EVERGREEN COMMUNITY CHARTER SCHOOL
adapted from PMSD 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**
  - CC.1.2.7.A: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **Text Analysis**
  - CC1.2.7.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **Analysis Development/Connections**
  - CC1.2.7.C: Analyze how a text makes connections among and between individuals, ideas, or events.

Craft and Structure
- **Point of View**
  - CC1.2.7.D: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **Text Structure**
  - CC1.2.7.E: Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
- **Vocabulary**
  - CC1.2.7.F: Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

Integration of Knowledge and Ideas
- **Diverse Media**
  - CC1.2.7.G: Evaluate the advantages of using different mediums (*e.g. print or digital text, video, multimedia*) to present a particular topic or idea.
- **Evaluating Arguments**
  - 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**
  - CC1.2.7.I: Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Vocabulary Acquisition and Use
  - 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 or expression.
  - 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 flexibly from a range of strategies and tools.

Range of Reading
  - 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 Details

- 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 the textual evidence that most strongly supports an 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 a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- E07.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (*e.g., through comparisons, analogies, categories*).

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 acknowledges and responds to conflicting evidence or viewpoints.
- E07.B-C.2.1.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and reefing a key concept.
- 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, including analogies or allusions to other texts.

Integration of Knowledge and Details

- E07.B-C.3.1.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- E07.B-C.3.1.2: Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

Vocabulary Acquisition and Use

- E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
    a. Use context (*e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (*e.g., belligerent, bellicose, rebel*).
    c. Determine the meaning of technical words and phrases used in a text.
- E07.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (*e.g., verbal irony, puns*) in context.
    b. Use the relationship between particular words to better understand each of the words.
    c. Distinguish among connotations (associations) of words with similar denotations (definitions) (*e.g., bullheaded, willful, firm, persistent, resolute*)

EVERGREEN COMMUNITY CHARTER SCHOOL CURRICULUM
ENGLISH LANGUAGE ARTS

Subject: English Language Arts
Grade: 7
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.

Methods, Materials, Evaluation	Objectives
Methods: • Question and answer • Lecture and discussion • Learning centers • Work Stations • Independent exercises • Projects • Literature • Newspaper units • Displays • Dramatization • Oral presentations • Contests • Journals **Materials:** • Text: Prentice Hall, Bronze • Pdesas.org **Supplementary materials:** Newspapers, reference materials, DVDs, Software, Audio **Evaluation:** • Quizzes and tests • Reports, oral and written • Projects • Homework • Classwork • Class participation • Notebooks • Formal Written Work • Book Reports • PSSAs	Before, during, and after • Strategies (predict, preview, visualize, connect, question, clarify, evaluate • Question generated outline • Specialized vocabulary words • Types of context clues • Purpose for reading • Reading rate • Application of content area materials • Organizational skills Author's purpose: *To inform *To persuade *To entertain *To express an opinion *To describe/reflect on an experience Nonfiction • Paraphrasing • Summarizing (teacher guided instruction) • Stated main idea • Implied main idea • Conclusions/inferences • Cause and effect • Fact and opinion • Generalizations/bias • Supporting details; essential vs. nonessential details • Identify and describe genre of text • Author's purpose • Vocabulary in context • Text organization • Sequence/time order • Compare and contrast • Problem/solution

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**
  - CC.1.3.7.A: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **Text Analysis**
  - CC1.3.7.B: Cite the textual evidence that most strongly supports an 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 lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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 acknowledges or responds to conflicting evidence or viewpoints.
- **Text Structure**
  - CC1.3.7.E: Analyze the development of the meaning through the overall structure of the text.
- **Vocabulary**
  - CC1.3.7.F: Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.

Integration of Knowledge and Ideas
- **Sources of Information**
  - CC1.3.7.G: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
- **Text Analysis**
  - CC1.3.7.H: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

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.
  - o 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.
  - o 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.
  - o Reference:
    - CC.1.3.7.H

Vocabulary Acquisition and Use
- E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
  - o References:
    - 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 the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- E07.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure
- E07.A-C.2.1.1: Analyze how differences in the points of view of the characters and the audience or reader (*e.g., created through the use of dramatic irony*) create such effects as suspense or humor.
- E07.A-C.2.1.2: Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.
- 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 specific word choices on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Details
- E07.A-C.3.1.1: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.

