



# Milton Area School District

## Grade 7 English Language Arts Syllabus

### Grade Level(s): 7

#### Grade 7 ELA Description:

This Language Arts class is designed to increase your communications skills through reading, writing, speaking, listening and the study of the English language. Our primary focus in Language Arts class will be mastery of different skills, writing styles, demonstration of the rules of grammar, and the ability to express yourself orally. Students will be expected to read a variety of fiction and non-fiction including excerpts from novels, short stories, dramas, poetry, and essays. Writing will include journal writing, essays, critiques, creative pieces and text dependent analysis. Vocabulary, spelling, and grammar will also be an important part of this class.

#### Grade 7 ELA Goals:

- E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E07.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
- E07.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
- E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.
- E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- E07.D.1.1 Demonstrate command of the conventions of Standard English grammar and usage.
- E07.D.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.
- E07.D.2.1 Use knowledge of language and its conventions.
- E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

#### Student Literacy Objectives for 7th Grade ELA:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- 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. Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, concepts using appropriate literacy techniques.
- Language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information

## Instructor Policies

### 7th Grade ELA Resources:

- iReady
- Go Formative
- Sapphire
- Quizizz
- Microsoft Office 365
- Microsoft OneNote
- Commonlit.org
- Short Stories
- Poems
- Informational Passages
- Radioplay
- Kahoot

### 7th Grade ELA Requirements:

- Students are required to have materials for class each day. (Laptop, pencil, worksheets, texts, etc.) Laptops **MUST** be charged and ready for class daily.
- Assigned work must be completed by given due dates. **7th Grade ELA Attendance Policy:**
- Section 1327 of the Public School Code establishes a compulsory attendance law. Under this section all students of compulsory school age are required to attend a day school in which subjects and activities prescribed by the standards of the School Board of Education are taught in the English language. Also, recent publication of the Student Rights and Responsibilities states that students' responsibilities include

regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Period by period attendance is also taken on school attendance software and may have academic ramifications as determined by the teacher.

- Any excessive attendance issues may affect a student's eligibility and will be reviewed by administration. Excessive unexcused tardiness is subject to the same ramifications as unexcused absences; minutes will be converted into school days. 7th Grade ELA Grading Policy:

**We believe that all grading practices should reflect student achievement only. We therefore, commit to the following:**

- All attendance issues will be kept separate from grade determination.
- To the greatest degree possible, student behaviors (including but not limited to effort, participation, adherence to class rules, etc.) will be excluded as a factor in grade calculation.
- "Extra Credit" or bonus points will not be awarded. No added assignments will be permitted unless there is evidence to support that additional work has resulted in a higher level of academic proficiency/achievement.
- When evidence of learning is missing, we will work to obtain evidence of that student's real achievement.

### **Course Content Schedule**

Week	Unit Title	Focus/Concept(s)	Unit Essential Question(s)	Related Academic Standards	Assignment/Artifact	Method(s) of Evaluation
1. 8/19/21	Get to know you activates/classroom norms. PAWS and PBIS "Seventh Grade" Gary Soto 29 Critical Verbs Figurative Language Conventions of Standard English	Establishing classroom norms and procedures. Introduce PAWS and PBIS	How do you create a productive learning environment? How do you use PAWS at school every day?		Interest inventory/Setting goals for the school year, and written examples of PAWS at school.	Interest inventory, goal, and PAWS examples
2. 8/23/21	29 Critical Verbs iReady Diagnostic Conventions of Standard English Key Ideas and Details in Literature Latin Roots Demonstrate command of the Conventions of Standard English Homophones	29 Critical Verbs iReady Diagnostic Proofreading/Capitalization Key Ideas and Details in Literature Latin Roots Demonstrate command of the Conventions of Standard English Homophones	How do the 29 critical verbs impact your analysis of literature and aid in the understanding of questions? How does the iReady Diagnostic results impact your learning during the school year? How do you use and understanding proofreading marks? What do you need to capitalize in English? What skill and strategies will help me to develop into a stronger writer? What is a homophone?	What skill and strategies will help me to develop into a stronger writer? What is a homophone?	iReady Diagnostic Student notes for the 29 critical verbs Ten Minute Grammar Proofreading/Capitalization What skill and strategies will help me to develop into a stronger writer? What is a homophone?	Completion of the iReady diagnostic without a yellow or red flag. Proofreading/Capitalization worksheets  What skill and strategies will help me to develop into a stronger writer? What is a homophone?



