brian's Winter
Buried Onions
Dicey's Song
Go Ask Alice
Holes
Homecoming
Night John
Scorpions
Slam!
Soldier X
Soldier's Heart
Swallowing Stones
They Cage the Animals
At Night
The Red Badge of Courage
Fever 1793

COURSE: Introduction to Literature and Composition	**GRADE(S): 9**

REQUIRED LITERARY WORKS

Julius Caesar
Of Mice and Men
Night
The Odyssey
*The Color of Water**
*The Book Thief**

*Honors Required Reading

SUPPLEMENTAL LITERARY WORKS

Can't Get There From Here
Kissing Doorknobs
Les Miserables
Life in the Fat Lane
Maus
Outsiders
The Battle of Jericho
The Freedom Writer's Diary
The Pearl
Travels with Charley
When She Was Good
What's in a Name?

COURSE: American Literature and Composition	**GRADE(S): 10**

REQUIRED LITERARY WORKS

The Catcher in the Rye
To Kill a Mockingbird
The Crucible
Into the Wild
The Great Gatsby
The Scarlet Letter*
The Grapes of Wrath*
The Jungle*

*Honors Required Reading

SUPPLEMENTAL LITERARY WORKS

A Farewell to Arms
Cat's Cradle
Fahrenheit 451
Famous Plays of the '40s
Great Tales (Poe)
Killing Mr. Griffin
Make Lemonade
Monster
Nightmares and Dreamscapes
Night Shift
One Flew Over the Cuckoo's Nest
Slaughterhouse Five
Speak
The House on Mango Street
The Watsons Go to Birmingham

COURSE: European Literature and Composition	GRADE(S): 11

REQUIRED LITERARY WORKS

Beowulf
The Canterbury Tales
Macbeth
Frankenstein/Frankenstein Adapted Text
The Lord of the Flies
A Tale of Two Cities*
Wuthering Heights*

*Honors Required Reading

SUPPLEMENTARY LITERARY WORKS

1984
And Then There Were None
A Midsummer Night's Dream
Dracula
Grendel
Heart of Darkness
Hound of the Baskervilles
King Arthur and the Knights of the Round Table
The Once and Future King
Adventures in English Literature (Anthology)
The Strange Case of Dr. Jeckyll and Mr. Hyde

COURSE: World Literature and Composition	**GRADE(S): 12**

REQUIRED LITERARY WORKS

Sophocles-The Oedipus Cycle
All Quiet on the Western Front
Othello
Kite Runner
A Raisin in the Sun
The Stranger*
Inherit the Wind*

*Honors Required Reading

SUPPLEMENTAL LITERARY WORKS

Medea
Inherit the Wind
Crime and Punishment
Death of a Salesman
Henry IV
King Lear
Moby Dick
Odessa File
The Metamorphosis
The Stranger
The Things They Carried
Twelve Angry Men

COURSE: AP Language and Composition	**GRADE(S): 11/12**

REQUIRED LITERARY WORKS

In Cold Blood
The Bedford Reader
Frankenstein
A Tale of Two Cities
Invisible Man

COURSE: AP Literature and Composition	GRADE(S): 12

REQUIRED LITERARY WORKS

The Sound and the Fury
Sophocles-The Oedipus Cycle
All Quiet on the Western Front
Othello
A Doll's House
A Raisin in the Sun
The Stranger
Kite Runner

SUPPLEMENTAL LITERARY WORKS

Medea
David Copperfield
Hamlet
Inherit the Wind
Crime and Punishment
Death of a Salesman
Henry IV
King Lear
Moby Dick
Odessa File
The Metamorphosis
The Things They Carried
Twelve Angry Men

English Language Development Standard 1: English language learners communicate in English
for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
Grade Level: 6-8

