

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Middle School Literacy**

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**Grade Level: 7**

**Date of Board Approval: \_\_\_\_\_ 2019 \_\_\_\_\_**

# Planned Instruction

## Title of Planned Instruction: Middle School Literacy

**Subject Area: English Language Arts**

**Grade(s): 7**

**Course Description:** This reading course is designed for middle school students to increase and develop reading comprehension skills as well as expand reading vocabulary. The course includes comprehensive strategies to accommodate a diverse range of learning styles. Students will learn specific strategies to improve their independent reading performance and develop methods to aid in text comprehension. The application of these metacognitive strategies will increase students' ability to read and interact with text. Students will learn close reading skills to practice annotating, inferring, connecting, analyzing text, and forming a written response. A balance of fiction and nonfiction texts are used. Reading vocabulary will be expanded through learning selected words derived from the reading, analyzing the structure of words, and using context clues. Technology is integrated whenever appropriate to support and enhance learning. The course is based upon the Pennsylvania Core Standards for English Language Arts. Specific eligible content is addressed throughout the year with a focus on PSSA skills and practice. Instructional methods provide ample time to develop active strategies to meet the needs of individual students and apply these strategies to strengthen reading fluency, reading comprehension, and vocabulary development.

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

**Curriculum Writing Committee: Kryisia Caldwell, Anna Masker**

# Curriculum Map

## 1. Marking Period One:

- **Overview based on 45 days:**

Strategic readers derive meaning from informational and literary text by interaction before, during and after reading.

### **Marking Period One - Goals:**

#### **Understanding of Reading Comprehension:**

- Making connections
- Building content knowledge
- Making predictions
- Identifying central idea
- Cite textual evidence
- Make inferences and generalizations
- Summarize
- Generate questions
- Close reading and annotating of text
- Theme

#### **ELA-Focus Skills:**

- Author's style and structure
- Author's purpose
- Cause and effect patterns
- Central ideas
- Imagery and metaphor
- Figurative language
- Poetry analysis
- Story structure: plot, theme, conflict, motivation, characterization, tone, additional literary elements, etc.
- Analysis of a TDA prompt
- TEA paragraph structure
- Trace and evaluate an argument

## 2. Marking Period Two:

- **Overview based on 45 days:**

Strategic readers derive meaning from informational and literary text by interaction before, during and after reading.

### **Marking Period Two - Goals:**

#### **Understanding of Reading Comprehension:**

- Making connections
- Building content knowledge
- Making predictions
- Identifying central idea
- Cite textual evidence
- Make inferences and generalizations
- Summarize
- Generate questions
- Close reading and annotating of text
- Theme

#### **ELA-Focus Skills:**

- Elements of a myth
- Structure of a fictional narrative
- Characterization
- Theme analysis
- Literary connections between stories and genres
- Poetry analysis
- Story elements and structure: plot and setting, motivation and irony
- Structure of a text dependent analysis essay
- Analysis of a novel
- Analysis of poetic form

### **3. Marking Period Three:**

- **Overview based on 45 days:**

Strategic readers derive meaning from informational and literary text by interaction before, during and after reading.

#### **Marking Period Three - Goals:**

##### **Understanding of Reading Comprehension:**

- Making connections
- Building content knowledge
- Making predictions
- Identifying central idea
- Cite textual evidence
- Make inferences and generalizations
- Summarize
- Generate questions
- Close reading and annotating of text
- Theme

##### **ELA-Focus Skills:**

- Elements of a memoir
- Author's point of view
- Author's style and tone
- Theme and central idea
- Figurative language
- Literary connections between stories and genres
- Story structure: plot, theme, conflict, motivation, characterization, tone, additional literary elements, etc.
- Analysis of poetic form
- Elements and structure of an expository essay
- Structure of a text dependent analysis essay
- Construction of a text dependent analysis essay

#### **4. Marking Period Four:**

- **Overview based on 45 days:**

Strategic readers derive meaning from informational and literary text by interaction before, during and after reading.