<p>4. 8/30/21</p>	<p>Key ideas and details in Literature Conventions of Standard English</p>	<p>Analyze the interactions of story elements. Determine Theme, Irony, Symbolism, Generalizations, and summarizing Literary Texts. Homophones</p>	<p>How does the author develop a story effectively? How do you locate and analyze figurative language in literature? How do you implement the story elements into a plot diagram? How do you write a CER? What is a homophone?</p>	<p>CC.1.3.7.B CC.1.3.7.A</p>	<p>Cloze reading Plot diagram Figurative language notes Guided reading questions Homophone quiz</p>	<p>Plot diagram earning at least a 70% or higher. Earn at least a 70% or higher on the figurative language quiz. Earn at least a 70% or higher on vocabulary quiz. Homophone 1 &amp; 2 quiz must earn 70% or higher</p>
<p>5. 9/6/21</p>	<p>CER Key ideas and details in literature Evidence based analysis of text and conventions. Conventions of Standard English</p>	<p>Analyzing the interaction of story elements Determining Theme, Irony, Symbolism, Summarizing Literary Texts Draw evidence from literary or informational texts to support analysis, refecton and/or research. Active and Passive voice.</p>	<p>How do you write a CER? What skills and strategies will help me to develop into a stronger writer? How do you cite evidence? What is active and passive voice?</p>		<p>CER notes and example Assessment questions for "Seventh Grade" Citation quiz Ten minute Grammar Active and Passive voice worksheets. Active and passive voice quiz</p>	<p>Earn at least a 70% or above on guided and assessment questions for "Seventh Grade" Highlighted components of the CER for "Seventh Grade" Quiz on citations to earn a 70% or higher. Active and passive voice quiz must earn 70% or higher</p>
<p>6. 9/13/21</p>	<p>Key Ideas and Details in Literature Conventions of Standard English</p>	<p>Analyzing the interaction of Story Elements Determining Theme, Irony, Symbolism, Generalizations Summarizing Literary Texts Nouns/Verbs</p>	<p>Who is Roald Dahl? How does a reader use textual evidence to infer, conclude, and make generalizations? How does the reader determine theme?</p>	<p>CC.1.3.7.B CC.1.3.7.A E007.D.1.1.8</p>	<p>Vocabulary quiz Guided questions Discussion questions</p>	<p>Earn at least a 70% or above on vocabulary quiz. Earn at least a 70% or above on the guided and discussion questions.</p>

<p>7. 9/20/21</p>	<p>Key Ideas and Details in Literature Evidence-Based Analysis of Text Conventions of Standard English</p>	<p>Analyzing the interaction of story elements Determining Theme, Irony, Symbolism, Summarizing Literary Texts Draw evidence from literary or informational texts to support analysis, reflection and/or research. <b>Types of nouns and verbs</b></p>	<p><b>How does a reader use textual evidence to infer, conclude, and make generalizations? How does the reader determine theme? What are the different types of nouns and verbs?</b></p>	<p>CC.1.3.7.A E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.E.1.1 E07.E.1.2 E07.E.1.3 E07.E.1.4 E07.E.1.5 E07.E.1.6</p>	<p><b>Assessment questions Cloze reading notes Ten Minute Grammar Nouns/Verb worksheets and quiz</b></p>	<p><b>Earn at least a 70% or above on the assessment questions.</b></p>
<p>8. 9/27/21</p>	<p>Key Ideas and Details in Literature Evidence-Based Analysis of Text Conventions of Standard English</p>	<p>Analyzing the interaction of story elements Determining Theme, Irony, Symbolism, Summarizing Literary Texts Draw evidence from literary or informational texts to support analysis, reflection and/or research. Pronoun Problems</p>	<p><b>How do you determine the theme of a story? How do you write an impactful TDA? What are pronoun problems?</b></p>	<p>CC.1.3.7.A E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.E.1.1 E07.E.1.2 E07.E.1.3 E07.E.1.4 E07.E.1.5 E07.E.1.6</p>	<p><b>Location of textual evidence to support the claim for the TDA “The Landlady” outline of the TDA (I do, We do, You do) Peer edit TDA Ten Minute Grammar Pronoun Problems worksheets and quiz.</b></p>	<p><b>Write a claim Write reasoning for the evidence Write leads into evidence Use transitions leading into body paragraphs and conclusions. Write introduction. Outline for TDA Finish TDA Pronoun Problem quiz must earn 70% or higher</b></p>
<p>9. 10/4/21</p>	<p>Key Ideas and Details in Literature Evidence-Based Analysis of Text Conventions of Standard English</p>	<p>Analyzing the interaction of story elements Determining Theme, Irony, Symbolism, Summarizing Literary Texts Draw evidence from literary or informational texts to support analysis, reflection and/or research. <b>Verb Types</b></p>	<p><b>How do you determine the theme of a story? How do you write an impactful TDA? What are the different verb types?</b></p>	<p>CC.1.3.7.A E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.E.1.1 E07.E.1.2 E07.E.1.3 E07.E.1.4 E07.E.1.5 E07.E.1.6</p>	<p><b>Location of textual evidence to support the claim for the TDA “The Landlady” outline of the TDA (I do, We do, You do) Peer edit TDA Ten Minute Grammar verb types worksheets and quiz.</b></p>	<p><b>Write a claim Write reasoning for the evidence Write leads into evidence Use transitions leading into body paragraphs and conclusions. Write introduction. Outline for TDA Finish TDA</b></p>

