

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English/Language Arts 7 Grade

Level: 7

Date of Board Approval: 2021

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: English/Language Arts 7

Subject Area: English/Language Arts

Grade: 7

Course Description: This course is designed to develop critical thinking skills necessary to be sophisticated readers, writers, speakers, and listeners. Students will use diverse reading and learning strategies to analyze and critique print and non-print texts selected equally from fiction and nonfiction sources. Academic and content vocabulary acquisition and use are integrated throughout the curriculum, including strategies such as using context clues, making inferences, utilizing affixes and roots, interpreting figurative language, connecting fiction and nonfiction texts, developing logical arguments, analyzing literary devices, identifying organizational structures, and revising texts. Standard English grammar, usage, and conventions are explored throughout the year.

Students with diverse learning styles will have the opportunity to use a variety of learning methods to attain mastery of the skills and concepts necessary for success. These methodologies include explicit interaction with text, collaboration with peers, guided inquiry, and direct instruction. Technology is integrated whenever appropriate to support and enhance learning.

Time/Credit for the Course: Full Year Course

Curriculum Writing Committee: Angela Gutierrez, Deborah Paczkowski, Kevin Hastie, and Arielle Wilkes

Weighting Chart

Major Assessments	45%
Skills Application	30%
Skills Practice	20%
Participation/Homework	5%
Total	100%

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

1. Marking Period One - Overview based on 45 days:

Students will encounter individuals who must confront a compelling question: How far is too far?

Marking Period One - Goals:

Understanding of:

- Trace and Evaluate an Argument
- Tone
- Evaluate Reasoning
- Structure and Presentation of an Argumentative Debate
- Author's Style and Structure
- Author's Purpose
- Cause and Effect Patterns
- Central Ideas
- Structure of a Poem
- Imagery
- Extended Metaphor
- Poetic Form
- Vocabulary in context (from teacher created materials based on selections in *Collections*)
- Literary Connections between stories and genres
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Grammar- Parts of Speech Review, Subject-Verb Agreement, and Verb Tense (Consistency and Correct Shifts), and Pronoun- Antecedent Agreement
- Analysis of a Novel: structure, plot, theme, conflict, motivation, characterization, tone, additional literary elements, etc.

2. Marking Period Two- Overview based on 45 days:

Students will explore what it means to face challenges fearlessly, even if it means failing in the attempt.

Marking Period Two - Goals:

Understanding of:

- Story Elements: Plot (Freytag's Pyramid) and Setting
- Elements of a Myth
- Theme Analysis
- Characterization
- Analyze Poetic Form: lines, stanzas, and rhythm
- Alliteration
- Vocabulary in context (from teacher created materials based on selections in *Collections*)
- Literary Connections between stories and genres
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Grammar - In addition to MP1, Phrases and Clauses, Types of Sentences (Simple, Compound, Complex, and Compound-Complex), Run-ons and Fragments, and Misplaced/Dangling Modifiers
- Analysis of the Novel - structure, plot, theme, conflict, motivation, characterization, tone, irony, additional literary elements, etc.

DELAWARE VALLEY SCHOOL DISTRICT

3. Marking Period Three - Overview based on 45 days:

Students will explore the beauty, power, and mystery of nature.

Marking Period Three - Goals:

Understanding of:

- Elements of a Memoir
- Author's Point of View
- Author's Style
- Tone
- Theme and Central Idea
- Word Choice and Style
- Elements of an Expository Essay and its structure
- Poetic Form and Figurative Language
- Vocabulary in context (from teacher created materials based on selections in *Collections*)
- Literary Connections between stories and genres
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Grammar - In addition to reviewing MP1 and MP2 grammar, pronoun-antecedent agreement, commas, parentheses, dashes, and frequently confused words
- Analysis of the Novel - structure, plot, theme, conflict, motivation, characterization, tone, irony, additional literary elements, etc.

Marking Period Four - Overview based on 45 days:

Students will explore how things in life are not always how people perceive them to be.

Marking Period Four - Goals:

Understanding of:

- Elements of a Folktale
- Theme
- Poetic Elements and Terminology: Rhyme and Rhyme Scheme, Figurative Language, and Theme
- Central Ideas in Nonfiction Articles
- Summarizing fiction and nonfiction pieces
- Elements of a Drama
- Inferences
- Characterization
- Irony
- Vocabulary in context (from teacher created materials based on selections in *Collections*)
- Literary Connections between stories and genres
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Grammar- In addition to the review of MP1, MP2, and MP3 grammar, active and passive voice, apostrophes, predicate nouns and adjectives, and direct and indirect objects
- Analysis of the Novel: structure, plot, theme, conflict, characterization, additional literary elements, etc.

DELAWARE VALLEY SCHOOL DISTRICT

Big Ideas

- Effective readers use appropriate strategies to construct meaning. (Unit 1, 2, 3 and 4)
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. (Unit 1, 2, 3 and 4)
- An expanded vocabulary enhances one's ability to express ideas and information. (Unit 1, 2, 3 and 4)
- Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. (Unit 1, 2, 3 and 4)
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. (Unit 1, 2, 3 and 4)
- Effective research requires multiple sources of information to gain or expand knowledge. (Unit 2 and 4)
- Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating. (Unit 1, 2, 3 and 4)
- Effective speakers prepare and communicate messages to address the audience and purpose. (Unit 2 and 4)

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit 1: Collection #4 Risk and Exploration

Time Range in Days: 40-45 Days

Standards Addressed:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

1.2 Reading Informational Text: CC.1.2.7.A, CC. 1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7F, CC.1.2.7.G, CC.1.2.7.H, CC.1.2.7 I, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L

Eligible Content: E07.B-K.1.1.2, E07.B-K.1.1.1, E07.B-K.1.1.3, E07.B-C.2.1.1, E07.B-V.4.1.1, E07.B- V.4.1.2, E07.B-C.2.1.3, E07.B-C.3.1.1, E07.B-C.3.1.2

1.3 Reading Literature: CC.1.3.7.A, CC.1.3.7.B, CC.1.3.7.C, CC1.3.7.D, CC.1.3.7E, CC.1.3.7.F, CC.1.3.7.G CC.1.3.7.H, CC.1.3.7.I, CC.1.3.7.J, CC.1.3.7K

Eligible Content: E07.A-K.1.1.2, E07.A-K.1.1.1, E07.A-K.1.1.3, E07.A-C.2.1.1, E07.A-C.2.1.2, E07.A-C.2.1.3, E07.A-V.4.1.1, E07.A-V.4.1.2, E07.A-C.3.1.1

1.4 Writing: CC. 1.4.7.G, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K, CC.1.4.7.L, CC.1.4.7.S, CC.1.4.7.T, CC.1.4.7.U, CC.1.4.7.V, CC.1.4.7.W, CC.1.4.7.X

