

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Honors English/ Language Arts 7**  

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**Grade Level: 7**

**Date of Board Approval: \_\_\_\_\_2019\_\_\_\_\_**

**DELAWARE VALLEY SCHOOL DISTRICT**

**Planned Instruction**

**Title of Planned Instruction: English/Language Arts 7**

**Subject Area: English/Language Arts**

**Grade(s): 7**

**Course Description:**

This course is designed to prepare students for the rigor of honors and AP level high school classes by challenging them to develop critical thinking skills necessary to be sophisticated readers, writers, speakers, and listeners. It is significantly more challenging than English/Language Arts 7. 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. Supplementary texts and assignments will be integrated to significantly increase the difficulty of the course. Additionally, the course assessments will be more challenging when compared to the assessments of the regular course. 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.

\*\*Honors 7 will include additional texts, assessments, activities, and writing assignments that will be at a more advanced level than those found in ELA 7.

**Time/Credit for the Course:** Full Year

**Curriculum Writing Committee:** Angela Gutierrez, Arielle Wilkes, Joann Strattman

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## 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?
  
- **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
  - Poetic Form and Figurative Language
  - Imagery
  - Extended Metaphor
  - Vocabulary in context
  - 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, 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.
  
- **Goals:**  
**Understanding of:**
  - Story Elements: Plot (Freytag's Pyramid) and Setting
  - Elements of a Myth
  - Theme Analysis
  - Characterization
  - Author's Purpose

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- Central Ideas
- Analyze Poetic Form: lines, stanzas, and rhythm
- Alliteration
- Vocabulary in context
- Literary Connections between stories and genres
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Structure of a Fictional Narrative
- 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.

### 3. Marking Period Three:

- Overview based on 45 days:  
Students will explore the beauty, power, and mystery of nature.
- 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
  - Imagery
  - Extended Metaphor
  - Vocabulary in context
  - 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, commas, parentheses, dashes, and frequently confused words
  - Analysis of the Novel - structure, plot, theme, conflict, motivation, characterization, tone, irony, additional literary elements, etc.

### 4. Marking Period Four:

- Overview based on 45 days:

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

- **Goals:**

- Understanding of:**

- **Poetic Elements and Terminology: Rhyme and Rhyme Scheme, Figurative Language, Sonnet, Meter, and Theme**
    - **Central Ideas in Nonfiction Articles**
    - **Text Features in Nonfiction Articles**
    - **Summarizing fiction and nonfiction pieces**
    - **Elements of a Drama**
    - **Inferences**
    - **Characterization**
    - **Irony**
    - **Vocabulary in context**
    - **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.**

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# Big Ideas

Big Ideas are either to be listed here with the unit designated to which they pertain, or they may be included in the unit(s) to which they pertain.

- **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)**

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## Curriculum Plan

**Unit:** Collection #4 Risk and Exploration

**Marking Period:** 1

**Standards (by number):** 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, CC.1.3.7.A, CC.1.3.7.B, CC.1.3.7E, CC.1.3.7.F, CC.1.3.7.I, CC.1.3.7.J, CC.1.3.7K, 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, 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

**Anchor:** E07.A-K.1, E07.A-C.2, E07.A-V.4, E07.B-K.1, E07.B-C.2, E07.B-V.4, E07.B-C.3, E07.E.1, E07.D.2, E07.E.1, E07.D.1, E07.D.1

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

**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 and a text dependent analysis essay.

### **Goals:**

#### **Students will:**

- Trace and evaluate an argument
- Identify tone and evaluate the reasoning used to support a claim
- Analyze the structure of an informational text and paraphrase central ideas and details
- Identify cause-and-effect patterns of organization
- Draw conclusions from the text and graphics
- Identify and analyze how imagery and extended metaphor can express a message
- Identify features of an author’s style and make inferences using textual details and their own knowledge
- Analyze a poem’s form and identify theme
- Produce clear and coherent writing
- Develop and strengthen writing
- Write routinely

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- Engage in collaborative discussions
- 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 writing assignments