<p>10. 10/11/21</p>	<p>Key Ideas and Details in Literature/ Craft and Structure Informational Text Conventions of Standard English</p>	<p>Assessment of Key Ideas and Details in Literature/ Text Structure and Reading Strategies for Non-Fiction Analyzing word meanings, analyzing text structure, development of central ideas, evaluating an argument, analyzing the interactions between individuals, events, and ideas within text. Determine an author's purpose in a text. Analyze text structure and author uses to organize a text including graphics, and charts contribute to the whole and development of the ideas. Analyze specific word choice on meaning and tone. Trace and evaluate the argument specific claims in the text assessing whether it is a relevant and sufficient to the claim. Analyze two or more authors writing about the same topic shape their presentations. Verbals</p>	<p><b>How do you determine text structure? How do you determine author's purpose? How do you determine the difference between mood and tone? How do you analyze growth on iReady Diagnostic? What is a verbal?</b></p>	<p>CC.1.3.7.B CC.1.3.7.A CC.1.3.7.C CC.1.4.7.F</p>	<p><b>Text structure cards iReady diagnostic Ten Minute Grammar Verbal's</b></p>	<p><b>Text structure quiz where students will earn at least a 70% or higher.</b></p>
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11. 10/18/21	Key Ideas and Details in Literature/ Craft and Structure Informational Text Conventions of	Strategies for Non-Fiction Analyzing word meanings, analyzing text structure, development of central ideas, evaluating an	<b>How do you determine the difference between mood and tone?</b>	CC.1.3.7.B CC.1.3.7.A CC.1.3.7.C CC.1.4.7.F	<b>Author's purpose notes</b>	<b>Author's purpose quiz where the student must earn at least a 70% or higher.</b>
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	Standard English	argument, analyzing the interactions between individuals, events, and ideas within text. Determine an author's purpose in a text. Analyze the structure and author uses to organize a text including graphics, and charts contribute to the whole and development of the ideas. Analyze specific word choice on meaning and tone. Trace and evaluate the argument specific claims in the text assessing whether it is a relevant and sufficient to the claim. Analyze two or more authors writing about the same topic shape their presentations.	<b>How do you determine the author's purpose in text?</b>			<b>Ten Minute Grammar Verbal quiz must earn 70% or higher.</b>
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<p>12. 10/25/21</p>	<p>Informational Text Craft and Structure in Informational Text Key Ideas and Details in Literature/ Craft and Structure Informational Text Conventions of Standard English</p>	<p>Assessment of Key Ideas and Details in Literature/ Text Structure and Reading Strategies for Non-Fiction Demonstrate command of the conventions of standard English grammar and usage – subject predicates</p>	<p>What is a Nobel Peace Prize? Who is Malala Yousafzai and Nelson Mandela? What is the purpose of Yousafzai’s speech? How does a person overcome adversity and survive a crisis? What makes a person push through hardships?</p>	<p>CC.1.3.7.B CC.1.3.7.A CC.1.3.7.C CC.1.4.7.F CC.1.2.7.H E07.B-C.3.1.1 CC.1.2.7F E07.B-C.2.1.3 CC.1.2.7.E E07.B-C.2.1.2 E07.D.1.1.6 E07.D.1.1.9</p>	<p>Malala Yousafzai and Nelson Mandela speeches. Ten Minute Grammar Subject/Predicate</p>	<p>Students will be able to analyze the author’s purpose in each of their speeches. Students will locate evidence to support their purpose. Students will answer guided reading and discussion questions with at least a 70% or higher. Students will respond to two peer’s discussion questions.</p>
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			<p>Why is perseverance important? How do ideas influence individuals or events? What is a subject and predicate?</p>			<p>Quiz on subject and predicates must earn 70% or higher.</p>
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<p>13. 11/1/21</p>	<p>Informational Text Craft and Structure in Informational Text Key Ideas and Details in Literature/ Craft and Structure Informational Text Conventions of Standard English</p>	<p>Assessment of Key Ideas and Details in Literature/ Text Structure and Reading Strategies for Non-Fiction Demonstrate command of the conventions of standard English grammar and usage –Independent Clauses</p>	<p><b>What is a Nobel Peace Prize?</b> <b>Who is Malala Yousafzai and Nelson Mandela?</b> <b>What is the purpose of Yousafzai’s speech?</b> <b>How does a person overcome adversity and survive a crisis?</b> <b>What is an independent clause?</b> <b>What makes a person push through hardships? Why is perseverance important? How do ideas influence individuals or events?</b></p>	<p>CC.1.3.7.B CC.1.3.7.A CC.1.3.7.C CC.1.4.7.F CC.1.2.7.H E07.B-C.3.1.1 CC.1.2.7F E07.B-C.2.1.3 CC.1.2.7.E E07.B-C.2.1.2 E07.D.1.1.6 E07.D.1.1.9</p>	<p><b>Malala Yousafzai and Nelson Mandela speeches.</b> <b>Ten Minute Grammar Independent Clauses.</b></p>	<p><b>Students will be able to analyze the author’s purpose in each of their speeches.</b> <b>Students will locate evidence to support their purpose.</b> <b>Students will answer guided reading and discussion questions with at least a 70% or higher.</b> <b>Students will respond to two peer’s discussion question.</b> <b>Must earn at least a 70% on Independent Clause quiz.</b></p>
<p>14. 11/8/21</p>	<p>Informational Text Craft and Structure in Informational Text Key Ideas and Details in Literature/</p>	<p>Assessment of Key Ideas and Details in Literature/ Text Structure and Reading Strategies for Non-Fiction Demonstrate command of</p>	<p><b>What is a Nobel Peace Prize?</b> <b>Who is Malala Yousafzai and Nelson Mandela?</b></p>	<p>CC.1.3.7.B CC.1.3.7.A CC.1.3.7.C CC.1.4.7.F CC.1.2.7.H</p>	<p><b>Malala Yousafzai and Nelson Mandela speeches.</b> <b>TDA Outline</b> <b>Ten Minute Trimester 1 Review Quiz</b></p>	<p><b>Students will be able to analyze the author’s purpose in each of their speeches.</b></p>