Argumentative: E07.C.1.1.1, E07.E.1.1.1, E07.C.1.1.2, E07.E.1.1.2, E07.C.1.1.3, E07.C.1.1.5, E07.E.1.1.3, E07.E.1.1.6, E07.C.1.1.4, E07.D.2.1.1, E07.D.2.1.2, E07.D.2.1.3, E07.D.2.1.4, E07.D.2.1.5, E07.E.1.1.4, E07.E.1.1.5, E07.D.1.1.1, E07.D.1.1.2, E07.D.1.1.3, E07.D.1.1.4, E07.D.1.1.5, E07.D.1.1.6, E07.D.1.1.7, E07.D.1.1.8, E07.D.1.1.9, E07.D.1.2.1, E07.D.1.2.2, E07.D.1.2.3, E07.D.1.2.4

Responding to Literature: E07.E.1.1.1, E07.E.1.1.2, E07.E.1.1.3, E07.E.1.1.4, E07.E.1.1.5, E07.E.1.1.6

1.5 Speaking and Listening: CC.1.5.7.A, CC.1.5.7.B, CC.1.5.7.C, CC.1.5.7.D, CC.1.5.7.E, CC.1.5.7.F, CC.1.5.7.G

Overview: In Collection 4, students will encounter individuals who must confront a compelling question: How far is too far? Through this collection, students will study central ideas, author's claims, arguments, tone, structure, and author's purpose. Students will also learn about poetic structure, rhyme and sound devices, and their effects. Students will read and analyze a variety of genres as well as produce mini TDAs/TEA paragraphs and a text dependent analysis essay.

Goals:

Students will:

- Trace and evaluate an argument.
- Identify and analyze how imagery and extended metaphor can express a message.
- Identify cause-and-effect patterns of organization.
- Draw conclusions from the text and graphics.
- Analyze a poem's form and identify theme.
- Produce clear and coherent writing.
- Develop and strengthen writing.
- Write routinely.
- Engage in collaborative discussions.

DELAWARE VALLEY SCHOOL DISTRICT

- Identify and use Parts of Speech, Subject-Verb Agreement, Verb Tense (Consistency and Correct Shifts), and Pronoun- Antecedent Agreement.
- Write a text dependent analysis essay.
- Write mini TDA/TEA paragraph writing assignments.

Objectives: (with DOK levels)

Students will:

- Cite textual evidence. (DOK 3)
- Analyze the impact of word choice on meaning and tone. (DOK 1, 3, and 4)
- Analyze the structure an author uses to organize a text. (DOK 1 and 4)
- Determine an author's purpose. (DOK 2)
- Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance of evidence. (DOK 3)
- Determine central ideas in a text. (DOK 2)
- Assess an author's claims and reasoning. (DOK 3)
- Determine a theme. (DOK 1 and 2)
- Analyze how a poem's form or structure contributes to its meaning. (DOK 1, 2, and 4)
- Analyze interactions between ideas in a text. (DOK 4)
- Analyze organizational structure. (DOK 2 and 4)
- Analyze the impact of rhymes and other repetitions of sounds on a verse or stanza of a poem. (DOK 1 and 4)
- Analyze how a poem's form contributes to its meaning. (DOK 2 and 4)
- Determine meanings of words and phrases as they are used in the text. (DOK 2)
- Use context as a clue to the meaning of a word or phrase. (DOK 2)
- Use context clues to ascertain word meaning. (DOK 3)
- Write analysis and mini TDAs/TEA paragraphs. (DOK 4)
- Practice identifying and using Parts of Speech Review, Subject-Verb Agreement, and Verb Tense (Consistency and Correct Shifts). (DOK 1, 2, and 4)

Core Activities and Corresponding Instructional Methods:

1. Nonfiction Analysis: Close Reader-- "Stinging Tentacles offer Hint of Oceans' Decline" by Elisabeth Rosenthal, Close Reader--"Is Space Exploration Worth the Cost?" by Joan Vernikos, Anchor Text-- "Remarks at the Dedication of the Aerospace Medical Health Center" by John F. Kennedy, Textbook-- "Why Exploring the Ocean is Mankind's Next Giant Leap" by Philippe Cousteau
 - a. Students will be taught the reading strategy of text annotation/talking to the text (T2T). This will become second nature as we proceed through the year. Students will talk to the text for everything we read. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - i. Step 1 - Model text annotation/T2T with "Stinging Tentacles offer Hint of Oceans' Decline" and "Is Space Exploration Worth the Cost?" to teach text annotating skills.
 - ii. Step 2 - Students will explore the analyzing the text questions at the end of "Remarks at the Dedication of the Aerospace Medical Health Center" and "Why Exploring the Ocean is Mankind's Next Giant Leap" as a basis for discussion and Assessment.
 - iii. Step 3 - Students will write a short response (Mini TDA/TEA Paragraph) for "Stinging Tentacles offer Hint of Oceans' Decline" and "Is Space Exploration Worth the Cost?" (Common Mini-TDA - located in public file).
 - b. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the

DELAWARE VALLEY SCHOOL DISTRICT

author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).

- c. Support assumptions with textual evidence.
 - d. Make predictions based on the text details.
 - e. Make inferences that are not directly stated in a piece of writing.
 - f. Students will construct a TDA with the understanding of grade seven expectations.
 - g. Presentation of Literary Terms - Examination of literary and textual elements as they relate to nonfiction (audience; purpose; argument; reasons; evidence; counterarguments; claim; cause and effect; structure- headings and graphics).
2. Poetry Analysis: “Your World” by Georgia Douglas Johnson
- a. Students will learn to identify poetic elements and literary terminology, making connections to author’s purpose and effect. This will go on throughout the year.
 - b. Annotate poetry.
 - c. Focus on figurative language: extended metaphor; imagery; speaker; theme; form; rhyme scheme; stanza; meter; tone; free verse.
 - d. Students will explore the analyzing the text questions at the end of stories as a basis for discussion and assessment.
3. Write a Text Dependent Analysis Essay (Mini TDA/TEA Paragraph)
- a. For each text, either as a separate reinforcement activity or as part of an assessment used to drive instruction, students will work on TDA writing through miniature TDAs.
 - b. Outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric
 - c. TDA Writing – modeling, exemplar deconstruction and analysis, and guided practice.
4. Write a Literary Analysis Essay (formal TDA - diagnostic benchmark)
- a. Take notes, reread “Is Space Exploration Worth the Cost?”, analyze both texts, outline/pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric
 - b. Analyze model text, dissect scoring rubric, determine a topic, formulate ideas, prewrite, organize ideas, consider purpose and audience, draft essay, edit and revise essay
 - c. Introduction to literary analysis essay writing – Focus on the process of writing as students create a five paragraph essay that connects to marking period four themes. Through the use of guided practice and exemplars and student models for deconstruction, students will be exposed to the expectations of seventh grade PSSA standards (introduction, body, conclusion, thesis, transitions, topic sentences, clincher sentences, etc.).
 - i. Students will produce this TDA without teacher assistance and teachers will use the data from this TDA to determine student strengths and weaknesses and develop a plan. Once the initial TDA is written, teachers will use it as a teaching tool and will write additional mini TDAs/TEA paragraphs.
 - d. Utilizing data from the first TDA, teachers will create lessons to address strengths and weaknesses as they instruct students in the art of TDA writing.
5. Independent novel reading and collaborative novel analysis: *Tangerine* by Edward Bloor
- a. Levels of Questioning - Direct instruction and modeling
 - b. Review of plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; setting; suspense; characters; character motivation; point of view: first, third limited, third omniscient; theme; diction; inferencing.
 - c. Will span over marking periods one and two -- writing component and assessment will occur in marking period two.
6. Vocabulary Activities