#### **Marking Period Four - Goals:**

##### **Understanding of Reading Comprehension:**

- Making connections
- Building content knowledge
- Making predictions
- Identifying central idea
- Cite textual evidence
- Make inferences and generalizations
- Summarize
- Generate questions
- Close reading and annotating of text
- Theme

##### **ELA-Focus Skills:**

- Elements of a folktale
- Theme
- Poetic elements and terminology
- Central ideas in nonfiction articles
- Literary connections between stories and genres
- Summarizing fiction and nonfiction
- Elements of a drama
- Inferences
- Story structure: plot, theme, conflict, motivation, characterization, tone, irony, additional literary elements, etc.
- Structure of a text dependent analysis essay
- Analysis of a novel

##### **Big Ideas:**

- Effective readers use appropriate strategies to construct meaning from text.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
- Effective research requires multiple sources of information to gain or expand knowledge.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- An expanded vocabulary enhances one's ability to express ideas and information.

**Essential Questions:**

- What strategies can be used to interact with text before, during and after reading?
- How can reading comprehension strategies be used to derive meaning from informational and literary text?
- How does interaction with text provoke thinking and response?
- How does a reader's purpose influence how a text should be read?
- How do active listeners make meaning?
- What does a reader look for and how can they find it?
- Why do writers write? What is the purpose?
- What strategies and resources does the learner use to figure out unknown vocabulary?

# Curriculum Plan

**Unit: 1**

**Marking Period: 1**

**Standard(s):** ELA-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.1.2.7.F, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, 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.G, CC.1.3.7.H, 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.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K, 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(s):** E07.A-K.1.1.1, E07.A-K.1.1.2, E07.A-K.1.1.3, E07.AC.2.1.1, E07.A-C.2.1.2, E07.A-C.2.1.3, E07.A-C.3.1.1, E07.B-K.1.1.1, E07.B-K.1.1.2, E07.B-K.1.1.3, E07.B-C.2.1.1, E07.B-C.2.1.2, E07.B-C.2.1.3, 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, E07.B-C.3.1.1, E07.B-C.3.1.2, E07.A-V.4.1.1, E07.A-V.4.1.2, E07.B-V.4.1.1, E07.B-V.4.1.2

<http://www.pdesas.org/Standard/View#>

## **Concepts:**

- Point of view
- Text structure
- Evaluating arguments
- Analyzing text
- Analysis across texts
- Main idea
- Range of reading
- Vocabulary in context
- Theme
- Literary elements
- Close reading strategies
- Writing in response to literature

## **Competencies:**

- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Analyze the development of the meaning through the overall structure of the text.
- Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.



- Analyze how two or more authors present and interpret facts on the same topic.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- Analyze the interactions between individuals, events, and ideas in a text.
- Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Read and comprehend literary nonfiction and informational text, reading independently and proficiently.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies and tools.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying reading standards for literature and literary non-fiction.

**Overview:** Strategic readers derive meaning from informational and literary text by interaction with text before, during and after reading.

**Goals:**

Students will:

- Apply reading strategies before, during, and after reading to aid in comprehension of text
- Interact with text before, during, and after reading in order to derive meaning from informational and literary text
- Identify cause and effect patterns of organization
- Draw conclusions from text and graphics
- Trace and evaluate an argument
- Analyze TDA prompts and TEA paragraph construction
- Identify theme and poetic form

## Objectives:

Students will:

- Determine a *central idea* of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (DOK Level Two, DOK Level Four)
- Cite the *textual evidence* that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. (DOK Level Two, DOK Level Three)
- Determine an *author's point of view or purpose* in a text and analyze how the author distinguishes his or her position from that of others. (DOK Level Two, DOK Level Four)
- Analyze the *structure of the text* through evaluation of the author's use of graphics, charts, and the major sections of the text. (DOK Level One, DOK Level Four)
- Analyze how a text makes *connections* among and distinctions between individuals, ideas, or events. (DOK Level Four)
- *Read and comprehend* literary nonfiction and informational text, reading independently and proficiently. (DOK Level One)
- Determine a *theme* or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (DOK Level Two, DOK Level Four)
- Analyze how particular lines of dialogue or incidents/*elements in a story* or drama propel the action, reveal aspects of a character, or provoke a decision. (DOK Level Four)
- Analyze the influence of the words and phrases in a text including *figurative language* and connotative meanings and how they shape meaning and tone. (DOK Level Two, DOK Level Four)
- Determine or clarify the *meaning of unknown* and multiple meaning *words* and phrases based on reading and content, choosing flexibly from a range of strategies and tools. (DOK Level Two) (*context clues*)