16.1.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.1.6-8.1L Respond to oral prompts related to classroom behaviors (e.g., Raise your hand; Open your book) with gestures.	16.1.6-8.1L Follow instructions related to classroom behaviors (e.g. sharing; turn taking) through role play.	16.1.6-8.1L Identify positive ways of interacting socially based on oral descriptions with a partner.	16.1.6-8.1L Compare positive and negative solutions to peer pressure based on oral descriptions during teacher facilitated discussion.	16.1.6-8.1L Make connections to self from oral scenarios involving peer interactions.	Not Applicable
	Reading	16.1.6-8.1R Arrange pictures and symbols with words and phrases in everyday print (e.g., menu, signs, newspaper) in L1 or L2.	16.1.6-8.2R Find key information from everyday print (e.g., menu, signs, newspaper) with visual supports.	16.1.6-8.3R Categorize relevant and irrelevant information on topics gathered from everyday print on a t-chart with a partner.	16.1.6-8.4R Draw conclusions on topics gathered from everyday print in highlighted text.	16.1.6-8.5R Summarize information on topics gathered from everyday print while independently reading.	Not Applicable
PRODUCTIVE	**Speaking**	16.1.6-8.1S State greetings, compliments, introductions, or farewells in authentic context using one or two words while roleplaying.	16.1.6-8.2S Ask and respond to simple WH-conversational questions or exchange information with picture cues.	16.1.6-8.3S Exchange everyday information using conversation models with partners.	16.1.6-8.4S Participate in conversation using idiomatic expressions or slang in a small group.	16.1.6-8.5S Participate in conversation using idiomatic expressions of slang with a partner.	Not Applicable
	Writing	16.1.6-8.1W Make "To do" lists (pictures and words) using a picture dictionary.	16.1.6-8.2W Compose short phrases or sentences about personally relevant tasks (shopping, dining, personal hygiene) with a partner using sentence frames.	16.1.6-8.3W Construct simple paragraphs about personally relevant tasks using a graphic organizer.	16.1.6-8.4W Revise paragraphs about personally relevant tasks with a partner.	16.1.6-8.5W Write responses including figurative language about personally relevant tasks using study guides.	Not Applicable

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English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
Grade Level: 6-8

16.2.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.2.6-8.1L** Select illustrations representing main ideas based on simple oral words/phrases using a word bank.	**16.2.6-8.2L** Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank.	**16.2.6-8.3L** Identify main idea and supporting detail based on oral descriptions using sentence frames.	**16.2.6-8.4L** Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer.	**16.2.6-8.5L** Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A
	Reading	**16.2.6-8.1R** Match words to illustrations that reflect main ideas of an illustrated text.	**16.2.6-8.2R** Locate phrases that reflect the main ideas of an illustrated text.	**16.2.6-8.3R** Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner.	**16.2.6-8.4R** Identify the central and related ideas of a text in sentences using a story map while working in a small group.	**16.2.6-8.5R** Select and explain the best summary of the central and related ideas of a text in a group of three to four.	CC1.2.6.L CC1.2.7.L CC1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K
PRODUCTIVE	**Speaking**	**16.2.6-8.1S** Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards.	**16.2.6-8.2S** Describe the main idea using short phrases with a partner.	**16.2.6-8.3S** Connect three details to one main idea with an adapted text in a small group of 3-4.	**16.2.6-8.4S** Explain the connection between different details and at least two main ideas in a small group of 3-4.	**16.2.6-8.5S** Debate the main idea and cite details with self-selected support (e.g., a partner, notes, rehearsal time).	CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B
	Writing	**16.2.6-8.1W** Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.	**16.2.6-8.2W** Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g., After that …; Finally…).	**16.2.6-8.3W** Compose sentences that convey sequence using a sequencing chart.	**16.2.6-8.4W** Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.	**16.2.6-8.5W** Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	CC1.4.6.D CC1.4.7.D CC1.4.8.D CC1.4.6.P CC1.4.7.P CC1.4.8.P

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
Grade Level: 6-8

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	**16.3.6-8.1L** Match two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using single words or phrases.	**16.3.6-8.2L** Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading brief descriptions.	**16.3.6-8.3L** Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph	**16.3.6-8.4L** Match two dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using grade level specific vocabulary (e.g., polygon, cube, tetrahedral).	**16.3.6-8.5L** Select two dimensional shapes three-dimensional shapes and two-dimensional shapes after an oral description from a presentation to the whole class.	CC2.3.7.A.2 CC2.3.8.A.2
RECEPTIVE	Reading	**16.3.6-8.1R** Match order of operations terms with symbols with teacher prompting.	**16.3.6-8.2R** Identify key terms to determine the order of operations in a shared reading of a story problem.	**16.3.6-8.3R** Demonstrate the order of multi-step problems using manipulatives.	**16.3.6-8.4R** Follow written directions to solve a multi-step problem based on models.	**16.3.6-8.5R** Solve a multi-step problem working with a partner.	CC.2.2.7.B.3 CC.2.2.8.B.3
PRODUCTIVE	Speaking	**16.3.6-8.1S** Name math terms as depicted on flash cards.	**16.3.6-8.2S** State the steps needed to solve a visually depicted math problem using manipulatives.	**16.3.6-8.3S** Explain the steps used to solve a visually supported math problem.	**16.3.6-8.4S** Analyze the process for solving grade-level math problems with a partner.	**16.3.6-8.5S** Offer an alternative solution to solving a math problem with a small group.	CC.2.2.7.B.3 CC.2.2.8.B.3