DELAWARE VALLEY SCHOOL DISTRICT

- a. Direct instruction and practice from common teacher created materials based on the following selections in the *Collections* textbook:
 - i. "Why Exploring the Ocean is Mankind's Next Giant Leap"/ "Is Space Exploration Worth the Cost?"
 - ii. "Remarks at the Dedication of the Aerospace Medical Health Center"
- b. Provide modeling for students to determine and clarify the meaning of unknown and multiple meaning words and phrases based on close reading, context, and content.
- c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

7. PSSA Preparation

- a. Study Island activities - individual and group practice on grade seven skills
- b. PSSA Activities - to be determined by data from classroom assessments and district benchmarks.
- c. PSSA Vocabulary - Direct instruction, discussion, application and review of applicable PSSA vocabulary (utilize PSSA Glossary of Terms)

8. Grammar Review--Parts of Speech Review, Subject-Verb Agreement, and Verb Tense (Consistency and Correct Shifts)

Assessments:

Diagnostic:

- PSSA Skills Assessments/Practice Activities - use of Study Island.
- Benchmarks will be administered throughout the year according to the district and department plan. This may include CDT and/or the previous year's PSSA. STAR may be used in addition as part of the benchmark process.

Formative:

- PSSA Skills Assessments - including, but not limited to
 - Common Assessment: PSSA Vocabulary Assessment(s)
 - Common Assessment: Practice PSSA Activities (Study Island)
 - Additional Differentiated PSSA Practice to address individual needs
- Common Assessment: "Stinging Tentacles offer Hint of Oceans' Decline" Close Reader Writing Prompt Mini TDA/TEA Paragraph
- Common Assessment: "Is Space Exploration Worth the Cost?" Close Reader Writing Prompt Mini TDA/TEA paragraph
- Common Assessment: "Remarks at the Dedication of the Aerospace Medical Health Center" Selection Test
- Common Assessment: "Why Exploring the Ocean is Mankind's Next Giant Leap" Selection Test
- Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- Common Assessment: Two Vocabulary Quizzes based on MP1 selections:
 - "Why Exploring the Ocean is Mankind's Next Giant Leap"/ "Is Space Exploration Worth the Cost?"
 - "Remarks at the Dedication of the Aerospace Medical Health Center"
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each skill taught.
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

DELAWARE VALLEY SCHOOL DISTRICT

- Common Assessment: “Is Space Exploration Worth the Cost?” Close Reader Writing Prompt Full TDA (Will be an extension on the mini-TDA prompt)
- Common Assessment: Midway Grammar Test
- Common Assessment: End of Marking Period Grammar Test
- Common Assessment: Collection/Cold Read Test

Extensions:

- Additional, more challenging text dependent analysis essays
- Additional text analysis from close reader
- Additional, more challenging grammar activities
- Additional, more challenging vocabulary activities
- Additional, more challenging novels

Correctives:

- Teacher/student conferencing to improve writing skills
- Study Island additional practice
- Additional opportunities for revision and practice with more simplistic assignments and more accessible literature

Materials and Resources:

- Internet
- *Collections* Textbook
- Teacher created vocabulary materials based on selections in the *Collections* textbook
- Tangerine by Edward Bloor
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit 2: Collection #1 Bold Actions

Time Range in Days: 40-45 Days

Standards Addressed:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

1.2 Reading Informational Text: CC.1.2.7.A, CC. 1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7.E, CC.1.2.7F, CC.1.2.7.G, CC.1.2.7.H, CC.1.2.7 I, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L

Eligible Content: E07.B-K.1.1.2, E07.B-K.1.1.1, E07.B-K.1.1.3, E07.B-C.2.1.1, E07.B-C.2.1.2, E07.B-V.4.1.1, E07.B-V.4.1.2, E07.B-C.2.1.3, E07.B-C.3.1.1, E07.B-C.3.1.2

1.3 Reading Literature: CC.1.3.7.A, CC.1.3.7.B, CC.1.3.7.C, CC.1.3.7.F, CC.1.3.7.I, CC.1.3.7.J, CC.1.3.7K

Eligible Content: E07.A-K.1.1.2, E07.A-K.1.1.1, E07.A-K.1.1.3, E07.A-C.2.1.3, E07.A-V.4.1.1, E07.A-V.4.1.2

1.4 Writing: CC. 1.4.7.G, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K, CC.1.4.7.L, CC.1.4.7.M, CC.1.4.7.N, CC.1.4.7.O, CC.1.4.7.P, CC.1.4.7.Q, CC.1.4.7.R, CC.1.4.7.S, CC.1.4.7.T, CC.1.4.7.U, CC.1.4.7.V, CC.1.4.7.W, CC.1.4.7.X

Eligible Content:

Argumentative: E07.C.1.1.1, E07.E.1.1.1, E07.C.1.1.2, E07.E.1.1.2, E07.C.1.1.3, E07.C.1.1.5, E07.E.1.1.3, E07.E.1.1.6, E07.C.1.1.4, E07.D.2.1.1, E07.D.2.1.2, E07.D.2.1.3, E07.D.2.1.4, E07.D.2.1.5, E07.E.1.1.4, E07.E.1.1.5, E07.D.1.1.1, E07.D.1.1.2, E07.D.1.1.3, E07.D.1.1.4, E07.D.1.1.5, E07.D.1.1.6, E07.D.1.1.7, E07.D.1.1.8, E07.D.1.1.9, E07.D.1.2.1, E07.D.1.2.2, E07.D.1.2.3, E07.D.1.2.4