	Craft and Structure Informational Text Conventions of Standard English	the conventions of standard English grammar and usage – Trimester 1 Ten Minute Grammar Review.	<b>What is the purpose of Yousafzai’s speech? How does a person overcome adversity and survive a crisis? What makes a person push through hardships? Why is perseverance important? How do ideas influence individuals or events? How do you use different sentence types in writing? How do you use different sentence types in writing?</b>	E07.B-C.3.1.1 CC.1.2.7F E07.B-C.2.1.3 CC.1.2.7.E E07.B-C.2.1.2 E07.D.1.1.6 E07.D.1.1.9 CC.1.3.7.B CC.1.3.7.A CC.1.3.7.C CC.1.4.7.F CC.1.2.7.H		<b>Students will locate evidence to support their purpose. Students will answer guided reading and discussion questions with at least a 70% or higher. Students will respond to two peer’s discussion question Students will earn at least a 70% or higher on assessment questions for Malala Yousafzai and Nelson Mandala. Students will fill out outline for TDA comparing both speeches. Students will peer edit one person’s outline before writing final copy. Students will write final copy of their TDA earning at least a 3 out of 4 on PSSA writing rubric Students will earn at least a 70% on Ten Minute Trimester 1 Review Quiz.</b>
15. 11/15/21	<b>Key Idea and Details: Literature Text Conventions of Standard English</b>	<b>Determine a theme or central idea of a text and analyze its development over the course of the text. Analyze how particular lines of dialogue in a story or drama propel the action. Identify, explain, interpret, describe, and/or analyze the effects of irony in a text.</b>	<b>How does irony create humor and communicate theme? What are the different sentence types? What is a subordinate clause?</b>	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.D.1.1.2	<b>“Gift of the Magi” story Character chart Irony and theme notes Vocabulary Quiz Ten Minute Grammar Sentence Types 1 and Subordinate Clauses.</b>	<b>Students will be able to identify theme. Character development, and irony in the story. Students will earn at least a 70% or higher on vocabulary quiz. Students will earn at least 70% or higher on guided questions and discussion questions.</b>

		<b>Conventions of Standard English- Sentence Types 1 and Subordinate Clauses.</b>				<b>Students will earn at least a 70% or higher on Sentence Types 1 and Subordinate clauses quiz.</b>
<b>16. 11/22/21</b>	<b>Key Idea and Details: Literature Text Conventions of Standard English</b>	<b>Determine a theme or central idea of a text and analyze its development over the course of the text. Analyze how particular lines of dialogue in a story or drama propel the action. Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. Ten Minute Grammar Sentence Types 2.</b>  <b>Determine a theme or central idea of a text and analyze its development over the course of the text. Analyze how particular lines</b>	<b>How does irony create humor and communicate theme?</b>	<b>E07.A-K.1.1.1 E07.A-K.1.1.2 E07.D.1.1.2</b>	<b>“Gift of the Magi” story Character chart Irony and theme notes Ten Minute Grammar Sentence Types 2</b>	<b>Students will earn at least 70% or higher on assessment questions. Students will earn a 70% or higher on Sentence Types 2 quiz.</b>

17. 11/29/21	Key Idea and Details: Literature Text Conventions of Standard English	Determine a theme or central idea of a text and analyze its development over the course of the text. Analyze how particular lines of dialogue in a story or drama propel the action.  Verb Problems/Subject Predicate types/Comma Rules 1&2.	How does irony create humor and communicate theme? How do you write an impactful TDA on them and irony? What are verb problems? What are subject predicate types? What are comma rules?	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.D.1.1.2	"Gift of the Magi" story Character chart Irony and theme notes TDA Outline Ten Minute Grammar Verb Problems/Subject Predicate types/ comma rules.	Students will earn at least 70% or higher on assessment questions. TDA outline Students will earn 70% or higher on verb problems/subject predicate types/comma rules quiz.
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18. 12/6/21	Key Ideas and Details: Literature Text Conventions of English	Determine a theme or central idea of a text and analyze its development over the course of the text. Analyze how particular lines of dialogue in a story or drama propel the action. Elements of drama.	How does dialogue propel the action in a drama?	CC.1.3.7.A E07.A-K.1.1.2 CC.1.3.7.C E07.A-K.1.1.3	"Fourteen" play Elements of drama notes	Students notes
19. 12/13/21 12/20/21	Key Ideas and Details: Literature Text Conventions of English	Determine a theme or central idea of a text and analyze its development over the course of the text. Analyze how particular lines of dialogue in a story or drama propel the action. Elements of drama.	How does dialogue propel the action in a drama?	CC.1.3.7.A E07.A-K.1.1.2 CC.1.3.7.C E07.A-K.1.1.3	"Fourteen" play Elements of drama notes	Earn at least a 70% on guides questions, discussion questions, and assessment questions. Elements of drama quiz and earn at least a 70% or higher.