## Core Activities and Corresponding Instructional Methods:

1. Metacognition Introduction
  - a. Read *Letter from Kevin*: use response journal to make connections; Read *I Struggled to Read*, Scholastic Action Magazine; analyze and explain the effect of strategies on student success.
    - Connections, central idea, analyze story incidents/elements
2. Close Reading Methodology for all texts (see Appendix)
  - Reading comprehension/close reading strategies, vocabulary meaning in context
3. Nonfiction Analysis
  - a. Read nonfiction paired text *Invasion of the Jellyfish*, *Jellyfish for Dinner*,

- Scholastic Action Magazine
- b. Cause and effect reproducible worksheets
  - c. Research how increasing jellyfish populations affect ocean's chemistry
  - d. Create feedback loop cause and effect poster
    - Text structure, central idea, textual evidence
4. Trace and Evaluate an Argument
    - a. Poster Walk to activate prior knowledge about argumentative topics, terminology, and to generate interest, list-group-label
    - b. Performance Assessment pg. 8: Terminology of Argumentative Texts graphic organizer; pg. 10-15 Practice Tasks
    - c. Complete Discussion Web graphic organizer
    - d. Quizlet: Elements of an Argument
      - Central idea, author's purpose, author's point of view, analysis of text evidence
  5. TDA Prompt Analysis
    - a. TDA slides and Reading Elements Small Group Activity
      - Central idea, author's purpose, text evidence
  6. TEA Paragraph Construction
    - a. TEA body graphic organizer
    - b. Review student sample TEA paragraphs to recognize elements
    - c. Performance Assessment pg. 16-18
      - Central idea, author's purpose, text evidence
  7. Poem Analysis: *I, Too Sing of America* by Langston Hughes
    - a. Handshake the poem and reread twice
    - b. Explain, model and guide TPCASTT graphic organizer
    - c. Figurative language practice worksheets
      - Theme, figurative language

#### **Assessments:**

- **Diagnostic:** RI, STAR, RI WPM, CDT (as per district benchmark), prior year's PSSA scores, ELA benchmark/common assessments
- **Formative:** *Scholastic Action Magazine*, Quizzes, Reproducibles
- **Summative:** Study Island Topics, HMH Performance Assessment 7, CommonLit
- **Extensions:** Reading projects, enrichment activities
- **Correctives:** Teacher/student conferencing, small group instruction, Study Island additional practice, Common Core Support Coach 7

#### **Materials and Resources:**

- **Collections Performance Assessment, Close Reader**
- **Common Lit**
- **Scholastic Action Magazine**
- **Study Island**
- **Internet**

**Unit: 2****Marking Period: 2**

**Standard(s):** ELA-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.1.2.7.F, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, 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.G, CC.1.3.7.H, 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.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K, 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(s):** E07.A-K.1.1.1, E07.A-K.1.1.2, 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.B-K.1.1.1, E07.B-K.1.1.2, E07.B-K.1.1.3, E07.B-C.2.1.1, E07.B-C.2.1.2, E07.B-C.2.1.3, 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, E07.B-C.3.1.1, E07.B-C.3.1.2, E07.A-V.4.1.1, E07.A-V.4.1.2, E07.B-V.4.1.1, E07.B-V.4.1.2

<http://www.pdesas.org/Standard/View#>

**Concepts:**

- Analyzing text
- Analysis across texts
- Main idea
- Text structure
- Author's purpose
- Author's point of view
- Range of reading
- Vocabulary in context
- Theme
- Literary elements
- Close reading strategies
- Writing in response to literature

**Competencies:**

- Analyze the development of the meaning through the overall structure of the text.
- Analyze how two or more authors present and interpret facts on the same topic.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- Analyze the interactions between individuals, events, and ideas in a text.

- Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Read and comprehend literary nonfiction and informational text, reading independently and proficiently.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies and tools.
- Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying reading standards for literature and literary non-fiction.