Narrative: E07.C.1.3.1, E07.C.1.3.2, E07.C.1.3.4, E07.C.1.3.3, E07.C.1.3.5, E07.D.2.1.1, E07.D.2.1.2, E07.D.2.1.3, E07.D.2.1.4, E07.D.2.1.5, E07.D.1.1.1, E07.D.1.1.2, E07.D.1.1.3, E07.D.1.1.4, E07.D.1.1.5, E07.D.1.1.6, E07.D.1.1.7, E07.D.1.1.8, E07.D.1.1.9, E07.D.1.2.1, E07.D.1.2.2, E07.D.1.2.3, E07.D.1.2.4

Responding to Literature: E07.E.1.1.1, E07.E.1.1.2, E07.E.1.1.3, E07.E.1.1.4, E07.E.1.1.5, E07.E.1.1.6

1.5 Speaking and Listening: CC.1.5.7.A, CC.1.5.7.B, CC.1.5.7.C, CC.1.5.7.D, CC.1.5.7.E, CC.1.5.7.F, CC.1.5.7.G

Overview: In this collection, students will explore what it means to face challenges fearlessly, even if it means failing in the attempt. Students will learn inferences, comparing and contrasting skills, elements of a myth, theme, plot, and the effect of sounds. Students will read and analyze narrative genres as well as produce a text dependent analysis essay and miniature TDAs.

DELAWARE VALLEY SCHOOL DISTRICT

Goals:

Students will:

- Identify, analyze, and make inferences about the elements of plot in a short story.
- Analyze the elements of a myth and to determine two or more themes.
- Analyze how the use of repetitions of sounds emphasize ideas and meaning in a poem.
- Produce clear and coherent writing.
- Develop and strengthen writing.
- Write routinely.
- Engage in collaborative discussions.
- Gain strategies in order to determine key vocabulary words.
- Identify and use Phrases and Clauses, Types of Sentences (Simple, Compound, Complex, and Compound-Complex), Run-ons and Fragments, and Misplaced/Dangling Modifiers.
- Write a text dependent analysis essay.
- Write mini TDA/TEA paragraph writing assignments.

Objectives: (with DOK levels)

Students will:

- Cite textual evidence. (DOK 3)
- Analyze how elements of a story interact. (DOK 1 and 4)
- Determine central ideas and details. (DOK 2)
- Trace and evaluate an argument. (DOK 3 and 4)
- Analyze interactions between individuals, events, and ideas. (DOK 1 and 4)
- Analyze the structure an author uses to organize a text. (DOK 1, 2, and 4)
- Determine an author's point of view or purpose. (DOK 3)
- Determine a theme and analyze its development. (DOK 1, 2, and 4)
- Analyze the use of alliteration to emphasize ideas and meaning in a poem. (DOK 1, 3, and 4)
- Analyze how a poem's form contributes to its meaning. (DOK 1, 2, and 4)
- Determine meanings of words and phrases as they are used in the text. (DOK 2)
- Use context as a clue to the meaning of a word or phrase. (DOK 2)
- Use context clues to ascertain word meaning. (DOK 3)
- Create written works, including written analysis/TDA writing assignments and mini TDA/TEA paragraph writing assignments. (DOK 4)
- Practice identifying and using Phrases and Clauses, Types of Sentences (Simple, Compound, Complex, and Compound-Complex), Run-ons and Fragments, and Misplaced/Dangling Modifiers. (DOK 1, 2, and 4)

Core Activities and Corresponding Instructional Methods:

1. Essay Analysis: "Finding Your Everest" by Robert Medina

- a. Students will continue to explore the reading strategy of text annotation/talking to the text (T2T). Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - i. Step 1 - Model text annotation/T2T as needed, gradually shifting to student modeling "Finding Your Everest" by Robert Medina to teach text annotating skills.
 - ii. Step 2 - Students will explore the close reading notes and questions throughout the story as a basis for discussion and assessment.
- b. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?).

DELAWARE VALLEY SCHOOL DISTRICT

- c. Support assumptions with textual evidence.
 - d. Make predictions based on the text details.
 - e. Make inferences that are not directly stated in a piece of writing.
 - f. Presentation of Literary Terms - Examination of literary and textual elements as they relate to nonfiction (structure of an essay; central idea and supporting details; opinion and fact; purpose; claims).
 - g. Students will write short response (Mini TDA/TEA Paragraph)
2. Short Story Analysis: Close Reader -- "Big Things Come in Small Packages" by Eleanora E. Tate, Close Reader Text -- "Arachne" by Olivia E. Coolidge, and Anchor Text -- "The Flight of Icarus" by Sally Benson.
- a. Students will be taught the reading strategy of text annotation/talking to the text (T2T). This will become second nature as we proceed through the year. Students will talk to the text for everything we read. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - i. Step 1 - Model text annotation/T2T as needed, gradually shifting to student modeling "Big Things Come in Small Packages" to teach text annotating skills.
 - ii. Step 2 - Students will explore the analyzing the text questions at the end of "The Flight of Icarus" as a basis for discussion and assessment, or students will explore the close reading notes and questions throughout "Big Things Come in Small Packages" and "Arachne" as a basis for discussion and assessment.
 - b. Map out a story using Freytag's Pyramid. Identify key elements of the plot necessary for accurate summarization and story comprehension.
 - c. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?).
 - d. Support assumptions with textual evidence.
 - e. Make predictions based on the text details.
 - f. Make inferences that are not directly stated in a piece of writing.
 - g. Students will be taught the art of text dependent analysis writing and will construct a TDA as well as mini TDAs/TEA paragraphs.
 - h. Presentation of Literary Terms and - Examination of literary elements as they relate to fiction (plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; setting; suspense; myth; theme; inferencing).
3. Poetry Analysis: "Icarus's Flight" by Stephen Dobyns
- a. Students will learn to identify poetic elements and literary terminology, making connections to author's purpose and effect. This will go on throughout the year.
 - b. Annotate poetry.
 - c. Focus on theme; form; line; stanza; alliteration; rhythm.
 - d. Students will explore the analyzing the text questions at the end of the story as a basis for discussion and assessment.
4. Write a Text Dependent Analysis Essay and miniature TDAs
- a. Take notes, reread the texts, analyze the texts, outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric.
 - b. For each text, either as a separate reinforcement activity or as part of an assessment used to drive instruction, students will work on TDA writing through miniature TDAs.
 - i. Outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric.
 - c. TDA Writing – modeling, exemplar deconstruction and analysis, and guided practice.

DELAWARE VALLEY SCHOOL DISTRICT

5. Independent novel reading and collaborative novel analysis: *Tangerine* by Edward Bloor
 - a. Levels of Questioning - Direct instruction and modeling
 - b. Review of plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; setting; suspense; characters; character motivation; point of view: first, third limited, third omniscient; theme; diction; inferencing.
 - c. Administer the assessment for the novel, which will include multiple choice questions and a writing component.