Note: "Stories" means narration of events told Through text types of stories, dramas, or poems.

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 8 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. precede, recede, and secede*).
- E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (verbal irony, puns) in context.
    b. Use the relationship between particular words to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (*e.g., bullheaded, willful, firm, persistent, resolute*).

Subject: English Language Arts

Grade:7

Reading Literature

Students read, understand, and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Methods, Materials, Evaluation	Objectives
Methods: • Question and answer • Lecture and discussion • Learning centers • Work Stations • Independent exercises • Projects • Literature • Newspaper units • Displays • Dramatization • Oral presentations • Contests • Journals • Write and perform puppet show • Write and perform 7th grade marionette show • Read for Preschoolers **Materials:** • Text: Prentice Hall, Bronze • Bridge to Terabithia – Katherine Paterson • Tuck Everlasting – Natalie Babbit • Freak the Mighty – Rodman Philbrick • Last Book in the Universe – Rodman Philbrick • Pictures of Hollis Woods – Patricia Giff • The Prince and the Pauper – Mark Twain • Christmas Carol – Mark Twain • Mathilda – Roald Dahl • Roll of Thunder Hear my Cry – Mildred Taylor • Song of the Trees – Mildred Taylor • Where the Red fern Grows – Wilson Rawls • The Maze – Will Hobbs • Call of the Wild – Jack London • The Bronze Bow – Elizabeth Speare • Wrinkle in Time – Madeleine L'Engle • Black Star, Bright Dawn – Scott O'Dell • Phantom Tollbooth – Norton Jester • Ear, Eye, and Arm – Nancy Farmer • Thunder Cave – Roland Smith • Much Ado about Nothing – William Shakespeare • As You Like It – William Shakespeare • Pdesas.org **Supplementary materials:** Newspapers, reference materials, DVDs, Software, Audio **Evaluation Strategies:** • Quizzes and tests • Reports, oral and written	Before, during, and after • Strategies (predict, preview, visualize, connect, question, clarify, evaluate • Question generated outline • Specialized vocabulary words • Types of context clues • Purpose for reading • Reading rate • Application of content area materials • Organizational skills Literature: Read, react and respond critically to various forms of literature while being introduced to style and other main elements. Nonfiction • Paraphrasing • Summarizing (teacher guided instruction) • Stated main idea • Implied main idea • Conclusions/inferences • Cause and effect • Fact and opinion • Generalizations/bias • Supporting details; essential vs. nonessential details • Identify and describe genre of text • Author's purpose • Vocabulary in context • Text organization • Sequence/time order • Compare and contrast • Problem/solution

• Projects • Homework • Classwork • Class participation • Notebooks • Formal Written Work • Book Reports • PSSAs	

COURSE: ENGLISH LANGUAGE ARTS	GRADE: 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, well-chosen 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 into broader categories; use appropriate and varied 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.
      - a. Use precise language and domain-specific vocabulary to inform about or explain the topic.
      - b. Use sentences of varying lengths and complexities.
      - c. Create tone and voice through precise language.
      - d. 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**
    - C.1.4.7.H: Introduce and state an opinion on the topic.
  - **Content**
    - CC.1.4.7.I: Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
  - **Organization**
    - CC.1.4.7.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence 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.
      - Create tone and voice through precise language.
      - 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
- CC.1.4.7.M: Write narratives to develop real or imagined experiences or events.
  o **Focus**
    - CC.1.4.7.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
  o **Content**
    - CC.1.4.7.O: Use narrative techniques such as dialogue, description, reflection 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.
  o **Organization**
    - CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time-frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences and events.
  o **Style**
    - CC.1.4.7.Q: Write with an awareness of the stylistic aspects of writing
      - Uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.
      - Use sentences of varying length and complexities.
      - Create tone and voice through precise language.
  o **Conventions of Language**
    - CC.1.4.7.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