**Overview:** Strategic readers derive meaning from informational and literary text by interaction with text before, during and after reading.

**Goals:**

Students will:

- Apply reading strategies before, during, and after reading to aid in comprehension of text
- Interact with text before, during, and after reading in order to derive meaning from informational and literary text
- Trace and evaluate an argument
- Draw conclusions from text and graphics
- Analyze elements of a myth
- Identify theme
- Identify, analyze, and make inferences about the elements of plot
- Analyze TDA prompts and TEA paragraph construction

**Objectives:**

Students will:

- Determine a *central idea* of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (DOK Level Two, DOK Level Four)
- Determine an *author's point of view or purpose* in a text and analyze how the author distinguishes his or her position from that of others.(DOK Level Two, DOK Level Four)
- Analyze the *structure of the text* through evaluation of the author's use of graphics, charts, and the major sections of the text. (DOK Level One, DOK Level Four)

- Cite the *textual evidence* that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. (DOK Level Two, DOK Level Three)
- Analyze how a text makes *connections* among and distinctions between individuals, ideas, or events. (DOK Level Four)
- *Read and comprehend* literary nonfiction and informational text, reading independently and proficiently. (DOK Level One)
- Determine a *theme* or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (DOK Level Two, DOK Level Four)
- Analyze how particular lines of dialogue or incidents/*elements in a story* or drama propel the action, reveal aspects of a character, or provoke a decision. (DOK Level Four)
- Analyze the influence of the words and phrases in a text including *figurative language* and connotative meanings and how they shape meaning and tone. (DOK Level Two, DOK Level Four)
- Determine or clarify the *meaning of unknown* and multiple meaning *words* and phrases based on reading and content, choosing flexibly from a range of strategies and tools. (DOK Level Two) (*context clues*)

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

1. Trace and Evaluate an Argument:
  - a. Performance Assessment pages 21-25
  - b. Read paired text to answer why Everest is such a forbidding mountain
    - Central idea, text structure, author's purpose, author's point of view
2. Close Reading Methodology for all texts (see Appendix)
  - Reading comprehension/close reading strategies, vocabulary meaning in context
3. Short Story Analysis
  - a. Support ELA short story *Big Things Come in Small Packages*
  - b. Read CommonLit selections on topic of daring rescues and survival
    - Connections, story elements, central idea
4. Greek Myth
  - a. Zoom In On: Cultural Context
  - b. Build background for mythology by viewing "Cyclops: My Side of the Story"
  - c. Read *The Woman With the River In Her Hair* and *Hercules The Mighty* Scholastic Action Magazine
  - d. Read *Icarus's Flight* and determine the theme
    - Theme, text evidence, story elements, figurative language
5. TEA Paragraph Construction
  - a. TEA paragraph graphic organizer

- b. Performance Assessment pages 26-30
  - Central idea, author's purpose, text evidence
- 6. Novel Analysis: *Tangerine* by Edward Bloor
  - a. Build background with introductory activities
  - b. Introduce reading guide and response journal
  - c. Collaborative conversations
  - d. Discussion questions
    - Theme, story elements

**Assessments:**

- **Diagnostic:** RI, STAR, RI WPM, CDT (as per district benchmark), prior year's PSSA scores, ELA benchmark/common assessments
- **Formative:** *Scholastic Action Magazine*, Quizzes, Reproducibles
- **Summative:** Study Island Topics, HMH Performance Assessment 7, CommonLit
- **Extensions:** Reading projects, enrichment activities
- **Correctives:** Teacher/student conferencing, small group instruction, Study Island additional practice, Common Core Support Coach 7

**Materials and Resources:**

- **Collections Performance Assessment, Close Reader**
- **CommonLit**
- **ELA Novel**
- **Scholastic Action Magazine**
- **Study Island**
- **Internet**

**Unit: 3****Marking Period: 3**

**Standard(s):** ELA-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.1.2.7.F, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, 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.G, CC.1.3.7.H, 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.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K, 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(s):** E07.A-K.1.1.1, E07.A-K.1.1.2, 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.B-K.1.1.1, E07.B-K.1.1.2, E07.B-K.1.1.3, E07.B-C.2.1.1, E07.B-C.2.1.2, E07.B-C.2.1.3, 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, E07.B-C.3.1.1, E07.B-C.3.1.2, E07.A-V.4.1.1, E07.A-V.4.1.2, E07.B-V.4.1.1, E07.B-V.4.1.2