20. 1/3/22	iReady CDT Article of the Week Key Ideas and Details Informational Text/Craft and Structure in Informational Text. Conventions of Standard English	Determine a theme or central idea of a text and analyze its development over the course of the text. Analyze how particular lines of dialogue in a story or drama propel the action. Trimester 2 Ten Minute Grammar Review	How do ideas influence ideas and events? Who is Martin Luther King, Jr. ? What impact did Martin Luther King Jr. have on society?		Martin Luther King, Jr. Article Main idea/Significant Detail notes Audience/Point of View Trimester 2 Ten Minute Grammar Review.	Students will earn a 70% or above on guided reading questions, discussion questions, and assessment questions. Earn at least a 70% or higher on Trimester 2 Ten Minute Grammar Review.
21. 1/10/22	Integration of Knowledge and Ideas/Quality of Writing: Opinion/Argumentative: Content and Style Conventions of Standard English	Determine an author's point of view or purpose in a text. Analyze the structure an author uses to organize a text including how graphics, and charts contribute to the whole and development of the ideas. Determine the author's purpose in text. Analyze the impact of a specific word choice on meaning and tone Trace and	How is the author's point of view reflected in various articles? How does an author use persuasive techniques in text? How is an author's point of view reflected in various articles?	E07.B-C.2.1.1 E07.B-C.2.1.2 E07.B-C.2.1.3 CC.1.4.7.F	Pro/Con articles Tone and mood notes Rhetoric notes	Analyze structure of an argument, graphics and charts, and the impact of word choice on meaning and tone, differentiate between relevant and irrelevant evidence and how different authors shape their presentations with annotations, graphic organizers, and note takers. Earn at least a 70% on tone and mood quiz.
		evaluate the argument and specific claims in a text assessing whether is relevant and sufficient to the claim. Analyze how two or more authors writing about the same topic shape their presentations.	What is the difference between tone and mood? What is rhetoric?			Write a persuasive TDA comparing two opposing viewpoints.

<p>22. 1/17/22</p>	<p>Integration of Knowledge and Ideas/Quality of Writing: Opinion/Argumentative: Content and Style Conventions of Standard English</p>	<p>Determine an author’s point of view or purpose in a text. Analyze the structure an author uses to organize a text including how graphics, and charts contribute to the whole and development of the ideas. Determine the author’s purpose in text. Analyze the impact of a specific word choice on meaning and tone Trace and evaluate the argument and specific claims in a text assessing whether is relevant and sufficient to the claim. Analyze how two or more authors writing about the same topic shape their presentations.</p>	<p>How do you write a TDA comparing two opposing points of view on the same subject?</p>	<p>E07.B-C.2.1.1 E07.B-C.2.1.2 E07.B-C.2.1.3 CC.1.4.7.F</p>	<p>Rhetoric quiz TDA outline</p>	<p>Students will earn at least a 70% on rhetoric quiz.</p>
<p>23. 1/24/22</p>	<p>Integration of Knowledge and Ideas/Quality of Writing: Opinion/Argumentative: Content and Style Conventions of Standard English</p>	<p>Determine an author’s point of view or purpose in a text. Analyze the structure an author uses to organize a text including how graphics, and charts contribute to the</p>	<p>How do you write a TDA comparing two opposing points of view on the same subject?</p>	<p>E07.B-C.2.1.1 E07.B-C.2.1.2 E07.B-C.2.1.3 CC.1.4.7.F</p>	<p>TDA outline Peer edit rubric</p>	<p>Write a persuasive TDA comparing two opposing viewpoints. (outline)</p>



		<p>whole and development of the ideas.</p> <p>Determine the author's purpose in text.</p> <p>Analyze the impact of a specific word choice on meaning and tone Trace and evaluate the argument and specific claims in a text assessing whether is relevant and sufficient to the claim.</p> <p>Analyze how two or more authors writing about the same topic shape their presentations.</p>				
<p>24. 1/31/22</p>	<p>Integration of Knowledge and Ideas/Quality of Writing: Opinion/Argumentative: Content and Style Conventions of Standard English</p>	<p>Determine an author's point of view or purpose in a text. Analyze the structure an author uses to organize a text including how graphics, and charts contribute to the whole and development of the ideas.</p> <p>Determine the author's purpose in text.</p> <p>Analyze the impact of a specific word choice on meaning and tone Trace and evaluate the argument and specific claims in a text assessing whether is relevant and sufficient to the claim.</p> <p>Analyze how two or more authors writing about the same topic shape their presentations.</p>	<p>How do you write a TDA comparing two opposing points of view on the same subject?</p>	<p>E07.B-C.2.1.1 E07.B-C.2.1.2 E07.B-C.2.1.3 CC.1.4.7.F</p>	<p>TDA outline Peer edit rubric</p>	<p>Write a persuasive TDA comparing two opposing viewpoints.(final copy)</p>

<p>25. 2/7/22</p>	<p>Key Ideas and Detail in Literature Text/ Craft and Structure Literature Text Conventions of Standard English</p>	<p>Analyze how the particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters and plot). Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contribute to its meaning. Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text: analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. Conventions of Standard English Conjunctions</p>	<p>How does the form of a poem contribute to its meaning? “How does the rhyme schemes in the two poems contribute to meaning? What is a conjunction?</p>	<p>CC.1.3.7.A E07.A-K.1.1.2 CC.1.3.7.C E07.A-K.1.1.3 E07.D.1.1.1 E07.D.1.1.2</p>	<p>Elements of Poetry notes  “Fame is a Bee” “Hope” is the thing with feathers “Mother to Son” Ten Minute Grammar Conjunction</p>	<p>Poetry notes Earn 70% or higher on conjunction quiz.</p>
<p>26. 2/14/22</p>	<p>Key Ideas and Detail in Literature Text/ Craft and Structure Literature Text Conventions of Standard English</p>	<p>Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. Draw evidence from literary or informational texts to support analysis, reflection, and/or research Conventions of Standard English Prepositions.</p>	<p>How does the form of a poem contribute to its meaning? “How does the rhyme schemes in the two poems contribute to meaning? What is a preposition and suffix?</p>	<p>CC.1.3.7.A E07.A-K.1.1.2 CC.1.3.7.C E07.A-K.1.1.3 E07.D.1.1.1 E07.D.1.1.2 E07.A-C.2.1.2 E07.A-C.2.1.3 E07.E.1.1 E07.E.1.2 E07.E.1.3</p>	<p>“Sonnet” “Still I Rise”  Ten Minute Grammar Prepositions.</p>	<p>Analysis of poetry Elements of poetry quiz earning at least a 70% or above. TDA outline At least a 70% or higher on guided reading questions, discussion questions. Students will earn at least a 70% or higher on preposition and suffix quiz.</p>