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	**Writing**	**16.3.6-8.1W** Label a bar graph with title, appropriate scale, labels and a key using a model.	**16.3.6-8.2W** Write phrases to describe patterns of data in charts and graphs using a visual example.	**16.3.6-8.3W** Compare and contrast data in charts and graphs using a Venn diagram.	**16.3.6-8.4W** Create an appropriate chart or graph for a given set of data while working with a partner.	**16.3.6-8.5W** Justify the process for solving a grade-level open-ended item dealing with data (e.g., why a circle graph would be the best way to report the data) using class notes.	CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1

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English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**
Grade Level: 6-8

16.4.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.4.6-8.1L** Critique peer science fair presentations with a rubric and an interpreter.	**16.4.6-8.2L** Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale) and a partner.	**16.4.6-8.3L** Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale).	**16.4.6-8.4L** Critique peer science fair presentations with a rubric and a partner.	**16.4.6-8.5L** Critique peer science fair presentations with a rubric.	S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)
	Reading	**16.4.6-8.1R** Match names of recyclable objects with Illustrations with a bilingual dictionary.	16.**4.6-8.2R** Match sentence strips to illustrations of the steps in the recycling process with a partner.	**16.4.6-8.3R** Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.	**16.4.6-8.4R** Summarize the benefits of a community recycling program in a newspaper article using a graphic organizer.	**16.4.6-8.5R** Predict outcomes of a community recycling program in a newspaper article using class notes.	4.3.6.D
PRODUCTIVE	**Speaking**	**16.4.6-8.1S** Name the components of the Milky Way using visuals as a guide.	**16.4.6-8.2S** Restate the interconnectedness of the components of the Milky Way using visuals and notes/ graphic organizers.	**16.4.6-8.3S** Ask questions about the interconnected-ness of the components of the Milky Way using visuals and notes/graphic organizers.	**16.4.6-8.4S** Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.	**16.4.6-8.5S** Analyze orally the interconnectedness of the components of the Milky Way in a small group	3.3.6.B1 3.3.7.B1
	Writing	**16.4.6-8.1W** Label a drawing/model of a plant cell using pre-printed word cards with a partner.	**16.4.6-8.2W** Label a drawing/model of a plant cell using a word bank from an illustrated model.	**16.4.6-8.3W** List the steps of photosynthesis in plants using a pictorial representation.	**16.4.6-8.4W** Produce a written paragraph explaining the steps of photosynthesis referencing information in a text.	**16.4.6-8.5W** Write a multi-paragraph report explaining the role of photosynthesis in the cycling of matter and flow of energy on Earth.	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**
Grade Level: 6-8

16.5.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.5.6-8.1L** Locate places or geographic features on a map from oral description..	**16.5.6-8.2L** Select appropriate maps to identify regions, countries or landforms from oral description.	**16.5.6-8.3L** Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures.	**16.5.6-8.4L** Compare and contrast different types of maps from oral descriptions using a graphic organizer.	**16.5.6-8.5L** Construct a representation of different types of maps from oral descriptions.	7.1.6.B 7.1.7.B 7.1.8.B 7.2.6.A 7.2.7.A 7.2.8.A
	Reading	**16.5.6-8.1R** Identify words and phrases from text and charts with visual support.	**16.5.6-8.2R** Classify data based on information from text and charts using a graphic organizer.	**16.5.6-8.3R** Compare data based on information from text and charts using a graphic organizer.	**16.5.6-8.4R** Analyze data based on information and charts in a small group.	**16.5.6-8.5R** Predict future trends based on data gleaned from grade-level text and charts in a small group.	8.1.6.C 8.1.7.C 8.1.8.C
PRODUCTIVE	**Speaking**	**16.5.6-8.1S** Name historical figures or events in photographs and illustrations with a partner.	**16.5.6-8.2S** Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.	**16.5.6-8.3S** Role-play scenes from the lives of historical figures or events with a team.	**16.5.6-8.4S** Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.	**16.5.6-8.5S** Debate or defend a decision or action of an historical figure or event in teams.	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B
	Writing	**16.5.6-8.1W** Label pictures of historical events with a partner.	**16.5.6-8.2W** Write phrases or short sentences about visually supported historical events using sentence frames.	**16.5.6-8.3W** Compare and/or contrast visually supported historical events using a Venn diagram.	**16.5.6-8.4W** Generate an informative comparative summary of historical events with a writing frame in a small group.	**16.5.6-8.5W** Write an informative comparative essay about an historical event using primary sources with a rubric.	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C

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