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

Production & Distribution of Writing
  o **Writing Process**
    - CC.1.4.7.T: 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.
  o **Technology & Publication**
    - CC.1.4.7.U: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
  o **Conducting Research**
    - CC.1.4.7.V: Conduct short research projects to answer a question (including a self- generated question), drawing on several sources and generating additional related, focused questions for multiple avenues of exploration.
  o **Credibility, Reliability, and Validity of Sources**
    - CC.1.4.7.W: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  o **Range of Writing**
    - CC.1.4.7.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

ASSESSMENT ANCHORS

Writing

Text Types and Purposes

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

Language

Conventions of Standard English

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

Knowledge of Language

- E07.D.2.1: Use knowledge of language and its conventions.
  - Reference:
    - CC.1.4.7.E
    - CC.1.4.7.K
    - CC.1.4.7.Q

Evidence based analysis of text

- E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Reference:
    - CC.1.4.7.B
    - CC.1.4.7.C
    - CC.1.4.7.D
    - CC.1.4.7.E
    - CC.1.4.7.H
    - CC.1.4.7.I

- <u>CC.1.4.7.J</u>
- <u>CC.1.4.7.K</u>
- <u>CC.1.4.7.S</u>

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

ELIGIBLE CONTENT

Writing

Text Types and Purposes

- E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from 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), counterclaims, 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, well-chosen 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, description, and reflection, to develop experiences, events and/or characters.
- E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time-frame or setting to another, and to show the relationships among experiences and events.
- E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E07.C.1.3.5: Provide a conclusion that follows from and reflects on narrated experiences or events.

Language

Conventions of Standard English

- E07.D.1.1.1: Explain the function of verbal's (*i.e. gerunds, participles, infinitives*) in general and their functions in particular sentences.
- E07.D.1.1.2: Form and use in the active and passive voice.
- E07.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- E07.D.1.1.4: Recognize and correct inappropriate shifts in verb voice admmood.*
- E07.D.1.1.5: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- E07.D.1.1.6: Recognize and correct inappropriate shifts in pronoun number and person.*
- E07.D.1.1.7: Recognize and correct vague pronouns (*i.e., ones with unclear or ambiguous antecedents*).*
- E07.D.1.1.8: Recognize and correct inappropriate shifts in verb tense.*
- E07.D.1.1.9: Produce completed sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
- E07.D.1.1.10: Correctly use frequently confused words (*e.g., to, too, two; there, their, they're*).
- E07.D.1.1.11: Ensure subject-verb and pronoun- antecedent agreement.*
- E07.D.1.2.1: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- E07.D.1.2.2: Use an ellipsis to indicate and omission.

- E07.D.1.2.3: Spell correctly.
- E07.D.1.2.4: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- E07.D.1.2.5: Use punctuation to separate items in a series.*

Knowledge of Language

- E07.D.2.1.1: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (*e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact*).
- E07.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- E07.D.2.1.3: Vary sentence patterns for meaning, reader/listener, interest, and style.*
- E07.D.2.1.4: Maintain consistency in style and tone.*
- E07.D.2.1.5: Choose punctuation for effect.*
- E07.D.2.1.6: Choose words and phrases for effect.*

Text Dependent Analysis
Evidence-Based Analysis of Text

- E08.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.
- E08.7monstrating an understanding of the text(s).
- E07.1.1.3: Use appropriate and varied 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.