<http://www.pdesas.org/Standard/View#>

**Concepts:**

- Analyzing text
- Analysis across texts
- Author's purpose
- Author's point of view
- Main idea
- Range of reading
- Vocabulary in context
- Theme
- Literary elements
- Close reading strategies
- Writing in response to literature

**Competencies:**

- Analyze the development of the meaning through the overall structure of the text.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Analyze how two or more authors present and interpret facts on the same topic.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- Analyze the interactions between individuals, events, and ideas in a text.



- Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Read and comprehend literary nonfiction and informational text, reading independently and proficiently.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on content, choosing flexibly from a range of strategies and tools.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying reading standards for literature and literary non-fiction.

**Overview:** Strategic readers derive meaning from informational and literary text by interaction with text before, during and after reading.

**Goals:**

Students will:

- apply reading strategies before, during, and after reading to aid in comprehension of text
- interact with text before, during, and after reading in order to derive meaning from informational and literary text
- Analyze author’s style and purpose
- Identify theme and central idea
- Identify and analyze poetic form and examples of figurative language
- Identify features of a memoir
- Identify, analyze, and make inferences from informational and literary text
- Analyze elements of an expository essay
- Analyze TDA prompts and TEA paragraph structure

**Objectives:**

Students will:

- Determine a *central idea* of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (DOK Level Two, DOK Level Four)
- Cite the *textual evidence* that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. (DOK Level Two, DOK Level Three)

- Determine an *author's point of view or purpose* in a text and analyze how the author distinguishes his or her position from that of others. (DOK Level Two, DOK Level Four)
- Analyze the *structure of the text* through evaluation of the author's use of graphics, charts, and the major sections of the text. (DOK Level One, DOK Level Four)
- Analyze how a text makes *connections* among and distinctions between individuals, ideas, or events. (DOK Level Four)
- *Read and comprehend* literary nonfiction and informational text, reading independently and proficiently. (DOK Level One)
- Determine a *theme* or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (DOK Level Two, DOK Level Four)
- Analyze how particular lines of dialogue or *incidents/elements in a story* or drama propel the action, reveal aspects of a character, or provoke a decision. (DOK Level Four)
- Analyze the influence of the words and phrases in a text including *figurative language* and connotative meanings and how they shape meaning and tone. (DOK Level Two, DOK Level Four)
- Determine or clarify the *meaning of unknown* and multiple meaning words and phrases *based on* reading and *content*, choosing flexibly from a range of strategies and tools. (DOK Level Two) (*context clues*)

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

1. Essay Analysis:
  - a. MHM Interactive Whiteboard Lesson Main/Central Idea and Details
  - b. Zoom In On: Analyzing Structure TE pg. 157B
  - c. Read *Collecting Rocks* CommonLit
  - d. Read *A Volcano Comes Alive* Scholastic Action Magazine
    - Central idea, text structure
2. Close Reading Methodology for all texts (see Appendix)
  - Reading comprehension/close reading strategies, vocabulary meaning in context
3. Author's Purpose Analysis
  - a. Read paired text *The Hottest Place on Earth, The Coldest Place on Earth*
  - b. Read paired text *This is the Most Loneliest Place on Earth, This is the Most Crowded Place on Earth*
    - Author's purpose, point of view, connections
4. Memoir
  - a. Support ELA reading of *Polar Dream* and *Mississippi Solo*
  - b. TEA paragraph construction using graphic organizer and sentence starters

- Central idea, author's purpose, text evidence, story elements
5. Poetry Analysis
- a. Reread to understand deeper meaning
  - b. TPCASTT graphic organizer
    - Author's point of view, theme, figurative language
6. PSSA Prep
- a. PDE SAS released items for student analysis and evaluation
  - b. CommonLit passages with multiple part questions
  - c. Quizlet PSSA terms review
  - d. Study Island practice assignments
    - All objectives will be reviewed, focus will be on weaknesses from assessment data