### Objectives:

#### 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 clues to ascertain the meaning of a word or phrase (DOK 3)
- Write analysis and mini TDAs (DOK 4)
- Write arguments (DOK 4)
- Practice identifying and using Parts of Speech Review, Subject-Verb Agreement, Verb Tense (Consistency and Correct Shifts), and Pronoun- Antecedent Agreement (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, and 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.
    - i. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make



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- connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
- ii. 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.
  - iii. 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.
  - iv. Step 3 - Students will write a short response (Miniature TDA) 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 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).
  - h. Students will create and present an argumentative debate for “Why Exploring the Ocean is Mankind’s Next Giant Leap” (page 198- Performance Task)
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)
- 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.
4. Write a Literary Analysis Essay (formal TDA - diagnostic benchmark)

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- 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. Note: This first full common TDA based on “Is Space Exploration Worth the Cost?” 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 will write additional mini TDAs.
  - d. Utilizing data from the first TDA benchmark, 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: *Ender’s Game* by Orson Scott Card
- a. Levels of Questioning - Direct instruction and modeling
    - i. Students will participate in a Socratic Seminar using level two questions.
  - 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. Additional student-centered activities, to be determined by the PLC team, will occur with this novel.
  - d. 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. “Remarks at the Dedication of the Aerospace Medical Health Center”
    - ii. “Why Exploring the Ocean is Mankind’s Next Giant Leap”
  - 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

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- 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:**
  - Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
  - Benchmarks will be administered according to 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.
  - Literary Analysis Essay (formal TDA - diagnostic benchmark) – Throughout the process, this will become formative as well.
- **Formative:**
  - Grammar Assessments (i.e., quizzes, graded exercises and activities, etc.) to be placed in the 5% category for each skill taught.
  - 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) -- (Common Mini-TDA - located in public file).
  - Common Assessment: "Is Space Exploration Worth the Cost?" Close Reader Writing Prompt (mini-TDA) -- (Common Mini-TDA - located in public file).
  - Common Assessment: "Remarks at the Dedication of the Aerospace Medical Health Center" Enhanced Selection Test
  - Common Assessment: "Why Exploring the Ocean is Mankind's Next Giant Leap" Enhanced Selection Test
  - Common Assessment: Vocabulary Quizzes
    - "Why Exploring the Ocean is Mankind's Next Giant Leap"
    - "Remarks at the Dedication of the Aerospace Medical Health Center"
  - Novel Discussion Circles
  - Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- **Summative:**

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- 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: Mid-Way Grammar Test and End of Marking Period Grammar Test
- Common Assessment: Enhanced Collection Test
- Common Assessment: Enhanced Novel Assessment on *Ender’s Game* (will include multiple choice and a writing component)

### Extensions:

- Science Article -- “Living in the Dark” by Cheryl Barcoe
  - a. Students will demonstrate 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, 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 “Living in the Dark” to demonstrate text annotating skills.
    - ii. Step 2 - Students will explore the analyzing the text questions at the end of “Living in the Dark” as a basis for discussion and assessment
  - b. Analyze Structure: Cause and Effect Relationships
  - c. Analyze Technical Meanings
  - d. Determine Central Ideas and Details
  - e. Analyze Language
  - f. Vocabulary Strategy: Greek Roots
  - g. Language Conventions: Verbal Phrases
  - h. Cite Text Evidence
- Nonfiction Analysis: Close Reader Text-- “Teenagers and New Technology” by Andres Padilla-Lopez
  - i. 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.
    - i. 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.
    - ii. Step 1 - Model text annotation/T2T with “Teenagers and New Technology” to teach text annotating skills.
    - iii. Step 2 - Students will write a short response (Miniature TDA) for “Teenagers and New Technology.” (Common Mini-TDA - located in public file).