| English Language Arts |
| Grade:7 |

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

Methods, Materials, Evaluation	Objectives
Methods: • Question and answer • Lecture and discussion • Learning centers • Work Stations • Independent exercises • Projects • Literature • Newspaper units • Displays • Dramatization • Oral presentations • Contests • Journals • Write and perform puppet show • Write and perform 7th grade marionette show • Read for preschoolers **Materials:** • Text: Prentice Hall, Bronze • Text: McGraw-Hill: Writer's Choice Grammar • Text: Scott Foresman: Everyday Spelling and Vocabulary • Pdesas.org Supplementary materials: Newspapers, reference materials, DVDs, Software, Audio **Evaluation:** • Quizzes and tests • Reports, oral and written • Projects • Homework • Classwork • Class participation • Notebooks • Formal Written Work • Book Reports • PSSAs	The Writing Process is an ongoing unit and will include: • Areas of Writing: paragraphs, letters, essays, journals, interviews, and creative writing • Handwriting: legibility and neatness • Prewriting: brainstorming, outlining, note-taking • Drafting: use of research materials, work with content not form, transfer of thought to written form • Conferencing: peer group discussion, teacher-pupil revision, parent-pupil involvement • Revising: sentence structure modification, refine word usage, expansion of and addition of thoughts • Editing: punctuation, spelling, capitalization, group editing • Publishing: bulletin boards, sharing with others, word processing skills, printing multiple copies • Reading: with others, publishing newspapers or books, displaying outside of school Student Performance: • Write a minimum of two – three paragraph essays • Write a minimum of four teacher scored essays • Write one research piece; Narrative writing, Descriptive writing, Persuasive writing • Compare/contrast writing • Cause & effect writing • How to/response to • Literature writing • Writing for assessment • Use an MLA heading • Write a complete sentence • Write a three to five sentence paragraph with topic sentence • Write an effective introduction of at least three sentences • Write an effective conclusion of at least two sentences • Write a body paragraph of at least four sentences • Write a guided three paragraph essay • Write a minimum of four sentences paragraph • Identify/use common organizational structures and graphic features • Understand specialized vocabulary in content areas during reading: use these words accurately in speaking and writing • Read and understand essential content of informational texts • Produce work in at least one literary genre • Write multi paragraph informational pieces • Write persuasive pieces (Include clearly stated position or opinion, convincing evidence to support opinion) • Write with controlled organization: sustain logical order within sentences, using meaningful transitions

	- Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style and word choice - Edit writing using convention of language

COURSES: ENGLISH LANGUAGE ARTS	GRADE: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 for the purpose of information presented in diverse media formats (*e.g., social, commercial, political*) behind its presentation.
- **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 relevant evidence, sound valid reasoning, and well-chosen details; 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: Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
- **Conventions of Standard English**
  - CC.1.5.7.G: Demonstrate command of the conventions of Standard English when speaking based on a grade 8 level and content.

ASSESSMENT ANCHORS
• **Pending Creation of PDE document—Currently not a Keystone Exam module**

KEYSTONE ELIGIBLE CONTENT OBJECTIVES
• **Pending Creation of PDE document—Currently not a Keystone Exam module**

Subject: English Language Arts
Grade: 7

Speaking and Listening
Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Methods, Materials, Evaluation	Objectives
Methods: • Question and answer • Lecture and discussion • Learning centers • Work Stations • Independent exercises • Projects • Literature • Newspaper units • Displays • Dramatization • Oral presentations • Contests • Journals • Write and perform 7th grade marionette show • Write and perform puppet show • Read to preschoolers Materials: • Text: Prentice Hall, Bronze • Text: McGraw-Hill: Writer's Choice Grammar • Text: Scott Foresman: Everyday Spelling and Vocabulary • Pdesas.org Supplementary materials: Newspapers, reference materials, DVDs, Software, Audio Evaluation Strategies: • Quizzes and tests • Reports, oral and written • Projects • Homework • Classwork/Class participation • Notebooks • Formal Written Work/Book Reports • PSSAs	Student Performance: • Use complete sentences (simple, compound) • Present and/or defend written work for publication when appropriate • Listen to others; ask probing questions; analyze information, ideas, opinions to determine relevance; take notes when needed • Speak using skills appropriate to formal speech situations; use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pace to convey meaning; add stress and inflection to enhance meaning • Contribute to discussions: ask relevant questions; respond with relevant information, ideas or reasons in support of opinions expressed • Listen and acknowledge the contributions of others • Adjust tone and involvement top encourage participations: clarify, illustrate, or expand on response when asked; present support for opinions; paraphrase or summarize when prompted • Participate in small/large group discussions and presentations • Use media for learning purposes