27. 2/21/22	Key Ideas and Detail in Literature Text/ Craft and Structure Literature Text Conventions of Standard English	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. Draw evidence from literary or informational texts to support analysis, reflection, and/or research Conventions of Standard English Prepositions and suffixes.	How does the form of a poem contribute to its meaning? “How does the rhyme schemes in the two poems contribute to meaning?	CC.1.3.7.A E07.A-K.1.1.2 CC.1.3.7.C E07.A-K.1.1.3 E07.D.1.1.1 E07. E07.A-C.2.1.2 E07.A-C.2.1.3 E07.E.1.1 E07.E.1.2 E07.E.1.3 D.1.1.2	“Dreams” by Langston Hughes	At least a 70% or higher on assessment question. TDA Outline and final copy earning at least a 3 out of 4 on the PSSA writing rubric
28. 2/28/22	Craft and Structure: Literature Text  Conventions of Standard English	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. Draw evidence from literary or informational texts to support analysis, reflection, and/or research Colon and Semi-colon	How do differences in point of view create suspense? Who is Edgar Allan Poe? How does foreshadowing aid the reader in the understanding of the plot? What is a colon and semi-colon?	E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3 E07.D.1.1.1 E07.D.1.1.2	“The Tell-Tale Heart” story Background notes on Edgar Allan Poe Foreshadowing worksheet Ten Minute Grammar colon and semi-colon.	Students will analyze the short story locating figurative language. Students will locate foreshadowing within the story. Students will earn at least a 70% or more on guided reading and discussion questions. Students will earn at least a 70% or higher on colon and semi-colon quiz.
29. 3/7/22	Craft and Structure: Literature Text  Conventions of Standard English	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze	How do differences in point of view create suspense? What is theme? What is a hyphen?	E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3 E07.D.1.1.1 E07.D.1.1.2	“The Tell-Tale Heart” story TDA outline Ten Minute Grammar Hyphen	Students will analyze the short story locating figurative language.

		<p>the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Draw evidence from literary or informational texts to support analysis, refection, and/or research</p> <p>Conventions of Standard English Hyphen</p>				<p>Students will locate foreshadowing within the story.</p> <p>Students will earn at least a 70% or more on assessment questions.</p> <p>Students will complete TDA outline.</p> <p>Students will earn at least 70% on Hyphen quiz.</p>
<p>30. 3/14/22</p>	<p>Craft and Structure: Literature Text</p> <p>Conventions of Standard English</p>	<p>Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Draw evidence from literary or informational texts to support analysis, refection, and/or research</p>	<p>How do you write an impactful TDA on suspense and plot sequence?</p>	<p>E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3 E07.D.1.1.1 E07.D.1.1.2</p>	<p>TDA Outline Peer review rubric</p>	<p>Students will peer review outline.</p> <p>Students will earn at least a 3 out of 4 on the PSSA writing rubric.</p>

31. 3/21/22	Quality of Writing: Opinion/Argumentative: Focus & Organization Conventions of Standard English	Analyze the structure an author uses to organize a text including how graphics, and charts contribute to the whole and development of the ideas. Analyze the impact of a specific word choice on meaning and tone Trace and evaluate the argument and specific claims in a text assessing whether is	How do you shape a reasonable argument? How do you properly use quotation?	E07.B-C.2.1.1 E07.D.1.1.1	“Gault Case Change Juvenile Law” article Ten Minute Grammar quotations.	Students will locate persuasive techniques. Students will earn a 70% or higher on guided reading and discussion questions. Students will earn at least a 70% or above on quotations quiz.
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		relevant and sufficient to the claim. Analyze how two or more authors writing about the same topic shape their presentations. Conventions of Standard English Quotations				
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32. 3/28/22	Quality of Writing: Opinion/Argumentative: Focus & Organization Conventions of Standard English	Analyze the structure an author uses to organize a text including how graphics, and charts contribute to the whole and development of the ideas. Analyze the impact of a specific word choice on meaning and tone Trace and evaluate the argument and specific claims in a text assessing whether is relevant and sufficient to the claim. Analyze how two or more authors writing about the same topic shape their presentations. Conventions of Standard English Adjectives and Adverbs.	How do you shape a reasonable argument? What is an adjective and adverb?	E07.B-C.2.1.1 E07.D.1.1.1	“Gault Case Change Juvenile Law” article Ten Minute Grammar adjective and adverbs.	Students will earn at least a 70% or higher on assessment questions. Students will respond to writing prompt to determine and provide evidence to their agreement or disagreement with the result of the case. Students will earn at least a 70% or higher on adjective and adverb quiz.
33. 4/4/22	PSSA Prep Evidence-Based Analysis of Text Conventions of English Review Test Taking Strategies	Draw evidence from literary or informational texts to support analysis, refecton and/or research Conventions of Standard English Modifier Phrases	How do you prepare for PSSAs? What is a modifier phrase?		Various released PSSA items and other resources based on the data leading into testing. Ten Minute Grammar Modifier Phrases	Students will demonstrate understanding of material needed for PSSAs Students will earn at least a 70% or higher on modifier phrase quiz.
34. 4/11/22	PSSA Prep Evidence-Based Analysis of Text Conventions of	Draw evidence from literary or informational texts to support analysis, refecton and/or research	How do you prepare for PSSAs?		Various released PSSA items and other resources based on the data leading into testing.	Students will demonstrate understanding of material needed for PSSAs
	English Review Test Taking Strategies	Conventions of English Trimester 3 Review Ten Minute Grammar			Ten Minute Grammar Trimester 3 Review.	Students will earn at least a 70% or higher on Trimester 3 Grammar review.