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- j. 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?).
  - k. Support assumptions with textual evidence.
  - l. Make predictions based on the text details.
  - m. Make inferences that are not directly stated in a piece of writing.
  - n. Students will construct a TDA with the understanding of grade seven expectations.
  - o. 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).
- 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.
- *Ender’s Game* by Orson Scott Card
- *Ender’s Game* Film
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 New
- Socratic Seminar Rubric

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: Collection #1 Bold Actions**

**Marking Period: 2**

**Standards (by number):** 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.H, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L, CC.1.3.7.A, CC.1.3.7.B, CC.1.3.7.C, CC.1.3.7D, CC.1.3.7E, CC.1.3.7H, CC.1.3.7.F, CC.1.3.7.I, CC.1.3.7.J, CC.1.3.7K, 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, 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

**Anchors:** E07.B-K.1, E07.B-C.2, E07.B-V.4, E07.A-K.1, E07.A-C.2, E07.A-C.3, E07.A-V.4, E07.E.1, E07.D.2, E07.D.1, E07.D.1, E07.D.1

**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.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-C.3.1.1, E07.A-V.4.1.1, E07.A-V.4.1.2, 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, 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.E.1.1.5, E07.E.1.1.6

**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, miniature TDAs, and a fictional narrative project.

### **Goals:**

Students will:

- Identify and analyze an author's point of view and purpose
- Identify the central idea of a passage and how the structure supports it
- 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
- Identify, analyze, and make inferences about the elements of plot in a short story
- 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

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- 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
- Create a fictional narrative project
- Write mini TDA writing assignments

### Objectives:

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)
- Analyze how two or more authors write about the same topic (DOK 3 and 4)
- 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 clues to ascertain the meaning of a word or phrase (DOK 3)
- Create narratives (DOK 4)
- Write arguments (DOK 4)
- Write an analysis and mini TDA 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.

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- 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. 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 (miniature common TDA) -- (Common Mini-TDA – located in public file).
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.
    - i. 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.
    - ii. Step 1 - Model text annotation/T2T as needed, gradually shifting to student modeling “Big Things Come in Small Packages” to teach text annotating skills.
    - iii. 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.



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- 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.
    - i. Annotate poetry.
    - ii. Focus on theme; form; line; stanza; alliteration; rhythm.
  - b. Students will explore the analyzing the text questions at the end of the story as a basis for discussion and assessment.
- 4. Create a Fictional Narrative Project
  - a. Analyze model text, dissect scoring rubric, determine a topic, formulate ideas, prewrite, organize ideas, consider purpose and audience, draft project, edit and revise project
- 5. 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.
- 6. Independent novel reading and collaborative novel analysis: *A Wrinkle in Time* by Madeleine L'engle
  - a. Levels of Questioning - Direct instruction and modeling
    - i. Students will take part in an independent Socratic Seminar using level two questions.
  - 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. Additional student-centered activities, to be determined by the PLC team, will occur with this novel.
  - d. 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 in the *Collections* textbook.
    - i. "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

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

### Assessments:

- **Diagnostic:**
  - Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- **Formative:**
  - Benchmarks will be administered according to district and department plan.
  - Grammar Assessments (i.e., quizzes, graded exercises and activities, etc.) to be placed in the 5% category for each skill taught.
  - 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" and "Icarus's Flight" Enhanced Selection Test
  - Common Assessment: "Finding Your Everest" Close Reader Writing Prompt (mini-TDA) (Common Mini-TDA - located in public file).
  - Common Assessment: "Big Things Come in Small Packages" Close Reader Writing Prompt (mini-TDA) (Common Mini-TDA - located in public file).
  - Common Assessment: "Arachne" Close Reader Writing Prompt (mini-TDA) (Common Mini-TDA - located in public file).
  - Common Assessment: Vocabulary Quizzes
    - "Flight of Icarus"/"Arachne"
    - "Icarus's Flight"/"Big Things Come in Small Packages"
  - Novel Discussion Circle
  - Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- **Summative:**

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- Common Assessment: Mid-Way Grammar Test and End of Marking Period Grammar Test
- Common Assessment: Enhanced Collection Test
- Common Assessment: Novel Assessment on *A Wrinkle in Time* (will include multiple choice and a writing component)
- Common Assessment: “Arachne” (Full TDA) -- Will be an extension on the mini-TDA prompt

### Extensions:

- Informational Analysis: “Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” by Paul Harris and “Ship of Fools” by Joanna Wales
  - 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 “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.
  - 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. 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).
  - g. Media Analysis: “Was Abby Too Young to Sail?” by CBS News
- 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:

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- 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.
- *A Wrinkle in Time* by Madeleine L'engle
- *A Wrinkle in Time* Film
- Study Island
- CDT
- Socratic Seminar Rubric
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: Collection #3 Nature At Work**

**Marking Period: 3**

**Standards (by number):** CC.1.2.7.A, CC. 1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7E, CC.1.2.7F, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L, 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, 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, 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

**Anchors:** E07.B-K.1, E07.B-C.2, E07.B-V.4, E07.A-K.1, E07.A-C.2, E07.A-V.4, E07.E.1, E07.D.2, E07.D.1, E07.E.1

**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.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, 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.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, 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

**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.

### **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 text structure and their effects on non-fiction passages
- 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

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- Write a text dependent analysis essay and an expository essay
- Write mini TDA writing assignments

### Objectives:

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 clues to ascertain the meaning of a word or phrase (DOK 3)
- Choose language that expresses ideas precisely and concisely (DOK 4)
- Write an analysis and mini TDA 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. Nonfiction Text Analysis: Close Reader Text-- "The Hidden Southwest: The Arch Hunters" by Sally James Vlahos, "Big Rocks' Balancing Act" by Douglas Fox, Close Reader -- "Polar Dream" by Helen Thayer (Memoir), and Anchor Text-- *Mississippi Solo* by Eddy Harris (Memoir)
  - 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, 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 "The Hidden Southwest: The Arch Hunters" and "Polar Dream" to review text annotating skills.
    - ii. Step 2 - Students will explore the analyzing the text questions at the end of *Mississippi Solo* and "Big Rocks' Balancing Act" as a basis for discussion and assessment.

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- iii. Step 3- Students will write a short response (miniature TDA) for “The Hidden Southwest: The Arch Hunters” and “Polar Dream” as a basis for discussion and assessment. (Common Mini-TDA - located in public file). (Note: The full common TDA based on “The Hidden Southwest: The Arch Hunters” 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 will write additional mini TDAs.)
  - 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. Mini common TDA writing practices - break down, discuss, model, critique, practice, etc.
  - 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).
2. Poetry Analysis: Anchor Text -- “Ode to enchanted light” by Pablo Neruda and “Sleeping in the Forest” by Mary Oliver and Collection 3 Test Material -- “Ode to the West Wind” by Percy Bysshe Shelley
  - 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; ode; figurative language: simile/metaphor; alliteration; personification; rhyme; rhythm; speaker; free verse; diction; imagery.
  - d. Students will explore the notes and close reading questions throughout the poems and the analyzing the text questions at the end of poems as a basis for discussion and assessment.
  - e. Mini common TDA writing practice - break down, discuss, model, critique, practice, etc.
3. Write a Text Dependent Analysis Essay (Mini TDA)
  - 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.

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4. Independent novel reading and collaborative novel analysis: *The Outsiders* by S.E. Hinton
  - a. Levels of Questioning - Direct instruction and modeling
    - i. Students will model and facilitate a Socratic Seminar using level two questions.
  - 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. Additional student-centered activities, to be determined by the PLC team, will occur with this novel.
  - d. Administer the assessment for the novel, which will include multiple choice questions and a writing component
5. Vocabulary Activities
  - a. Direct instruction and practice from common teacher created materials based on the following selections in the *Collections* textbook:
    - i. "Polar Dream"/"Mississippi Solo"
    - ii. "Arch Hunter"/"Big Rocks Balancing Act"
  - 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.
6. 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)
  - d. This marking period, teachers should complete 1-2 weeks of review for the PSSAs directly before they occur. Review activities can include going over terms, reading practice passages and completing practice questions, and reviewing strategies.
7. Grammar Review--commas, parentheses, dashes, and frequently confused words

### Assessments:

- **Diagnostic:**
  - Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- **Formative:**
  - Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
  - Grammar Assessments (i.e., quizzes, graded exercises and activities, etc.) to be placed in the 5% category for each skill taught.
  - PSSA Review Assessments - including, but not limited to