**Assessments:**

- **Diagnostic:** RI, STAR, RI WPM, CDT (per district benchmark), prior year's PSSA scores, ELA benchmark/common assessments
- **Formative:** Scholastic Action Magazine Quizzes, Reproducibles
- **Summative:** Study Island Topics, HMH Performance Assessment 7, CommonLit
- **Extensions:** Reading projects, enrichment activities
- **Correctives:** Teacher/student conferencing, small group instruction, Study Island additional practice, Common Core Support Coach 7

**Materials and Resources:**

- **Collections Performance Assessment, Close Reader**
- **CommonLit**
- **Scholastic Action Magazine**
- **Study Island**
- **Internet**

**Unit: 4**

**Marking Period: 4**

**Standard(s):** ELA-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.1.2.7.F, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, 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.G, CC.1.3.7.H, 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.H, CC.1.4.7.I, CC.1.4.7.J, CC.1.4.7.K, 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(s):** E07.A-K.1.1.1, E07.A-K.1.1.2, 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.B-K.1.1.1, E07.B-K.1.1.2, E07.B-K.1.1.3, E07.B-C.2.1.1, E07.B-C.2.1.2, E07.B-C.2.1.3, 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, E07.B-C.3.1.1, E07.B-C.3.1.2, E07.A-V.4.1.1, E07.A-V.4.1.2, E07.B-V.4.1.1, E07.B-V.4.1.2

<http://www.pdesas.org/Standard/View#>

**Concepts:**

- Main idea
- Range of reading
- Vocabulary in context
- Theme
- Literary elements
- Close reading strategies

**Competencies:**

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- Analyze the interactions between individuals, events, and ideas in a text.
- Read and comprehend literary nonfiction and informational text, reading independently and proficiently.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and content, choosing flexibly from a range of strategies and tools.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

**Overview:** Strategic readers derive meaning from informational and literary text by interaction with text before, during and after reading.

**Goals:**

Students will:

- Apply reading strategies before, during, and after reading to aid in comprehension of text
- Interact with text before, during, and after reading in order to derive meaning from informational and literary text
- Draw conclusions from text and graphics
- Identify theme
- Identify, analyze, and make inferences about the elements of plot

**Objectives:**

Students will:

- Determine a *central idea* of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (DOK Level Two, DOK Level Four)
- Cite the *textual evidence* that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. (DOK Level Two, DOK Level Three)
- Analyze how a text makes *connections* among and distinctions between individuals, ideas, or events. (DOK Level Four)
- *Read and comprehend* literary nonfiction and informational text, reading independently and proficiently. (DOK Level One)
- Determine a *theme* or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (DOK Level Two, DOK Level Four)
- Analyze how particular lines of dialogue or incidents/*elements in a story* or drama propel the action, reveal aspects of a character, or provoke a decision. (DOK Level Four)
- Analyze the influence of the words and phrases in a text including *figurative language* and connotative meanings and how they shape meaning and tone. (DOK Level Two, DOK Level Four)
- Determine or clarify the *meaning of unknown* and multiple meaning *words* and phrases based on content, choosing flexibly from a range of strategies and tools. (DOK Level Two) (*context clues*)

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

1. Story Analysis
  - a. Either reread *Heartbeat* or choose to read novel excerpts from *Everlost* or *The Outsiders* to analyze plot elements, character traits and character motivation
    - Story elements, theme, connections
2. Close Reading Methodology for all texts (see Appendix)
  - Reading comprehension/close reading strategies, vocabulary meaning in context
3. Folktale Analysis
  - a. Zoom In On: Analyzing Folktales
  - b. Zoom In On: Building Cultural Knowledge
  - c. Read another folktale to identify elements: CommonLit *The Keys of Destiny* (Folktale)
  - d. Level Up Tutorial: Making Inferences About Characters
  - e. Performance Task Speaking Activity Textbook pg. 69
    - Theme, story elements, figurative language
4. Poem Analysis
  - a. TPCASTT graphic organizer
  - b. Idiom and figurative language practice
    - Theme, figurative language
5. Elements of Drama
  - a. Zoom In On: Cultural Knowledge
  - b. Read and view clip of telephone operators at work
    - Central idea, theme, story elements, connections
6. TDA Construction
  - a. TEA paragraph graphic organizer and transitional sentence starters
    - Central idea, text evidence
7. PSSA Prep
  - a. Review PDE SAS released sample items
  - b. Quizlet PSSA terms
  - c. Practice exercise worksheets
    - All objectives will be reviewed, focus will be on weaknesses from assessment data
8. Novel Analysis
  - a. Build background with introductory activities
  - b. Provide reading passport guide and journal response packet
  - c. Engage in collaborative conversations
  - d. Provide discussion questions
  - e. Read *Lives on Hold* and *The Fight for What's Right* Scholastic Action Magazine
    - Story elements, theme