35. 4/18/22	PSSA Prep Evidence-Based Analysis of Text Conventions of English Review Test Taking Strategies	Draw evidence from literary or informational texts to support analysis, reflection and/or research	How do you prepare for PSSAs?		Various released PSSA items and other resources based on the data leading into testing.	Students will demonstrate understanding of material needed for PSSAs
36. 4/25/22	PSSAs					
37. 5/2/22	Craft and Structure: Literature Text  Conventions of Standard English	Analyze how differences in the points of view of the characters and the reader create such effects as suspense. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. Determine how the author uses the meaning of words or phrases, including figurative language and connotative meanings.	How do differences in structure contribute to its meaning? What is suspense?	E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	"Lamb to the Slaughter" Roald Dahl	Analysis of the short story. 70% or higher on guided reading and discussion questions.
38. 5/9/22	Craft and Structure: Literature Text  Conventions of Standard English	Analyze how differences in the points of view of the characters and the reader create such effects as suspense. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	How did the actions of the wife impact the ending of the story?	E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	"Lamb to the Slaughter" Roald Dahl	Earn a 70% or higher on assessment questions.

		Determine how the author uses the meaning of words or phrases, including figurative language and connotative meanings.				
39. 5/16/22	Key Ideas and Details: Literature Text Quality of Writing: Narrative: Content and Style	Determine a theme or central idea of a story and analyze its development over the course of the piece including its relationship to the characters, setting, and plot. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.	How does a writer establish point of view, characters, and a sequence of events that unfolds naturally and logically to support writer's purpose?	E07.E.1.6 E07.D.1.2 E07.D.1.2.3 E07.D.1.2.4	"War of the Wall" Toni Cade Barbara	Earn 70% or higher on guided reading, discussion, and assessment questions. Write a personal narrative.
40. 5/23/22	Quality of Writing: Personal Narrative: Content and Style		How do you write a personal narrative?		Samples of personal narratives.	Students will earn a 70% or higher on their personal narrative.

## Appendix A

### Student and Teacher Roles with a Defined Focus on Literacy Students

will:

**1. Work independently in their learning to:**

- Comprehend and evaluate complex situations, be a critical consumer of seventh grade language arts text, produce; research and gather evidence, communicate effectively, listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

**2. Construct content-meaning for self-efficacy and the efficacy all learners:**



- Build personal engagement in *seventh grade language arts* literacy (RWSL), take and share power for learning, self-assess, monitor and reflect on. Set goals for extending math skills, use text-based evidence to establish clear relationships among claims, explore *seventh grade language arts* concepts beyond the classroom and search to discover global perspectives

### **3. Develop a Classroom Learning Community of respectful collaborative, collective dynamics:**

- Contribute and collaborate in a community of seventh grade language arts learners, provide multiple perspectives to solve problems toward shared understanding, value, represent, and respect diverse opinions and perspectives.
- Tasks or assignments are completed on time in support of a shared responsibility
- Self-monitoring for preparation and understanding is encouraged to promote contribution and respect for equity of time

### **4. Participate in the assessment process:**

- Set goals and self-monitoring their progress with an expectation for fulfilling assessment requirements
- Produce and complete tasks and assignments according to the parameters and expectations of the learning process and the instructor's timeline.
- Seek help in understanding and clarifying confusions is an expectation to foster student independence and confidence as a life-long learner.

### **5. Use of technology to support their learning:**

- Explore creative and innovative uses of technology to enhance and express their learning.
- Participate as a 21<sup>st</sup> Century student to make connections to the global learning environment
- Use and evaluate research available resources for validity and reliability **Instructor will:**

### **1. Conduct the learning environment that promotes a student-centered community of learners.**

- Conceptualizes instruction to include students as part of the learning community; students formally collaborate on important learning tasks
- Share learning experience to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming
- Set up the learning environment and experiences for valuing diversity, multiple perspectives, and strengths of the student.
- Foster and encourage development of new ideas and understanding in conversations and work with others

- Arrange groups to support collaboration and inquiry; students work independently, in pairs, in small groups and as a class dependent on the task.

## **2. Represent themselves as a facilitator, a guide for learning, a co-learner, or as an investigator.**

- Engage in negotiation, stimulates and monitors discussion and project work but does not control
- Help students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options
- Considers themselves as self- learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals

## **3. Design the instructional model and learning context driven by standards and researched-based best practices.**

- Identify the specific PACCS standards addressed in all lessons and units.
- Provide students with an understanding of PACCS standard guiding the instruction and the relationship to the student learning goals.