6. Vocabulary Activities
 - a. Direct instruction and practice from common teacher created materials based on the following selections in the *Collections* textbook:
 - i. "The Flight of Icarus"/"Arachne"
 - ii. "Icarus's Flight"/"Big Things Come in Small Packages"
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple meaning words and phrases based on close reading, context, and content.
 - c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

7. PSSA Preparation and Review
 - a. Study Island activities - individual and group practice
 - b. PSSA Review Activities - to be determined by data from classroom assessments and district benchmarks.
 - c. PSSA Vocabulary - Direct instruction, discussion, application and review of applicable PSSA vocabulary (utilize PSSA Glossary of Terms)

8. Grammar Review -- Phrases and Clauses, Types of Sentences (Simple, Compound, Complex, and Compound-Complex), Run-ons and Fragments, and Misplaced/Dangling Modifiers.

Assessments:

Diagnostic:

- PSSA Skills Assessments/Practice Activities - use of Study Island.

Formative:

- Benchmarks will be administered throughout the year according to the district and department plan. This may include CDT and/or the previous year's PSSA. STAR may be used in addition as part of the benchmark process.
- PSSA Review Assessments - including, but not limited to
 - Common Assessment: PSSA Vocabulary Assessment(s)
 - Common Assessment: Practice PSSA Activities (Study Island)
 - Additional Differentiated PSSA Practice to address individual needs
- Common Assessment: "The Flight of Icarus" Selection Test
- Common Assessment: "Finding Your Everest" Mini-TDA/TEA Paragraph
- Common Assessment: "Big Things Come in Small Packages" Mini-TDA/TEA Paragraph
- Common Assessment: "Arachne" Mini-TDA/TEA Paragraph
- Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- Common Assessment: Two Vocabulary Quizzes from MP2 selections:
 - "The Flight of Icarus"/"Arachne"
 - "Icarus's Flight"/"Big Things Come in Small Packages"
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each skill taught.

DELAWARE VALLEY SCHOOL DISTRICT

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Midway Grammar Test
- Common Assessment: End of Marking Period Grammar Test
- Common Assessment: Midway Collection/Cold Read Test
- Common Assessment: *Tangerine* Novel Assessment (The test will be split into two parts.)
- Common Assessment: "Arachne" Full TDA (Will be an extension on the mini-TDA/TEA paragraph prompt.)

Extensions:

- Additional text dependent analysis essays of greater complexity
- Additional text analysis from close reader
- Additional, more challenging grammar activities
- Additional, more challenging vocabulary activities
- Additional, more challenging novels

Correctives:

- Teacher/student conferencing to improve writing skills
- Study Island additional practice
- Additional opportunities for revision and practice with more simplistic assignments and more accessible literature

Materials and Resources:

- Internet
- *Collections* Textbook
- Teacher created vocabulary materials based on selections in *Collections* book
- *Tangerine* by Edward Bloor
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit 3: Collection #3 Nature at Work

Time Range in Days: 40-45 Days

Standards Addressed:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

1.2 Reading Informational Text: CC.1.2.7.A, CC. 1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7F, CC.1.2.7.G, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L

Eligible Content: E07.B-K.1.1.2, E07.B-K.1.1.1, E07.B-K.1.1.3, E07.B-C.2.1.1, E07.B-V.4.1.1, E07.B- V.4.1.2, E07.B-C.2.1.3

1.3 Reading Literature: CC.1.3.7.A, CC.1.3.7.B, CC.1.3.7.C, CC1.3.7.D, CC.1.3.7.F, CC.1.3.7.H, CC.1.3.7.I, CC.1.3.7.J, CC.1.3.7K

Eligible Content: E07.A-K.1.1.2, E07.A-K.1.1.1, E07.A-K.1.1.3, E07.A-C.2.1.1, E07.A-C.2.1.3, E07.A- V.4.1.1, E07.A-V.4.1.2, E07.A-C.3.1.1

1.4 Writing: CC.1.4.7.A, CC.1.4.7.B, CC.1.4.7.C, CC.1.4.7.D, CC.1.4.7.E, CC.1.4.7.F, CC. 1.4.7.G, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K, CC.1.4.7.L, CC.1.4.7.S, CC.1.4.7.T, CC.1.4.7.U, CC.1.4.7.V, CC.1.4.7.W, CC.1.4.7.X

Eligible Content:

Argumentative: E07.C.1.1.1, E07.E.1.1.1, E07.C.1.1.2, E07.E.1.1.2, E07.C.1.1.3, E07.C.1.1.5, E07.E.1.1.3, E07.E.1.1.6, E07.C.1.1.4, E07.D.2.1.1, E07.D.2.1.2, E07.D.2.1.3, E07.D.2.1.4, E07.D.2.1.5, E07.E.1.1.4, E07.E.1.1.5, E07.D.1.1.1, E07.D.1.1.2, E07.D.1.1.3, E07.D.1.1.4, E07.D.1.1.5, E07.D.1.1.6, E07.D.1.1.7, E07.D.1.1.8, E07.D.1.1.9, E07.D.1.2.1, E07.D.1.2.2, E07.D.1.2.3, E07.D.1.2.4

Responding to Literature: E07.E.1.1.1, E07.E.1.1.2, E07.E.1.1.3, E07.E.1.1.4, E07.E.1.1.5, E07.E.1.1.6

1.5 Speaking and Listening: CC.1.5.7.A, CC.1.5.7.B, CC.1.5.7.C, CC.1.5.7.D, CC.1.5.7.E, CC.1.5.7.F, CC.1.5.7.G

Overview: In this collection, students will explore the beauty, power, and mystery of nature. Students will learn features of a memoir, elements of an expository essay, author's style, theme, word choice, figurative language and its effects, and structure and its effects. Students will read and analyze a variety of genres as well as produce a text dependent analysis essay and mini TDAs/TEA paragraphs. Students will also prepare for the PSSA exams through a multitude of mini lessons designated by the teacher.

DELAWARE VALLEY SCHOOL DISTRICT

Goals:

Students will:

- Identify features of a memoir.
- Analyze the author's style and purpose.
- Determine the theme of a short story.
- Analyze word choice and style.
- Analyze elements of an expository essay and its structure.
- Analyze poetic form and how poets use figurative language to express feelings and ideas.
- Produce clear and coherent writing.
- Develop and strengthen writing.
- Write routinely.
- Engage in collaborative discussions.
- Identify and use commas, parentheses, dashes, and frequently confused words.
- Create written works, including a text dependent analysis essay, mini TDA/TEA paragraph writing assignments, and other styles of writing.