**Assessments:**

- **Diagnostic:** RI, STAR, RI WPM, CDT (per district benchmark), prior year's PSSA scores
- **Formative:** *Scholastic Action Magazine*, Quizzes, Reproducibles
- **Summative:** Study Island Topics, HMH Performance Assessment 7, CommonLit
- **Extensions:** Reading projects, enrichment activities
- **Correctives:** Teacher/student conferencing, small group instruction, Study Island additional practice, Common Core Support Coach 7

**Materials and Resources:**

- **Collections Textbook, Close Reader, Performance Assessment**
- **CommonLit**
- **Novel**
- **Scholastic Action Magazine**
- **Study Island**
- **Internet**

## **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: Middle School Literacy and 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: Middle School Literacy and English Language Arts Grade 7

Name of Textbook: Performance Assessment 7

Textbook ISBN #: 978-0-544-56934-8

Textbook Publisher & Year of Publication: 2017 Houghton Mifflin Harcourt

Curriculum Textbook is utilized in Middle School Literacy and English Language Arts Grade 7

Name of Textbook: *Tangerine* by Edward Bloor

Textbook ISBN #:978-0152057800

Textbook Publisher & Year of Publication: 2006 Houghton Mifflin Harcourt

Curriculum Textbook is utilized in: Middle School Literacy and English Language Arts Grade 7



Name of Textbook: *Esperanza Rising* by Pam Munoz Ryan

Textbook ISBN #: 978-0030663512

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt, 2002

Curriculum Textbook is utilized in Middle School Literacy and English Language Arts Grade 7

Name of Textbook: *Everlost* by Neal Shusterman

Textbook ISBN #: 978-0-689-87237-2

Textbook Publisher & Year of Publication: Simon and Schuster 2006

Curriculum Textbook is utilized in Middle School Literacy

# Appendix

## Close Reading Methodology:

1. Before-Reading Comprehension Strategies-
  - a. Previewing text using text features
  - b. Making predictions
    1. Double-entry prediction journal
    2. Anticipation guide
  - c. Questioning text using text features
    1. QUiP graphic organizer
    2. Post-it notes
    3. Graphic organizers
  - d. Activating prior knowledge/building content knowledge
    1. Brainstorm- list, group, label
    2. Graphic organizers
    3. Anticipation guide
  - e. Setting a purpose for reading
  - f. Discussion of genre
2. Close Reading Comprehension Strategies
  - a. Revisit predictions to confirm or revise
  - b. View questions to answer or edit; add important details
  - c. Make and list any of three types of connections while reading (Connections graphic organizer)
  - d. INSERT annotation guide
  - e. Determine the author's purpose, author's point of view, and word choice
  - f. Make inferences, draw conclusions (Inferences graphic organizer)
  - g. Identify text structure and analyze how structure relates to author's purpose
3. After-Reading Comprehension Strategies
  - a. Reread
  - b. Paraphrase/summarize
  - c. Identify explicit central idea or generate implicit central idea from compiled key details
  - d. Synthesize and make meaning from annotations
  - e. Make inferences, draw conclusions, make generalizations
  - f. Recognize cause-effect relationships
  - g. Identify literary elements
  - h. Identify and evaluate text evidence
  - i. Recognize how author supports key points

**Checklist to Complete and Submit:**  
(Scan and email)

\_\_\_\_\_ Copy of the curriculum using the template entitled “Planned Instruction,” available on the district website.

\_\_\_\_\_ The primary textbook form(s).

\_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_

Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_

Date \_\_\_\_\_