## **4. Develop authentic tasks to engage all learners with relevance to transfer knowledge to outside world situations.**

- Pertains to real world, meaningful intellectual work; may be addressed to personal interest
- Challenge and engage students with tasks with different levels of difficulty, enough to be interesting but not totally frustrating, and sustainable.
- Involves integrating disciplines to solve problems and address issues in context
- Engage students with rigorous course content to prepare them for College and Career readiness.
- Construct processes that engage students through cognitive application as an intentional principle of instruction.

## **5. Motivate and intentionally organize classroom instructional structure.**

- Direct students to set goals, self-assess their progress to produce quality products and determine next steps
- Integrate the Literacy skills of Reading, Writing, Speaking and Listening that is discipline specific
- Activate and develop students' repertoire of thinking/learning strategies for changeable and complex knowledge building.
- Promote intrinsic learning with a passion for exploring and solving problems.
- Use data-driven instruction to plan for individual and group learning situations.

**6. Assess students with a multitude and variety of formative, performance-based, generative, and summative assessments to address the needs and levels of all learners.**

- Create assessments with meaning for the learner to produce product, performance, or service
- Make assessments transparent and integral to instruction; students learn during/through challenging meaningful activities □ Evaluate students fairly and equitably based upon student individual needs and achievement level.
- Use the most appropriate and effective technology available to enhance tasks and the evidence on learning

**7. Utilized discipline-specific digital literacy and processes to engage and connect students in furthering 21st century teaching and learning.**

- Use the most appropriate and effective technology available to allow for interaction by communicating and collaborating in diverse ways □ Use the most appropriate and effective technology available to access simulations, goals-based learning and real-world productivity tools.
- Use the most appropriate and effective technology available to complete and access task, locate data, and learning opportunities that stimulate thought and inquiry.
- Build awareness of and where possible, access media technologies to keep pace with the ever-changing technological devices to further educational possibilities.

**Appendix B Engaged Learning Framework for Course Content Reflection and Review**

Indicators of Engaged Learning		Indicator Definition
<b>Evaluation</b>		
<b>Tasks</b>	<ul style="list-style-type: none"> <li>• Authentic</li> <li>• Challenging</li> <li>• Multidisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• Pertains to real world, meaningful intellectual work; may be addressed to personal interest</li> <li>• Difficult enough to be interesting but not totally frustrating, usually sustained</li> <li>• Involves integrating disciplines to solve problems and address issues in context</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Performance-based</li> <li>• Generative</li> <li>• Seamless and ongoing</li> <li>• Equitable</li> </ul>	<ul style="list-style-type: none"> <li>• Involving a performance or demonstration, usually for a ‘real’ audience and addressing a useful purpose</li> <li>• Assessments having meaning for learner; may produce information, product, service</li> <li>• Assessment is transparent and integral; students learn during/through challenging and meaningful activities □</li> </ul> <p>Assessment is culture fair</p>

Process		
<b>Instructional Model</b>	<ul style="list-style-type: none"> <li>• Interactive</li> <li>• Generative</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction actively engages learners through meaningful context and construction of knowledge; encourages, supports and responds to student contributions, needs, requests for clarification, etc.</li> <li>• Instruction oriented to constructing meaning; providing meaningful activities/experiences</li> </ul>
<b>Learning Context</b>	<ul style="list-style-type: none"> <li>• Collaborative</li> <li>• Knowledge-building</li> <li>• Empathetic</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction conceptualizes students as part of learning community; students formally collaborate on important learning tasks</li> <li>• Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming</li> <li>• Learning environment and experiences set up for valuing diversity, multiple perspectives, strengths</li> </ul>
<b>Grouping</b>	<ul style="list-style-type: none"> <li>• Heterogeneous</li> <li>• Equitable</li> <li>• Flexible/agile</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups with persons with different skill sets, backgrounds, interests</li> <li>• Groups sized and organized so that over time all students have challenging learning tasks/experiences</li> <li>• Different groups organized for different instructional purposes; supports collaboration across multiple contributors</li> </ul>
Roles		
<b>Instructor Role</b>	<ul style="list-style-type: none"> <li>• Facilitator</li> <li>• Guide</li> <li>• Colearner/coinvestigator</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in negotiation, stimulates and monitors discussion and project work but does not control</li> <li>• Helps students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options</li> <li>• Instructor considers self as learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals</li> </ul>
<b>Student Role</b>	<ul style="list-style-type: none"> <li>• Explorer</li> <li>• Cognitive Apprentice</li> <li>• Teacher</li> <li>• Producer</li> </ul>	<ul style="list-style-type: none"> <li>• Students have opportunities to explore new ideas/tools; push the envelope in ideas and research</li> <li>• Learning is situated in relationship with mentor who coaches students to develop ideas and skills that simulate the role of practicing professionals (i.e., engage in real research)</li> <li>• Students encouraged to teach others in formal and informal contexts</li> <li>• Students develop products of real use to themselves and others; demonstrated learning</li> </ul>
Resources		
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Interconnectivity</li> <li>• Access to challenging tasks</li> <li>• Enables learning by doing</li> <li>• Media Use</li> </ul>	<ul style="list-style-type: none"> <li>• Technology allows interaction by communicating and collaborating in diverse ways</li> <li>• Technology offers or allows access to tasks, data, and learning opportunities that stimulate thought and inquiry</li> <li>• Technology offers access to simulations, goals-based learning, and real-world problems and productivity tools</li> <li>• Technology provides opportunities to use media technologies</li> </ul>