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- Common Assessment: PSSA Vocabulary Assessment(s)
- Common Assessment: Practice PSSA Activities (Study Island)
- Additional Differentiated PSSA Practice to address individual needs
- Common Assessment: “The Hidden Southwest: The Arch Hunters” Close Reader Writing Prompt (mini-TDA) (Common Mini-TDA - located in public file).
- Common Assessment: “Polar Dream” Close Reader Writing Prompt (mini-TDA) (Common Mini-TDA - located in public file).
- Common Assessment: *Mississippi Solo* Enhanced Selection Test
- Common Assessment: “Big Rocks’ Balancing Act” Enhanced Selection Test
- Common Assessment: “Ode to enchanted light” and “Sleeping in the Forest” Enhanced Selection Test
- Common Assessment: Vocabulary Quizzes
  - “Polar Dream”/”Mississippi Solo”
  - “Arch Hunter”/”Big Rocks Balancing Act”
- Novel Discussion Circles
- 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 major assessment grade
  - Common Assessment: Mid-Way Grammar Test and End of Marking Period Grammar Test
  - Common Assessment: Enhanced Collection Test
  - Common Assessment: Enhanced Novel Assessment on *The Outsiders* (will include multiple choice and a writing component)

### Extensions:

- Short Story Analysis: “Allied with Green” by Naomi Shihab Nye
  - Students will demonstrate their understanding 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.
    - Step 1 - Students will model text annotation/T2T with “Allied with Green” to demonstrate and reinforce text annotating skills.
    - Step 2 - Students will explore the analyzing the text questions at the end of the story as a basis for discussion and assessment.
  - Map out a story using Freytag’s Pyramid. Identify key elements of the plot necessary for accurate summarization and story comprehension.

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- 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)
- Support assumptions with textual evidence.
- Mini common TDA writing practices - break down, discuss, model, critique, practice, etc.
- Make predictions based on the text details.
- Make inferences that are not directly stated in a piece of writing.
- Presentation of Literary Terms and - Examination of literary elements as they relate to fiction (plot: exposition, rising action, climax, falling action, resolution; theme; inferencing; style; figurative language; personification).
- Poetry Analysis: Close Reader- Poems about Nature (“Problems with Hurricanes” by Victor Hernandez Cruz, “Prayer to the Pacific” by Leslie Marmon Silko, and “Tornado at Talladega” by Gwendolyn Brooks)
  - 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.
  - Annotate poetry.
  - Focus on theme; ode; figurative language: simile/metaphor; alliteration; personification; rhyme; rhythm; speaker; free verse; diction; imagery.
  - Students will explore the notes and close reading questions throughout the poems as a basis for discussion and assessment.
- 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.
- *The Outsiders* by S.E. Hinton
- Study Island

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- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News
- Socratic Seminar Rubric

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit:** Collection #2 Perception and Reality

**Marking Period:** 4

**Standards (by number):** 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, CC.1.3.7.A, CC.1.3.7.B, CC.1.3.7.C, CC.1.3.7.D, CC.1.3.7.E, CC.1.3.7.F, CC.1.3.7.I, CC.1.3.7.J, CC.1.3.7K, 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, 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

**Anchors:** E07.B-K.1, E07.B-C.2, E07.B-V.4, E07.A-K.1, E07.A-C.2, E07.A-V.4, E07.E.1, E07.D.2,

**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.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.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, E07.E.1.1.1, E07.E.1.1.2, E07.E.1.1.3, E07.E.1.1.6

**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.

### **Goals:**

Students will:

- 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
- Analyze structure and text features
- Determine the impact of rhyme
- Analyze the form of a sonnet
- 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

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direct and indirect objects

- Write a text-dependent analysis essay
- Write mini TDA writing assignments

### **Objectives:**

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 the meaning of a word or phrase (DOK 3)
- Use the relationship between particular words to understand each of the words (DOK 3)
- Write an analysis and mini TDA writing assignments (DOK 4)
- Write arguments (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)

### **Core Activities and Corresponding Instructional Methods:**

1. Expository Text Analysis: Close Reader Text-- "Saving the Lost" by Reynaldo Vasquez and "Magic and the Brain" Magazine Article by Susana Martinez-Conde and Stephen L. Macknik
  - 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" and "Magic and the Brain" to reinforce text-annotating skills.