Objectives: (with DOK levels)

Students will:

- Cite textual evidence. (DOK 3)
- Make inferences. (DOK 2)
- Analyze the interactions between individuals, events and ideas. (DOK 1 and 4)
- Draw evidence from informational texts to support analysis. (DOK 3)
- Interpret figures of speech in context and figurative language. (DOK 1 and 2)
- Determine and analyze the theme. (DOK 1 and 4)
- Analyze how elements of a story interact. (DOK 1 and 4)
- Analyze points of view. (DOK 1, 3, and 4)
- Analyze elements of an informational text. (DOK 1 and 2)
- Determine central ideas; provide an objective summary. (DOK 1 and 2)
- Analyze the structure an author uses to organize a text. (DOK 1, 2 and 4)
- Determine an author's purpose. (DOK 2)
- Analyze how a poem's form contributes to its meaning. (DOK 1 and 4)
- Analyze points of view of narrators in a text. (DOK 1 and 4)
- Determine meanings of words and phrases as they are used in the text. (DOK 2)
- Use context as a clue to the meaning of a word or phrase. (DOK 2)
- Use context clues to ascertain word meaning. (DOK 3)
- Choose language that expresses ideas precisely and concisely. (DOK 4)
- Write an analysis and mini TDA/TEA paragraph writing assignments. (DOK 4)
- Practice identifying and using commas, parentheses, dashes, and frequently confused words. (DOK 1, 2 and 4)

Core Activities and Corresponding Instructional Methods:

1. Memoir Text Analysis: Close Reader Text - "Polar Dream" by Helen Thayer and Anchor Text – "Mississippi Solo" by Eddy Harris
 - a. Students will demonstrate their understanding of text annotation/talking to the text (T2T).
 - b. Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - c. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the

DELAWARE VALLEY SCHOOL DISTRICT

- author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
- d. Support assumptions with textual evidence.
 - e. Make predictions based on the text details.
 - f. Make inferences that are not directly stated in a piece of writing.
 - g. Presentation of Literary Terms - Examination of literary and textual elements as they relate to nonfiction (memoir; style; figurative language – personification, simile and metaphor; expository essay; quotations; text features- headings, graphics, and captions; cause and effect; chronological order; compare and contrast; central idea and details).
 - h. Students will be taught the art of text dependent analysis writing and will construct a TDA as well as mini TDAs/TEA paragraphs.
 - i. Students will write a Full-TDA on “Polar Dream” as a basis for discussion and assessment. (Note: The full common TDA based on “Polar Dream” will be utilized for benchmarking and teaching purposes. Students will produce this TDA without teacher assistance and teachers will use the data from this TDA to determine student strengths and weaknesses and develop a plan. Once the initial TDA is written, teachers will use it as a teaching tool, and students will rewrite this TDA for a grade.)
2. Nonfiction Text Analysis: Close Reader Text – “The Hidden Southwest: The Arch Hunters” by Douglas Fox
- a. Students will demonstrate their understanding of text annotation/talking to the text (T2T). Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, use imagery, restate/paraphrase and summarize, make connections (historical, personal, etc.) utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - b. Students will be taught the art of text dependent analysis writing and will construct a TDA as well as mini TDAs/TEA paragraphs.
3. Informational Analysis: “Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” by Paul Harris and “Ship of Fools” by Joanna Wales
- c. Students will continue to explore the reading strategy of text annotation/talking to the text (T2T). Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - i. Step 1 - Model text annotation/T2T as needed, gradually shifting to student modeling “Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” to teach text annotating skills.
 - ii. Step 2 - Students will explore the analyzing the text questions at the end of the story as a basis for discussion and assessment.
 - d. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
 - e. Support assumptions with textual evidence.
 - f. Make predictions based on the text details.
 - g. Make inferences that are not directly stated in a piece of writing.
 - h. Presentation of Literary Terms - Examination of literary and textual elements as they relate to nonfiction (structure of a news article; central idea and supporting details; opinion and fact; purpose; claims).
 - i. Media Analysis: “Was Abby Too Young to Sail?” by CBS News
4. Write a Text Dependent Analysis Essay (Mini TDA/TEA Paragraph)

DELAWARE VALLEY SCHOOL DISTRICT

- a. For each text, either as a separate reinforcement activity or as part of an assessment used to drive instruction, students will work on TDA writing through miniature TDAs.
 - i. Outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric
 - b. TDA Writing – modeling, exemplar deconstruction and analysis, and guided practice.
5. Independent novel reading and collaborative novel analysis: *The Outsiders* by S.E. Hinton
- a. Levels of Questioning - Direct instruction and modeling
 - b. Review of plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; setting; suspense; point of view: first, third limited, third omniscient; theme; diction; inferencing.
 - c. The novel activities will span marking periods three and four - writing component will occur in marking period four.
6. Vocabulary Activities
- a. Direct instruction and practice from common teacher created materials based on the following selections:
 - i. "Polar Dream"/"Mississippi Solo"
 - ii. *The Outsiders* Part One
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple meaning words and phrases based on close reading, context, and content.
 - c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.
7. PSSA Preparation and Review
- a. Study Island activities - individual and group practice
 - b. PSSA Review Activities - to be determined by data from classroom assessments and district benchmarks
 - c. PSSA Vocabulary - Direct instruction, discussion, application and review of applicable PSSA vocabulary (utilize PSSA Glossary of Terms)
8. Grammar Review -- commas, parentheses, dashes, ~~and~~ frequently confused words, and pronoun-antecedent agreement

Assessments:

Diagnostic:

- PSSA Skills Assessments/Practice Activities - use of Study Island.

Formative:

- Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
 - "Polar Dream" Close Reader Prompt (Full TDA) – Benchmark TDA
- PSSA Review Assessments - including, but not limited to
 - Common Assessment: PSSA Vocabulary Assessment(s)
 - Common Assessment: Practice PSSA Activities (Study Island)
 - Additional Differentiated PSSA Practice to address individual needs
- Common Assessment: "Mississippi Solo" Selection Test
- Common Assessment: Mini TDA/TEA Paragraph: "The Hidden Southwest: The Arch Hunters"
- Common Assessment: "The Song of the Wandering Aengus" Selection Test
- Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- Common Assessment: Two Vocabulary Quizzes from MP 3 selections:

DELAWARE VALLEY SCHOOL DISTRICT

- “Polar Dream”/”Mississippi Solo”
- *The Outsiders* Part One
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each skill taught.
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: “Polar Dream” (Full TDA) – Revision of benchmark for a grade
- Common Assessment: “The Hidden Southwest: The Arch Hunters” (Mini TDA/TEA Paragraph)
- Common Assessment: Midway Grammar Test
- Common Assessment: End of Marking Period Grammar Test
- Common Assessment: Midway Collection/Cold Read Test

Extensions:

- Additional, more challenging text dependent analysis essays
- Additional text analysis from close reader
- Additional, more challenging grammar activities
- Additional, more challenging vocabulary activities
- Additional, more challenging novels

Correctives:

- Teacher/student conferencing to improve writing skills
- Study Island additional practice
- Additional opportunities for revision and practice with more simplistic assignments and more accessible literature

Materials and Resources:

- Internet
- *Collections* Textbook
- Teacher created vocabulary materials based on selections in *Collections*
- *The Outsiders* by S.E. Hinton
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 New

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit 4: Collection #2 Perception and Reality

Time Range in Days: 40-45 Days

Standards Addressed:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

1.2 Reading Informational Text: CC.1.2.7.A, CC. 1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7.E, CC.1.2.7F, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L

Eligible Content: E07.B-K.1.1.2, E07.B-K.1.1.1, E07.B-K.1.1.3, E07.B-C.2.1.1, E07.B-C.2.1.2, E07.B- V.4.1.1, E07.B-V.4.1.2, E07.B-C.2.1.3

1.3 Reading Literature: CC.1.3.7.A, CC.1.3.7.B, CC.1.3.7.C, CC.1.3.7.D, CC1.3.7.E, CC.1.3.7.F, CC.1.3.7.I, CC.1.3.7.J, CC.1.3.7K

Eligible Content: E07.A-K.1.1.2, E07.A-K.1.1.1, E07.A-K.1.1.3, E07.A-C.2.1.1, E07.A-C.2.1.2, E07.A- C.2.1.3, E07.A-V.4.1.1, E07.A-V.4.1.2

1.4 Writing: CC. 1.4.7.G, CC.1.4.7.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K, CC.1.4.7.L, CC.1.4.7.S, CC.1.4.7.T, CC.1.4.7.U, CC.1.4.7.V, CC.1.4.7.W, CC.1.4.7.X

Eligible Content:

Argumentative: E07.C.1.1.1, E07.E.1.1.1, E07.C.1.1.2, E07.E.1.1.2, E07.C.1.1.3, E07.C.1.1.5, E07.E.1.1.3, E07.E.1.1.6, E07.C.1.1.4, E07.D.2.1.1, E07.D.2.1.2, E07.D.2.1.3, E07.D.2.1.4, E07.D.2.1.5, E07.E.1.1.4, E07.E.1.1.5, E07.D.1.1.1, E07.D.1.1.2, E07.D.1.1.3, E07.D.1.1.4, E07.D.1.1.5, E07.D.1.1.6, E07.D.1.1.7, E07.D.1.1.8, E07.D.1.1.9, E07.D.1.2.1, E07.D.1.2.2, E07.D.1.2.3, E07.D.1.2.4

Responding to Literature: E07.E.1.1.1, E07.E.1.1.2, E07.E.1.1.3, E07.E.1.1.4, E07.E.1.1.5, E07.E.1.1.6

1.5 Speaking and Listening: CC.1.5.7.A, CC.1.5.7.B, CC.1.5.7.C, CC.1.5.7.D, CC.1.5.7.E, CC.1.5.7.F, CC.1.5.7.G

Overview: In this collection, students will explore how things in life are not always how people perceive them to be. Students will learn elements of a folktale and elements of a drama. Students will also learn how to summarize, how setting affects elements in a story, and how to make comparisons. Students will read and analyze a variety of genres as well as produce a text dependent analysis essay and mini TDAs/TEA paragraphs.

DELAWARE VALLEY SCHOOL DISTRICT

Goals:

Students will:

- Identify elements of a folktale and summarize a story.
- Analyze a poem's form as well as the use of figurative language and sound devices, to understand their effects on meaning.
- Identify and summarize central ideas.
- Identify and analyze how setting affects characters' traits, motivations, and actions.
- Analyze the elements of a drama and make comparisons between a script and a performance.
- Produce clear and coherent writing.
- Develop and strengthen writing.
- Write routinely.
- Engage in collaborative discussions.
- Gain strategies in order to determine key vocabulary words.
- Identify and use active and passive voice, apostrophes, predicate nouns and adjectives, and direct and indirect objects.
- Write a text-dependent analysis essay.
- Write mini TDA/TEA paragraph writing assignments.

Objectives: (with DOK levels)

Students will:

- Cite textual evidence. (DOK 3)
- Determine a theme. (DOK 1 and 2)
- Provide a summary. (DOK 2)
- Identify story elements. (DOK 1)
- Analyze interactions among story elements. (DOK 1 and 4)
- Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem. (DOK 1 and 4)
- Analyze how a poem's form contributes to its meaning. (DOK 1, 2, and 4)
- Determine the central idea of a text. (DOK 1 and 2)
- Provide an objective summary of a text. (DOK 2)
- Analyze the structure of a text and how it contributes to the meaning of the text. (DOK 1 and 4)
- Present claims and findings; use appropriate eye contact, adequate volume, and clear pronunciation. (DOK 4)
- Make inferences. (DOK 2)
- Analyze how a drama's structure contributes to its meaning. (DOK 1 and 4)
- Compare and contrast a drama to its filmed version. (DOK 3)
- Determine meanings of words and phrases as they are used in the text. (DOK 2)
- Use context clues to ascertain word meaning. (DOK 3)
- Use context as a clue to the meaning of a word or phrase. (DOK 2)
- Use the relationship between particular words to understand each of the words. (DOK 3)
- Create written works, including an analysis and mini TDA/TEA paragraph writing assignments. (DOK 4)
- Practice identifying and using active and passive voice, apostrophes, predicate nouns and adjectives, and direct and indirect objects. (DOK 1, 2 and 4)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

1. Short Story Analysis: Close Reader -- “Heartbeat” by David Yoo and Anchor Text -- “The People Could Fly” by Virginia Hamilton
 - a. Students will continue to utilize the reading strategy of text annotation/talking to the text (T2T). Students will talk to the text for everything we read. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - i. Step 1 - Students will model text annotation/T2T with “Heartbeat” and “The People Could Fly” to reinforce text-annotating skills.
 - ii. Step 2 - Students will explore the analyzing the text questions at the end of the stories as a basis for discussion and assessment.
 - iii. Step 3- Students will write a short response (miniature TDA) for “Heartbeat” as a basis for discussion and assessment. (Common Mini-TDA - located in public file).
 - b. Map out a story using Freytag’s Pyramid. Identify key elements of the plot necessary for accurate summarization and story comprehension.
 - c. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
 - d. Support assumptions with textual evidence.
 - e. Students will be taught the art of text dependent analysis writing and will construct a common TDA (in part or as a whole) and mini TDAs/TEA paragraphs.
 - f. Make predictions based on the text details.
 - g. Make inferences that are not directly stated in a piece of writing.
 - h. Presentation of Literary Terms and - Examination of literary elements as they relate to fiction (plot: exposition, rising action, climax, falling action, resolution; folktale; summary; internal and external conflict; setting; characters; character traits; character’s motivation, figurative language; dialect; dialogue; symbolism; mood).
2. Expository Text Analysis: Close Reader Text -- “Saving the Lost” by Reynaldo Vasquez
 - a. Students will continue to utilize and explore the reading strategy of text annotation/talking to the text (T2T). Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - i. Step 1- Students will model text annotation/T2T with “Saving the Lost” to reinforce text-annotating skills.
 - ii. Step 2 - Students will write a short response for “Saving the Lost” (miniature TDA) as a basis for discussion and assessment (Common Mini-TDA - located in public file).
 - b. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
 - c. Support assumptions with textual evidence.
 - d. Make predictions based on the text details.
 - e. Make inferences that are not directly stated in a piece of writing.
 - f. Students will be taught the art of text dependent analysis writing and will construct a common TDA (in part or as a whole).
 - g. Presentation of Terminology - Examination of literary and textual elements as they relate to nonfiction (central ideas and details; textual evidence; diction; summary).

