

**PLANNED COURSE**  
**7<sup>th</sup> GRADE READING**

<b>Academic Standard(s) For Reading</b>		
<b>1.2. Reading Informational Text</b>		
<p><b>Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p>		
<b>Content Standards</b>	<b>Performance Standards</b>	<b>Assessments</b>
<p><b>A. Key Ideas and Details – Main Idea</b> 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.</p>	<p>A. 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.</p>	<ul style="list-style-type: none"> <li>• Teacher generated assignments</li> <li>• Teacher and/or text generated quizzes and tests</li> <li>• Educational games</li> <li>• Graphic organizers</li> <li>• Oral reading</li> <li>• Student projects</li> <li>• Graphic organizers</li> <li>• Effective use of reading vocabulary in written and/or oral presentations</li> <li>• Constructed Responses scored appropriate scoring guides</li> </ul>
<p><b>B. Key Ideas and Details – Text Analysis</b> 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.</p>	<p>B. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of text.</p>	
<p><b>C. Key Ideas and Details – Text Analysis:</b> <b>Development and Connections</b> Analyze the interactions among individuals, events, and ideas in a text.</p>	<p>C. Analyze the interactions among individuals, events, and ideas in a text (e.g., how ideas influence individuals or events; how individuals influence ideas or events).</p>	
<p><b>D. Craft and Structure – Point of View</b> 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.</p>	<p>D. 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.</p>	
<p><b>E. Craft and Structure – Text Structure</b> Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.</p>	<p>E. Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.</p>	
<p><b>F. Craft and Structure – Vocabulary</b> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.</p>	<p>F. Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of word choice on meaning and tone.</p>	

<p><b>G. Integration of Knowledge and Ideas – Diverse Media</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).</p> <p><b>H. Integration of Knowledge and Ideas – Evaluating Arguments</b> Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p><b>I. Integration of Knowledge and Ideas – Analysis Across Texts</b> Analyze how two or more authors present and interpret facts on the same topic.</p> <p><b>J. Vocabulary Acquisition and Use</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>K. Vocabulary Acquisition and Use</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>G. Analyze each medium’s portrayal of the subject; compare and contrast a text to an audio, video, or multimedia version of the text. .</p> <p>H. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>I. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>J. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>• Determine meaning of technical words and phrases used in a text.</li> </ul> <p>K. Demonstrate understanding of figurative language , word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., literary and mythological allusions) in context.</li> <li>• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>	
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<b>L. Range of Reading</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	L. Demonstrate comprehension of literary nonfiction and informational text on grade level.	
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**PLANNED COURSE**  
**7<sup>th</sup> GRADE READING**

<b>Academic Standard(s) For Reading</b>		
<b>1.3 Reading Literature</b>		
<b>Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>		
<b>Content Standards</b>	<b>Performance Standards</b>	<b>Assessments</b>
<p><b>A. Key Ideas and Details – Theme</b> 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</p> <p><b>B. Key Ideas and Details – Text Analysis</b> 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.</p> <p><b>C. Key Ideas and Details- Literary Elements</b> Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p><b>D. Craft and Structure – Point of View</b> 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.</p> <p><b>E. Craft and Structure – Text Structure</b> Analyze the development of the meaning through the overall structure of the text.</p> <p><b>F. Craft and Structure – Vocabulary</b> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.</p>	<p>A. 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.</p> <p>B. 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.</p> <p>C. Analyze how particular elements of a story, drama, or poem interact (e.g., how setting shapes the characters or plot).</p> <p>D. Analyze how the author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>E. Analyze how a drama's or poem's form or structure contributes to its meaning.</p> <p>F. Determine how the author uses the meaning of words and phrases, including figurative and connotative meaning, 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>	<ul style="list-style-type: none"> <li>• PSSA Style Performance Task scored with PA Reading Assessment Rubrics</li> <li>• Student projects</li> <li>• Graphic organizers</li> <li>• Teacher generated assignments</li> <li>• Small/large group discussion</li> </ul>

<p><b>G. Integration of Knowledge and Ideas-Source of Information</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).</p> <p><b>H. Integration of Knowledge and Ideas-Text Analysis</b> 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.</p> <p><b>I. Vocabulary Acquisition and Use Strategies</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>J. Vocabulary Acquisition and Use</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>G. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).</p> <p>H. 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.</p> <p>I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> </ul> <p>J. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g. literary and mythological allusions) in context.</li> <li>• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with familiar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>	
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<b>K. Range of Reading</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.	K. Demonstrate comprehension of literary fiction on grade level.	
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**PLANNED COURSE**  
**7<sup>th</sup> GRADE READING**

<b>Academic Standard(s) For Reading</b>		
<b>1.4 Writing</b>		
<b>Students write for different purposes and audience. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>		
<b>Content Standards</b>	<b>Performance Standards</b>	<b>Assessments</b>
<b>A. Informative/Explanatory</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	A. Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support writer's purpose.  B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  D. Use precise language and domain-specific vocabulary to inform about or explain the topic.  E. Establish and maintain a formal style.  F. Provide a concluding section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> <li>• Peer editing/response groups</li> <li>• Individual student revision</li> <li>• Teacher generated assessments</li> <li>• Group generated writing projects</li> <li>• Teacher generated assignments</li> <li>• Small/large group discussion</li> <li>• Individual student writing project</li> <li>• PSSA Style Performance Task scored with PA Reading Assessment Rubric</li> </ul>
<b>B. Opinion/Argumentative</b> Write arguments to support claims.	A. Introduce claim(s) for the intended audience, acknowledge alternative opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.  B. Support claim(s) with logical reasoning and relevant evidence, use accurate, credible sources and demonstrate an understanding of the topic or text.  C. Use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), reasons, and evidence.  E. Establish and maintain a formal style.	<ul style="list-style-type: none"> <li>• Teacher generated assignments</li> <li>• Peer editing/response groups</li> <li>• Individual student revision</li> </ul>

<p><b>C. Narrative</b> Write narratives to develop real or imagined experiences of events.</p>	<p>F. Provide a concluding section that reinforces the claims and reasons presented.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling point.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one frame or setting to another.</p> <p>D. Use precise words or phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experience or events.</p>	<p>PSSA Style Performance Task scored with PA Reading Assessment Rubric</p>
<p><b>D. Response to Literature</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p>	<p>A. . Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p>	<p>PSSA Style Performance Task scored with PA Reading Assessment Rubric •Teacher generated assignments</p>
<p><b>E. Range of Writing</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction</p>	<p>A. . Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p>	<p>PSSA Style Performance Task scored with PA Reading Assessment Rubric •Teacher generated assignments</p>



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**7<sup>th</sup> READING**

**1.5 Speaking and Listening**

**Students present appropriately in formal speaking situations, listen critically, and respond intellectually as individuals or in group situations.**

<b>Content Standards</b>	<b>Performance Standards</b>	<b>Assessments</b>
<p><b>A. . Comprehension and Collaboration</b>  <b>Collaborative Discussion</b>  Engage effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>A. Engage effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>• Teacher generated assessment standards</li> <li>• Teacher developed discussions</li> <li>• Teacher generated questions/peer review forms</li> <li>• Teacher monitoring</li> <li>• Teacher generated assignments</li> <li>• Small/large group discussion</li> <li>• Student projects</li> </ul>
<p><b>B. Comprehension and Collaboration</b>  <b>Evaluating Information</b>  Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>A. Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	
<p><b>C. Presentation of Knowledge and Ideas</b>  <b>Purpose, Audience, and Task</b>  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>A. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	
<p><b>D. Conventions of Standard English</b>  Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p>	<p>A. . Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p>	