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- 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).
    - iii. Step 3 - Students will explore the analyzing the text questions at the end of “Magic and the Brain” 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?).
  - 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. g. Presentation of Terminology - Examination of literary and textual elements as they relate to nonfiction (central ideas and details; textual evidence; diction; summary).
- 2. 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.
    - i. 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.
    - ii. Step 1 - Students will model text annotation/T2T with “Sorry, Wrong Number” to reinforce text annotating skills.
    - iii. 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

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- 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).
3. Poetry Analysis: “The Song of Wandering Aengus” by William Butler Yeats and “Sonnet 43” by William Shakespeare
    - 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 metaphors
    - d. Students will explore the analyzing the text questions at the end of “The Song of Wandering Aengus” and “Sonnet 43” as a basis for discussion and assessment.
  4. Write a Common Text Dependent Analysis Essay (TDA and Mini TDA 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.
  5. Independent novel reading and collaborative novel analysis: *Tangerine* by Edward Bloor
    - a. Levels of Questioning - Direct instruction and modeling
      - i. Students will take part in an independent Socratic Seminar using level two questions.
    - 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. Additional student-centered activities, to be determined by the PLC team, will occur with this novel.
    - d. 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. “Saving the Lost”/”Magic and the Brain”
      - ii. “Sorry Wrong Number”
    - 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

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

### Assessments:

- **Diagnostic:**
  - Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- **Formative:**
  - Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
  - Grammar Assessments (i.e., quizzes, graded exercises and activities, etc.) to be placed in the 5% category for each skill taught.
  - 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: "Sorry, Wrong Number" Enhanced Selection Test
  - Common Assessment: "Magic and the Brain" Enhanced Selection Test
  - Common Assessment: "Sonnet 43" and "The Wandering Aengus" Enhanced Selection Test
  - Common Assessment: "Saving the Lost" Close Reader Writing Prompt (mini-TDA) (Common Mini-TDA - located in public file).
  - Common Assessment: Vocabulary Quizzes
    - "Saving the Lost"/"Magic and the Brain"
    - "Sorry Wrong Number"
  - Novel Discussion Circles
  - 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 and End of Marking Period Grammar Test
  - Common Assessment: Novel Assessment on *Tangerine* (will include multiple choice questions and a written component)
  - Common Assessment: Final Exam



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### Extensions:

- Short Story Analysis: Close Reader-- “Heartbeat” by David Yoo and Anchor Text-- “The People Could Fly” by Virginia Hamilton
  - 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.
    - Step 1 - Students will model text annotation/T2T with “Heartbeat” and “The People Could Fly” to reinforce text-annotating skills.
    - Step 2 - Students will explore the analyzing the text questions at the end of the stories as a basis for discussion and assessment.
    - 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).
  - Map out a story using Freytag’s Pyramid. Identify key elements of the plot necessary for accurate summarization and story comprehension.
  - 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?).
  - Support assumptions with textual evidence.
  - 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.
  - Make predictions based on the text details.
  - Make inferences that are not directly stated in a piece of writing
  - 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).
- 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

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- 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*.
- *Tangerine* by Edward Bloor
- *Sorry, Wrong Number* Film
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News
- Socratic Seminar Rubric

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**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 Textbook: *Ender's Game* by Orson Scott Card

Textbook ISBN #: 978-0812550702

Textbook Publisher & Year of Publication: Tor Science Fiction, 1994

Curriculum Textbook is utilized in English Language Arts Grade 7

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

Textbook ISBN #:

Textbook Publisher & Year of Publication:

Curriculum Textbook is utilized in English Language Arts Grade 7

Name of Textbook: *Tangerine* by Edward Bloor

Textbook ISBN #:

Textbook Publisher & Year of Publication:

Curriculum Textbook is utilized in English Language Arts Grade 7

Name of Textbook: *A Wrinkle in Time* by Madeleine L'engle

Textbook ISBN #: 9780395771549

Textbook Publisher & Year of Publication: McDougal Littell, 1997

Curriculum Textbook is utilized in English Language Arts Grade 7