DELAWARE VALLEY SCHOOL DISTRICT

3. Drama Analysis: "Sorry, Wrong Number" by Lucille Fletcher

- a. Students will continue to utilize and explore the reading strategy of text annotation/talking to the text (T2T). Students will talk to the text for everything we read. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - i. Step 1 - Students will model text annotation/T2T with "Sorry, Wrong Number" to reinforce text annotating skills.
 - ii. Step 2 - Students will explore the analyzing the text questions at the end of "Sorry, Wrong Number" as a basis for discussion and assessment.
- b. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?).
- c. Support assumptions with textual evidence.
- d. Students will be taught the art of text dependent analysis writing and will construct a common TDA (in part or as a whole).
- e. Make predictions based on the text details.
- f. Make inferences that are not directly stated in a piece of writing.
- g. Presentation of literary terms and examination of literary elements as they relate to drama (drama; script; cast of characters; stage directions; setting; dialogue; irony; plot: exposition, rising action, climax, falling action, resolution; inferencing).

4. Poetry Analysis: "The Song of Wandering Aengus" by William Butler Yeats

- a. Students will learn to identify poetic elements and literary terminology, making connections to author's purpose and effect. This will go on throughout the year.
- b. Annotate poetry.
- c. Focus on idiom; diction; rhyme; end rhyme; figurative language; simile and metaphor.
- d. Students will explore the analyzing the text questions at the end of "The Song of Wandering Aengus" as a basis for discussion and assessment.

5. Write a Common Text Dependent Analysis Essay (TDA and Mini TDA/TEA Paragraph Writing)

- a. For each text, either as a separate activity or as part of an assessment used to drive instruction, students will work on TDA writing through miniature and full TDAs.
 - i. Outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric.
- b. TDA Writing – modeling, exemplar deconstruction and analysis, and guided practice.
- c. Produce a full TDA and mini TDAs/TEA paragraphs.

6. Continuation of Independent novel reading and collaborative novel analysis: *The Outsiders* by S.E. Hinton

- a. Levels of Questioning - Direct instruction and modeling.
- b. Review of plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; setting; suspense; characters; character motivation; point of view: first, third limited, third omniscient; theme; diction; inferencing.
- c. Administer the assessment for the novel, which will include multiple choice questions and a writing component.

7. Vocabulary Activities

- a. Direct instruction and practice from common teacher created materials based on the following selections:
 - i. "The People Could Fly"/"Sorry, Wrong Number"

DELAWARE VALLEY SCHOOL DISTRICT

ii. *The Outsiders* Part Two

- b. Provide modeling for students to determine and clarify the meaning of unknown and multiple meaning words and phrases based on close reading, context, and content.
- c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

8. PSSA Preparation and Review

- a. Study Island activities - individual and group practice
- b. PSSA Review Activities - to be determined by data from classroom assessments and district benchmarks.
- c. PSSA Vocabulary - Direct instruction, discussion, application and review of applicable PSSA vocabulary (utilize PSSA Glossary of Terms)

9. Grammar Review -- active and passive voice, apostrophes, predicate nouns and adjectives, and direct and indirect objects.

Assessments:

Diagnostic:

- PSSA Skills Assessments/Practice Activities – use of Study Island

Formative:

- Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
- PSSA Review Assessments - including, but not limited to
 - Common Assessment: PSSA Vocabulary Assessment(s)
 - Common Assessment: Practice PSSA Activities (Study Island)
 - Additional Differentiated PSSA Practice to address individual needs
- Common Assessment: "The People Could Fly" Selection Test
- Common Assessment: "Sorry, Wrong Number" Selection Test
- Common Assessment: "Heartbeat" Close Reader Writing Prompt (Mini-TDA/TEA Paragraph)
- Common Assessment: "Saving the Lost" Close Reader Writing Prompt (Mini-TDA/TEA Paragraph)
- Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- Common Assessment: Two Vocabulary Quizzes from MP 4 selections:
 - "The People Could Fly"/"Sorry, Wrong Number"
 - The Outsiders Part Two
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each skill taught.
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Mid-Way Grammar Test
- Common Assessment: End of Marking Period Grammar Test
- Common Assessment: "Sorry, Wrong Number" Full TDA
- Common Assessment: *The Outsiders* Novel Assessment
- Common Assessment: Final Exam
- Common Assessment: Final Exam Essay (TDA or TEA Paragraph)

DELAWARE VALLEY SCHOOL DISTRICT

Extensions:

- Additional, more challenging text dependent analysis essays
- Additional text analysis from close reader
- Additional, more challenging grammar activities
- Additional, more challenging vocabulary activities
- Additional, more challenging novels

Correctives:

- Teacher/student conferencing to improve writing skills
- Study Island additional practice
- Additional opportunities for revision and practice with more simplistic assignments and more accessible literature

Materials and Resources:

- Internet
- *Collections* Textbook
- Teacher created vocabulary materials based on selections in *Collections* book
- *The Outsiders* by S.E. Hinton
- *Esperanza Rising* by Pam Muñoz Ryan
- *Sorry, Wrong Number* Film
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News

DELAWARE VALLEY SCHOOL DISTRICT

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *Collections* Grade 7 Textbook ISBN #: 978-0-544-56950-8

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt Publishing Company, 2017

Curriculum Textbook is utilized in English Language Arts Grade 7

Name of Textbook: *Collections* Close Reader Grade 7 Textbook ISBN #: 978-0-544-09076-7

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt Publishing Company, 2017

Curriculum Textbook is utilized in English Language Arts Grade 7

Name of Novel: *Tangerine* by Edward Bloor

Publisher & Year of Publication: Harcourt, Inc. 1997 Curriculum Textbook is utilized in English Language Arts Grade 7

Name of Novel: *The Outsiders* by S.E. Hinton

Publisher & Year of Publication: Houghton Mifflin Harcourt, 2002 Curriculum Textbook is utilized in English Language Arts Grade 7